



**P.S. 150 QUEENS**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 150 QUEENS**  
**ADDRESS: 40-01 43 AVENUE**  
**TELEPHONE: 718-784-2252**  
**FAX: 718-729-7823**

**03-26-2012**  
**MARCH 2012**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 30Q150      **SCHOOL NAME:** P.S. 150 Queens

**SCHOOL ADDRESS:** 40-01 43 AVENUE, QUEENS, NY, 11104

**SCHOOL TELEPHONE:** 718-784-2252      **FAX:** 718-729-7823

**SCHOOL CONTACT PERSON:** Carmen Parache      **EMAIL ADDRESS** cparache@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Scott Grodsky

**PRINCIPAL:**      Carmen Parache

**UFT CHAPTER LEADER:**      Joann Rodeschin

**PARENTS' ASSOCIATION PRESIDENT:**      Colleen Walker

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 30      **SSO NAME:** Integrated Curriculum and Instruction  
Learning Support  
Organization

**SSO NETWORK LEADER:** Diane Foley

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Carmen Parache	Principal	
Joann Rodeschin	UFT Chapter Leader	
Colleen Walker	PA/PTA President or Designated Co-President	
Shireen Soliman	Parent	
Scott Grodsky	Parent	
Kim Brown	Parent	
Nicole Kroski	UFT Member	

Theresa Shannon	UFT Member	
Pat Chu	UFT Member	
Carmen Martinez	Parent	

**\* Core (mandatory) SLT members.**

### SECTION III: SCHOOL PROFILE

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#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Public School 150 is located in a diverse community. It has an annex which houses our pre-kindergarten and kindergarten classrooms. We educate pre-K through 6<sup>th</sup> grade students from a variety of countries and linguistic backgrounds. Some of our students are new immigrants or first-generation Americans. The average attendance rate is 95.5%.

We offer a variety of programs, such as monolingual classes in grades pre-K through sixth, one talented in gifted class per grade in Kindergarten through fifth grade, seven self-contained ESL classes- two in Kindergarten and 1st grade, and one in 2nd,3rd,4th, and 6th grade. We also have three dual language classes in grades Kindergarten, first and second. Additionally, there are three ESL teachers providing in-class services to mandated ESL students. As part of the C4E funding, ESL teachers also provide extra support to self-contained ESL classes in an effort to increase student achievement in grades three and five. Qualified students receive a variety of support services, such as academic intervention, extended day, SETTS, speech, physical and occupational therapy, adaptive physical education, and mandated and preventive counseling.

Literacy is at the core of our instructional programs. We believe that providing students with a strong foundation in literacy will result in high achievement in all content areas and a successful academic career. Our literacy program encourages students to learn reading and writing strategies utilizing a balanced literacy approach supported by the Teachers College Reading and Writing Project. All students use the Everyday Math curriculum. In order to enrich the math program, some of our students are participating in the Continental Math League. The Gifted and Talented classes supplement their math instruction with the Exemplars Program. Our exemplary arts program affords students with the opportunity to receive music, visual arts, and drama

instruction within their academic day. Students also participate in additional enrichment activities, such as Studio in the School, Virtual Y, and Chess in the School.

We have continuously been recognized as a high achieving Title I school. For three years, we have been placed on the state's honor roll list. We have been rated an 'A' school on the city's Progress Report for three consecutive years. We were also recognized as a well-developed school on our Quality Review. It is with consistent data systems and the collaborative efforts of our teachers successfully tracking and monitoring student progress that we are closing the achievement gap in our school. We are proud to say that our parent body is very strong and active, participating in many activities. These activities include the Parent-Teacher Association, School Leadership Team, fund raising events, and math and literacy curriculum nights.

Our ultimate goal is to have our students develop into independent and life long learners. We want our students to feel proud of their own culture and value the diversity of others. We want them to strive for high achievement, so they can become contributing members of our ever evolving society.

**SECTION III - Cont'd**

**Part B. School Demographics and Accountability Snapshot. Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 150 Queens				
<b>District:</b>	30	<b>DBN #:</b>	30Q150	<b>School BEDS Code #:</b>	30Q150

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>			<b>Attendance: - % of days students attended</b>						
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	95	100	103		94.5	95.2	95.5		
Kindergarten	150	159	164						
Grade 1	194	176	189	<b>Student Stability: - % of Enrollment</b>					
Grade 2	170	185	185	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	172	162	177		96.1	96.2	95.62		
Grade 4	151	173	161						

Grade 5	174	134	164	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 6	139	133	105	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			96.1	96.2
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	1	1
Grade 12	0	0	0				
Ungraded	1	10	0	<b>Recent Immigrants: - Total Number</b>			
Total	1246	1232	1248	(As of October 31)	2006-07	2007-08	2008-09
					2.0	5.0	4
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	9	12				
# in Collaborative Team Teaching (CTT) Classes	146	124	133	Principal Suspensions	0	6	TBD
Number all others	19	25	27	Superintendent Suspensions	0	4	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	38	26	Early College HS Participants	0	0	0
# in Dual Lang. Programs	80	21	26				
# receiving ESL services	249	261	268	<b>Number of Staff: - Includes all full-time staff:</b>			

only							
# ELLs with IEPs	69	5	7	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	88	94	92
				Number of Administrators and Other Professionals	11	16	15
<b>Overage Students:</b> # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	4	3
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	97.8
American Indian or Alaska Native	0.2	0.3	0.3	Percent more than two years teaching in this school	62.5	68.1	71.7
Black or African American	2.9	2.8	3.1	Percent more than five years teaching anywhere	55.7	56.4	53.3
Hispanic or Latino	47.8	46.1	45.4				
Asian or Native Hawaiian/Other Pacific Isl.	35.8	35.4	33.8	Percent Masters Degree or higher	92.0	86.0	88.0
White	13.2	15.3	16.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	95.7	97.3
Multi-racial							
<b>Male</b>	50.2	49.4	52.3				
<b>Female</b>	49.8	50.6	47.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:				
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>						
<input checked="" type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year _____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year _____					
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-				

Black or African American	-	-	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	-			
<b>Other Groups</b>						
Students with Disabilities	√	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	7	7	4	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results - 2008-09</b>		<b>Quality Review Results - 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	83.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment	6.6	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance	22.2	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress	50.5		
(Comprises 55% of the Overall Score)			
Additional Credit	3.8		
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

<b>Key: AYP Status</b>		<b>Key: Quality Review Score</b>	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	►	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

### **Analysis of School Data**

#### **Summary of Data Analysis/Findings – Grade 3 ELA:**

- An analysis of Grade 3 NYS ELA State Test for school year 2008-2009 indicates the following: 170 students were tested. The results are as follows: There was a .8% decrease in students scoring at a level 1. We also had a 12.4 decrease in students scoring at a level 2. As a result, the amount of students scoring at level 3 significantly increased by 21.4%. There was a 8.2% decrease in students scoring at a level 4. Overall, we saw growth. Our combined score of students at level 3 and 4 increased by 13.2%.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2008-%	2	24.2	51	22.9	73.9
2009-%	1.2	11.8	72.4	14.7	87.1

**Summary of Data Analysis/Findings – Grade 4 ELA:**

An analysis of the Grade 4 NYS ELA Assessment results for the last two years (2008 to 2009) indicates the following: The number of students taking the assessment in 2009 was 151. In 2009, we had a slight increase in level 1 students. We went from 0.6% in 2008 to 1.3%. Our students scoring at level 2 significantly decreased from 20.5% to 15.2%. We also had an increase 5% increase in students scoring at level 3. We had a .3% drop in level 4 students. Overall, we had an increase of 4.5% in students scoring at a combined level of 3 and 4.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2008 %	0.6	20.5	63.4	15.5	78.9
2009 %	1.3	15.2	68.2	15.2	83.4

**Summary Of Data Analysis/Finding -Grade 5 ELA**

An analysis of the NYS ELA Grade 5 assessment indicated the following results: In 2009, we did not have any students scoring a level 1. This is a .8% decrease in students scoring a level 1 in 5th grade. We also had a decrease of 3.9% in students scoring a level 2. The amount of students in level 3 also declined by 7.9%. Consequently, we had a 12.7% increase in students scoring a level 4. Our combined score increased by 4.6%.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2008 %	0.8	15.3	76.3	7.6	84
2009 %	0	11.4	68.4	20.3	88.6

**Summary of Data Analysis/findings - Grade 6 ELA**

In 2009, 102 grade six students took the NYS ELA assessment. When we compared the 2009 and 2008, we found the following: There were no student who scored level 1. It was 1.6% drop from last year. The number of students who scored a level 2 dropped by 8%. We had an increase of 9.7% of students scoring at level 3. Overall, we had an increase of 9.6% of students in level 3 and 4.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2008-%	1.6	19.8	74.6	4	78.6
2009-%	0	11.8	84.3	3.9	88.2

### **ELA Performance by Subgroup**

When we looked at the ELA data for the different subgroups, we found the following results: There was no change in the following sub groups between 2008- 2009: Multiracial 100%, African American 63% and Asian/Pacific Islander 63%. In 2009, there was a decrease in score of American Indian/Alaska Native from 67% in 2008 to 50% in 2009. We had a significant increase in performance for our Hispanic or Latino students. They went from 68% to 85% which is a 17% increase. Our white students also demonstrated an increase in performance by 9% - 92% in 2009 and 83% in 2008. In grade 3, 14% of our students are classified as students with disability. 7% scored level 1, 50% level 2 and 43% level 3. In grade 4, student with disability is 23%. 1% is level 1, 39% level 2, and 61% level 2.. In grade 19% of the students were classified with disability with 16% level 2, 79% level 3 and 5% level 4. In grade 6, 10% of our students were classified with disability with 50% scoring level 2 and 50% scoring Level 3 . The following detailed the performance of our sub-groups:

#### **Grade 3**

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	1%	13%	64%	21%
Black	0%	43%	57%	0%
Hispanic	2%	14%	78%	6%
Multiracial	1%	0%	0%	100%
White	0%	3%	77%	19%

#### **Grade 4**

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	0%	17%	60%	22%
Black	0%	0%	40%	60%
Hispanic	3%	15%	75%	7%
White	0%	13%	67%	21%

**Grade 5**

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	0%	10%	56%	34%
Black	0%	44%	44%	11%
Hispanic	0%	10%	81%	9%
White	0%	8%	76%	16%

**Grade 6**

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	0%	7%	86%	7%
Black	0%	20%	60%	20%
Hispanic	0%	15%	83%	2%
White	0%	12%	88%	0%

**ELA Performance by Gender**

In comparison of gender from 2008 to 2009, male students scored 88% which shows an increase of 12 points from 76% in 2008. Female students also shows an increase of 5%, having scored 84% in 2009 and 79% in 2008. In grade 3, no female scored a level 1 and 2% of males scored level 1. In level 2, 20% of females scored in that level while the males only had 6%. For the students scoring at a level 3, we noticed that there were more males scoring at this level: females - 78% males and 65%

In grade 4, while no female scored a level 1, 2% of the males scored at that level. There was no difference in amount of students scoring at a level 2. As noted with grade 3, there were more males scoring at level 3 - 72% males and 63% females. For this grade, we did notice more female students scoring at level Level 4: 21% females vs. 9% males.

In grade 5, no student scored a level 1. There was no significant gender difference with students scoring at level 2. For level 3, we did notice that there were more males than females. However, we had the inverse for level 4 – 22% females vs. 18%.

In grade 6, There was also no student scoring at level 1. For level 2, the males and females scored approximately the same with the females at 12% and males at 15%. For levels 3 and 4, the females scored 86% and 2% respectively while the males scored 82% and 5% respectively.

Year	Male	Female
2008-%	76	79

2009-%	88	84
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**ELA General Ed and Special Ed Results**

In 2009, our general education students increased their performance by 9% having scored 89% in comparison to 80% in 2008. The Special Education Students showed marked improvement by increasing their scores by 22% having scored 62% in 2009 and 40% in 2008. This school had an overall increase in NYS ELA score by 9% having a score of 86% in 2009 and 77% in 2008.

In grade 3, 14 students with disability took the test. 7% scored level 1, 50% scored level 2, and 43% scored level 3. In grade 4, 23 students with disability were tested. 39% scored a level 2 and 61% scored a level 3. In grade 5, 19% of students with disability took the test. 16% scored at level 2, 79% scored at level 3 and 5% scored at level 4. In grade 6, there were 10 students with disability who took the test. 50% scored level 2 and 50% scored level 3

Year	Gen. Ed.	Sped. Ed	All students
2008-%	80	40	77
2009-%	89	62	86

**English Proficient/Limited English Proficient**

In grade 3, 131 of the students were classified as English proficient, while 42% were limited English proficient. For the English proficient students, the results indicate the bulk of our students are scoring at a level 3: level 1- 1%, level 2 -7%, Level 3-73% and level 4-19% . The majority of our students who are learning a second language scored between a level 2 and 3. In addition, 2% of our limited English proficient students scored a level 1.

In grade 4, This is the classification: Number of - English proficient - 117, level 1- 1%, level 2- 12% , level 3- 68% and level 4-20% while for Limited English proficient 41 students with - level 1- 2%, Level 2- 29%, level 3- 68% .

In grade 5, there were 19 limited proficient students with 42% scoring level 2 and 58 %and scoring level 3. For the English proficient, there are 143 students with the following scores: level 2- 8%, level 3- 70% and level 4- 22%.

In grade 6, the English proficient was 87% of students with the following: level 2- 6%, Level 3 -90% and level 4- 5%. For the limited English proficient, there were 17 students with 13% level 2, 84% level 3 and 4% level 4

**Economically disadvantage/Overall 2009 ELA Gains**

Our school is a Title 1 school. We did not see any indication that there is a difference in performance with students who fall into this category. In grade 3- 86% of the students were classified as economically disadvantage with 1% level 1, 13% level 2, 72% level 3 and 14% level 4. In grade 4, there were 82% economically disadvantage students with 1% level 1, 16% level 2, 68% level 3 and 15% level 4. For grade 5, there were 88% of students classified as economically disadvantaged with 12% level 2, 69% level 3 and 20% level 4. Grade 6 has 88% economically disadvantage with 13% level 2, 84% level 3 and 4% level 4

In 2009, the gains for students who fell into this category were as follows: Grade 4- 56.2%, Grade 5 - 59.5% and grade 6 46.6%.

The Implications of the ELA DATA Analysis:

- ❖ We must continue to decrease the amount of students scoring at level 1 and 2.
- ❖ We must place more emphasis on continuing to move students into levels 3 and 4.
- ❖ Overall, we must move more students into level 4 in ELA.
- ❖ We need to continue to increase

**Summary of Data Analysis/Findings – Grade 3 Math:**

An analysis of Grade 3 NYS Math State Test for school year 2008-2009 indicates the following: 175 students were tested. We continued to not have any 3rd grade students scoring at a level 1. The amount of students who scored a level 2 dropped by .4%. We saw a 7.5% decrease in students scoring at a 3. There was a 7.9% increase in students scoring at a level 4. When we looked at the combined score of students scoring at level 3 and 4, we did notice a slight decrease of .4%.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2008 %	0	1.9	58.4	39.6	98.1
2009 %	0	2.3	50.9	46.9	97.7

**Summary of Data Analysis/Findings – Grade 4 Math:**

An analysis of Grade 4 NYS Math Assessment results indicates the following: The number of students in 2009 were 151. We still had students scoring at level 1. We had a 4.1% decrease in students scoring at a level 2. The percentage of students scoring at a level 3 also dropped by 8.5%. However, we had an increase of 12.5 % of students who scored at a level 4. The number of students scoring at a level 3 and 4 increased by 4%.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2008 %	0.6	5.4	41.6	52.4	94
2009 %	0.7	1.3	33.1	64.9	98

### **Summary Of Data Analysis/Finding -Grade 5 Math**

An analysis of the NYS Math Grade 5 assessment indicated the following: In 2009, 158 students took the assessment. We had a 2.3% drop in students scoring at a level 1. The amount of students scoring at a level 2 also decreased by 2.9%. The students scoring at a level 3 also dropped by 14.7%. The amount of students scoring at a level 4 rose by 14.7%. This is a significant improvement from last year. Consequently, our combined score of level 3 and 4 rose by 5.1%.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2008-%	2.3	6.1	52.3	39.4	91.7
2009-%	0	3.2	37.6	59.2	96.8

### **Summary of Data Analysis/findings - Grade 6 Math**

In 2009, 102 grade six students took the NYS Math assessment. The data relieves the following results: There was a .8% drop in students scoring a level 1. There was a decrease of 1.2% of students who scored a level 2. The amount of students who scored a level 3 rose by 7.5%. We had a 5.9% decrease in students scoring at a level 4. Overall, the combined score of level 3 and 4 increased by 1.6%.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2008-%	0.8	4.7	42.5	52	94.5
2009-%	0	3.9	50	46.1	96.1

### **Math Performance by Subgroup**

Results in the 2009 NYS Math had indicated that there were no change in the sub group of American Indian/Alaska Native between 2008-2009 . The following scored indicated:The African American students had 6% increase in their math performance. Our Asian/Pacific Islander had a 2% decrease. Hispanic or Latino students increase their performance by 7%. Our white students also had 4% increase in their score. The following is a break down of the scores:

**Grade 3**

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	0%	0%	38%	62%
Black	0%	29%	43%	29%
Hispanic	0%	0%	68%	32%
Multiracial	0%	0%	100%	0%
White	0%	6%	49%	46%

**Grade 4**

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	0%	2%	26%	72%
Black	20%	0%	60%	20%
Hispanic	0%	1%	45%	54%
White	0%	0%	28%	72%

**Grade 5**

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	0%	3%	16%	80%
Black	0%	11%	56%	33%
Hispanic	0%	2%	58%	41%
White	0%	4%	40%	56%

**Grade 6**

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	0%	3%	38%	59%
Black	0%	20%	40%	40%
Hispanic	0%	6%	55%	40%
White	0%	0%	53%	47%

### **Math Performance by Gender**

When we looked at the math scores and compared according to gender, we found the following: Overall, the male performance rose by 4%. Female students also had a 2% increase in their scores. The differences were found in level 3 and 4. There were more female students scoring at a level 3. Whereas, there were more males scoring at a level 4. The same trend of level 3 and 4 were found with the 4th grade students. In grade 5, there continued to be more female students scoring a level 3 and 4; however, the difference was not as great as noted in other grades.

In grade 6, For levels 3 and 4, the females scored 59% and 35% respectively while the males scored 82% and 5% respectively, while the males scored 40% and 56% respectively.

Year	Male	Female
2009-%	94	94
2008-%	98	96

### **Math General Ed and Special Ed Results**

In 2009, our general education students increased their performance by 2%. The Special Education Students showed marked improvement by increasing their scores by 13% in 2009. Our overall math scores increased by 3% in 2009.

In grade 3, 15 students with disability took the test. 0% scored level 1, 13% scored level 2, and 80% scored level 3 and 7% in level 4. In grade 4, 23 students with disability were tested. 4% scored a level 1 and 83% scored a level 3 and 13% in level 4. In grade 5, 19% of students with disability took the test. 5% scored at level 2, 68% scored at level 3 and 26% scored at level 4. In grade 6, there were 10 students with disability who took the test. 30% scored level 2 and 60% scored level 3 and 10% at level 4.

Year	Gen. Ed.	Sped. Ed	All students
2008-%	96	77	94
2009-%	98	90	97

### **Math Proficient/Limited English Proficient**

When we compare the overall performance of our English proficient student and limited English proficient, there is not a significant difference in math performance. Both groups are doing very well. In grade 3, 130 of the students were classified as English proficient, while 48% was limited English proficient. For the English proficient students, the results indicated the following: level 1- 0%, level 2 -2%, Level 3-42% and level 4-56% . The bulk of our students are scoring at a level 3 and 4 in math. For the limited English proficient students the score is as follows: 2% scored a level 2. 2% scored level 3 and 56% scored level 4.

In grade 4, 99% of our students scored a level 3 or 4 in math. hile for Limited English proficient 41 students with - level 1- 0%, Level 2- 29%, level 3- 59% and level 4 - 37%

In grade 5, there were 20 limited proficient students with 10% scoring level at a level 2 and 60 % at level 3 and 30% at level 4. For the English proficient, 98% scored a level 3 or 4.

In grade 6, 98% of the English proficient scored a level 3 and 4. We had 82% of our limited English proficient students scoring at a level 3 and 4.

**Economically disadvantage/Overall 2009 Math Gains**

Our school is a Title 1 school. When we reviewed the math scores, there was no significant difference noticed for our economically disadvantage students. They are performing as well as our other students.

In 2009, the gains were as follows: Grade 4- 67.5%, Grade 5 - 52.6% and grade 6 64.4%. In grade 3, 178 students were tested with level 1- 0 students, level 2- 4 students, level 3- 92 students and level 4- 82 students. For grade 4 - 158 students were tested with level 1- 1 students, level 2- 2 students, level 3- 57 students and level 4- 98 students. In grade 5, 161 students were tested with 5 students at level 2, 63 students at level 3 and 93 students at level 4. In grade 6, 104 students were tested with 5 students were level 2; 51 students level 3 and 48 student level 4.

**Analysis of Grade 5 Social Studies Assessment**

As noted in our Social Studies test scores, our 5th grade students are doing very well in the area of Social Studies. There has been continuous progress. There was a 7.1% increase from the previous year. When we take a closer look at our scores, there was a decline in levels 1-3 and an increase in level 4.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2007-%	7.5	5.2	47.8	39.5	87.3
2008-%	1.9	3.7	38.5	55.9	94.4

**Analysis of the Grade 4 Science**

An analysis of the grade 4 Science test reveals that we are also making gains in Science. We had a 7% increase in students scoring at a level 3 and 4. There was a decrease in students scoring a level 1 and 2. The amount of students scoring at a level 4 increased by 7%.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2007-%	2	9	35	54	89
2008-%	0	4	35	61	96

**Progress Report**

Our school continues to receive an A score for three consecutive years. We have demonstrated progress in student performance and student progress. We also received extra credit . The score is as follows:

School Environment: 6.6/15  
Student Performance: 22.2/25  
Students Progress: 50.5/60  
Additional Credit: 3.8/15  
Overall: 83.1/100

As per the State Accountability Status: We are a School in Good Standing.  
Based on the Quality Review of 2007-2008 – Our school received a Well developed.

### **Performance Trends**

The data reveals that we have made continuous improvements in moving our students to proficient levels. Our students are making adequate progress.

We have reduced the number of students scoring at a level 1 and 2 in ELA and Math.

We must continue to reduce the number of level 2 students in ELA.

We have a high percentage of students in level 3 for both Math and ELA.

Our special needs students have demonstrated progress in all content areas.

We have had a significant increase performance for our Hispanic Students.

Although our limited English Proficient students are making progress, we still have a high percentage scoring at a level 2 in ELA.

The highest percentage of students scoring in Level 4 are the Asian/Pacific Islander sub-group.

Overall, our students are performing better in Math, Social Studies, and Science. ELA continues to be an area which requires continued focus.

The Limited English proficient students are performing better in math than ELA.

We have noticed limited movement of students scoring at a level 4 in ELA

### **Greatest Accomplishments**

- We continue to be recognized as a school with an exemplary art program.
- We have demonstrated continued progress in all content areas
- For the third year our school received an A on the progress report
- Yearly, our students art work is selected for the Annual Visual Art's festival
- Each year our fifth graders perform a fabulous Broadway musical which is considered to be of the highest standards, and our school is always selected to perform at a City-wide celebration
- We are celebrating our students' writing with ongoing publishing celebrations in which parents are invited
- We have a yearly science fair which highlights and celebrates the Inquiry Model and Scientific Method
- Our students are involved in philanthropic activities, such as Penny Harvest and New York Cares.  
Our students have been recipients of awards and recognitions for their exemplary art performances

- Our yearly Career Day provides our students with the opportunity to develop and broaden exposure to work environments and actual work experiences
- As an alternative to observations, many of our tenured teachers are involved in projects that further support our instructional programs and communication with parents.
- As a way of building capacity within our school, our teachers are involved in leadership roles. They turn-key important information to their colleagues as a way of enhancing communication and collaboration.
- We have a strong parent community. Our PTA is involved in fund raising events.
- We have many many participation which enhance our art program. For instance, our students get cycles with artists from Studio in a school, and 92nd streetY.
- We offer our students extra support in literacy and math with the following afterschool programs - Project Intervention, ESL and Saturday
- Our two after school programs - Sunnyside and virtual Y offer our students homework support, sports, dance and other extra curricular activities.
- Last year, we had a successful school carnival that was held on a Saturday.
- We are very fortunate to have an amazing new yard which was funded by Trust for Public Land.

### **Aids/Barriers**

#### **Barriers**

- Due to issues with the economy, our budget each year gets depleted resulting in decisions to cut some extra curricular programs and in-school support programs.
- Since ELL students who have been in the country for a year or more take NYS ELA are required to take the ELA test, many of them are scoring at a level 2.
- Due to teachers retiring and others moving on, we have many new teachers who require mentoring and ongoing professional development.

#### **Aids**

- We are a community that values professional development; therefore, teachers get the opportunity to attend both on-site and off-site professional development on a regular basis.
- Each year, both administrators and teachers are becoming more effective with data use. As a way of supporting teachers with the data work, the administrators hold regular data conversation and monitor student progress.
- We have a strong Academic Intervention that utilizes an inquiry approach to establish and monitor student interventions for our at-risk students.

- We continue to use Kaplan math and literacy program in testing grades
- We have grade leaders for each grade in math, literacy and science to help support the instructional initiatives, turn-key professional development and disseminate information to colleagues.
- The majority of our staff have masters degree and are highly qualified.  
We have a very active parent coordinator who has helped expand communication to the parents.
- We continue to have a full time business manager that monitors budget issues and orders necessary materials and resources for our teachers and staff.

P.S. 150 will continue to focus on students improvement by way of:

- Continue to implement balanced literacy by utilizing the Teacher's College units of study and professional development.
- Continue to provide students who are at risk of not meeting standards with proper intervention, such as Wilson, AIS, reading and math support.
- Continue to help our students expand their vocabulary development by using Foundations, Words their Way and Wordly Wise.
- Continue to use data effectively and provide a differentiated approach, so we can help all of our students achieve
- Utilize the skills breakdown from Acuity Interim Assessments and Scantron to improve reading strategies for individual student's weaknesses.
- Continue to provide teachers with ongoing professional development in literacy via on-site with Teacher's College staff developers and our literacy coach.
- Continue to provide teachers with math support and professional development via cycles conducted by our math coach.
- Continue to create and edit the pacing calendars for all content areas
- Encourage teachers to do TPR's in the area of literacy;
- Continue to align the literacy curriculum to New York State Assessments;
- Continue to supplement the classroom libraries, so there is a wealth of leveled materials in a variety of genres.
- Continue the use of the School Bookroom to support Units of Study/genres
- Continue to utilize technology as a means of increasing literacy and other content area knowledge;
- Provide ongoing access to the library media center.
- Continue to provide ongoing access to the library media center.
- Continue to utilize data from ARIS and Acuity and Scantron to provide focused instruction and assist teachers in grouping the students appropriately;
- Implement enrichment activities for the higher level students as a way of raising their achievement
- Continue to implement the Everyday Mathematics and Math Steps in grade 3;
- Continue to utilize a 75 minute math block;
- Institute a flex day, so teachers can utilize math games and provide small group instruction in mathematics;

- Increase the utilization of manipulatives to enhance mathematical thinking skills;
- Implement ;
- Continue to provide AIS in the classroom;
- Continue to improve inquiry based instruction in content areas;
- Expand on the use of projects in Social Studies and literacy as way of moving our students into higher order thinking activities
- Continue to implement the FOSS science kits and follow the science scope and sequence.
- Continue to provide technology staff development and support personnel
- Continue to implement the use of technology as a tool for teaching and learning
- Continue to expand the inquiry work to more teachers

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Goal 1: By June 2011, 100 % of our teachers will have been involved in inquiry work. 30% of the inquiry work will be related to the core standards.	<input type="checkbox"/> Rationale: Since our proficiency ratings in both ELA and Math are low. We believe that it is important to have both areas of focus. We will be dividing the teachers in areas of need. The work will be differentiated for the specific subgroups, special education and ESL.
<input type="checkbox"/> Goal 2: By June 2011, 100% of classroom teachers will have implemented an area of the core standards. 30% of those teachers will have the curriculum aligned and fully implemented to the core standards.	<input type="checkbox"/> Rationale: Since the core standards must be fully implemented by 2014, it is necessary to begin to align the curriculum to these standards. Since Kindergarten and 1 <sup>st</sup> grade will receive the state test that is aligned to these standards, we want the full implementation to take place this year for these students.
<input type="checkbox"/> Goal 3: By June 2011, 51% of our students (234) in grades 4, 5 and 6 will meet proficiency ratings on New York State ELA as measured by the progress.	<input type="checkbox"/> Rationale: Our progress report indicates that only 223 students out of 457 met proficiency ratings. In order for our school to demonstrate student progress, we need to have more students meeting proficiency in ELA.
<input type="checkbox"/> Goal 4: By June 2011, 50% of our students (234) in grades 4, 5 and 6 will meet proficiency ratings on the New York State Math test.	<input type="checkbox"/> Rationale: Our progress report data reveals that 250 students out of 484 have met proficiency in Math. We need for more of our students to make proficiency ratings.
<input type="checkbox"/> Goal 5: By June 2011, we will increase the use of smart boards in our school from 3 classrooms to 15 classrooms.	<input type="checkbox"/> Rationale: On the quality review, one of the suggestions was to increase technology use in the classrooms.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area** **ELA and Math**  
 (where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal:1 By June 2011, 100% of our teachers will have participated in inquiry work to accelerate the performance of ELA and Math.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <b>For this Goal: Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will receive ongoing data training, so they can effectively target areas of need and trends.</b></li> <li>• <b>In September, teachers will receive an over-view of the inquiry work for this school year. The focus will be on using the ELA and Math data to drive phase I of the inquiry process.</b></li> <li>• To differentiate the inquiry work, teachers will be divided in subgroups – TAG, ESL, and Special Ed focus groups.</li> <li>• <b>By the end of October, teachers will have developed their focus and begin the inquiry work.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will develop specific strategies and assessments that will be used to measure progress.</li> <li>• In October, teachers will receive skill analysis data.</li> <li>• In October/ November, students will be grouped appropriately based on the assessment results.</li> <li>• In November, teachers will assess and set baseline for their student. They will develop an appropriate action plan.</li> <li>• Teachers will be involved in the inquiry process – assessing, setting goals, developing an instructional plan, setting interim goals and assessments, and regularly re-assessing and revising the instructional plans.</li> <li>• By November, teachers will move into phase II and begin to provide intervention to the student.</li> <li>• Teachers will receive ongoing support by the coaches and administrators.</li> <li>• Teachers will meet during extended day (Mondays) to discuss current status of the inquiry work and continuously develop next steps.</li> <li>• Administrators will visit the teams and provide support and feedback whenever necessary</li> <li>• Teachers will work with the students three of the extended days.</li> <li>• Teachers will post the inquiry on &gt;&gt;&gt;&gt;&gt;</li> <li>• Teachers will share their work with our learning communities.</li> <li>• Throughout the year, we will create opportunities for teachers to share their inquiry work with the entire community.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Allowance will be made in the budget for substitute teachers to cover classes while staff review data and develop next steps – group work.</li> <li>• Teachers will be given off site and on site professional development by the coaches to assist them with the inquiry process.</li> <li>• Monies will be allocated to buy the necessary materials and resources for the teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> For this goal:</p> <ul style="list-style-type: none"> <li>• Teacher logs will have evidence of the strategies that they have implemented with their extended day students</li> <li>• Data logs will document student data and the progress that the students are making towards their goals.</li> <li>• Wherever applicable, student work will demonstrate the students' growth.</li> </ul>

Subject Area

All subject Area

(where relevant) :

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal 2</b> By June 2011, 100% of our classroom teachers will have implemented an area of the core standards. 30% of these teachers will have fully aligned the curriculum to the core standards.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"><li>• In September, teachers will receive an introduction on the CORE standards and a brief over-view of our 4 year implementation plan</li><li>• In September, parents at Coffee with the Principal will receive an overview of the CORE standards and the school’s plan for implementation for 2010-2011.</li><li>• In October, we will dedicate time for Kindergarten and 1<sup>st</sup> grade teachers to meet and look at the CORE standards and develop an appropriate action plan.</li><li>• In October, Kindergarten and 1<sup>st</sup> grade teachers will begin to align the curriculum plans in ELA and Math with the CORE standards</li><li>• In October, Kindergarten and 1<sup>st</sup> grade teachers will conduct an inventory of non-fiction texts. If necessary, we will begin to purchase more non-fiction texts for these grades.</li><li>• As a way of increasing non-fiction reading, students in the lower grades will have in their book baggies both fiction and non-fiction texts.</li><li>• Grade meetings will be dedicated to looking at student work and evaluating the rigor in ELA.</li><li>• We will also create a cross-grade articulation team. They will take a look a close look at the progression of instruction by viewing student work across grades. They will report their findings to the staff in writing and at staff meetings.</li><li>• We will create a CORE standards team with 4-6 teachers. They will be responsible for developing a good understanding of the CORE standards and coming up with a professional development plan. The meetings will take place after school, so we will be setting aside per session funds. The CORE standards team will become the experts and guide the teachers in the implementation process.</li><li>• The CORE standards team members will also facilitate professional development and attend outside training.</li><li>• For grades 2 through 6, the teachers will implement the following area of the CORE standards – ELA: They will incorporate debate and arguments. We will also increase non-fiction reading and writing. For math, the teachers will implement the “why” – process strands of the Every Day math curriculum.</li><li>• Teachers in grades 2 through 6 will begin to review the curriculum plans in writing and align them to the CORE standards for the area of debate and argument.</li></ul>

	<ul style="list-style-type: none"> <li>• We will be attending professional development provided by our network.</li> <li>• We will seek the support and guidance of our network.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• We will set aside funds for substitute teachers, so the teachers can meet and plan out the work.</li> <li>• We will set aside per-session funds, so the core standard team can meet and familiarize themselves with the core standards.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student work</li> <li>• Curriculum plans and pacing calendars in kindergarten and 1<sup>st</sup> grade</li> <li>• Walkthrough observation notes</li> <li>• Formal observations</li> <li>• Agendas for faculty conference, grade meetings, and professional development sessions</li> <li>• CORE standard team's action plan</li> <li>• Agenda and notes for the cross-grade articulation team meetings</li> <li>• Book baggies</li> <li>• Reading logs</li> </ul>

**Subject Area**

ELA

(where relevant) :

\_\_\_\_\_

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal 3:</b> By June 2011, 51% or our students (234) in grades 4, 5 and 6 will meet proficiency ratings on New York State ELA as measured by the progress.</p>
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<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <b>For this goal:</b></p> <ul style="list-style-type: none"> <li>• Teachers will take a look at the grade trends in ELA and target the instruction</li> <li>• Teachers will take a look at the students in their class who did not meet proficiency. They will assess the students' areas of strengths and areas of weakness.</li> <li>• June and interim goals will be set for these students to target their areas of weakness.</li> <li>• Based on this data, teachers will develop targeted small group instruction.</li> <li>• Teachers will regularly assess and monitor progress. They will make ongoing adjustments.</li> <li>• Teachers will maintain organized data binders with specific documentation of student progress</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Set aside funds for repairs and purchases of new computers and other technology equipment</li> <li>• Set aside funds to hire substitutes, so the teachers can receive On site training by the computer teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <b>For this goal:</b></p> <ul style="list-style-type: none"> <li>• Walkthrough notes reveal that the teachers are utilizing teacher in their classrooms</li> <li>• Informal and Formal observations address technology use</li> <li>• Grade meeting agendas and Grade action plan</li> <li>• End products that reflect the use of technology – research, research papers, projects, etc.</li> </ul>

**Subject Area**

**Math**

(where relevant) :

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Goal 4:</b></p> <p>By June 2011, 50% of our students (234) in grades 4, 5 and 6 will meet proficiency ratings on the New York State Math test.</p>
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<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <b>For this goal:</b></p> <ul style="list-style-type: none"> <li>• Teachers will take a look at the grade trends in Math and target the instruction</li> <li>• Teachers will take a look at the students in their class who did not meet proficiency. They will assess the students' areas of strengths and areas of weakness.</li> <li>• June and interim goals will be set for these students to target their areas of weakness.</li> <li>• Based on this data, teachers will develop targeted small group instruction.</li> <li>• Teachers will regularly assess and monitor progress. They will make ongoing adjustments.</li> <li>• Teachers will maintain organized data binders with specific documentation of student progress</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Set aside funds for per diem, so teachers can receive professional development</li> <li>• Allocate funds for materials that may be needed</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <b>For this goal:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations and walkthroughs will reveal students engaged in enrichment activities</li> <li>• The end products will also reveal the work and learning that the students are doing in these enrichment groups</li> <li>• Agendas for meetings will indicate that the teachers are discussing the outcome of these enrichment groups</li> <li>• Teachers will receive feedback about their progress in the development of these enrichment groups.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services	
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	21	12	N/A	N/A	1	0	0	9	
1	16	13	N/A	N/A	9	0	0	12	
2	22	20	N/A	N/A	9	0	0	7	
3	22	20	N/A	N/A	12	0	0	5	
4	34	34	N/A	N/A	8	0	0	6	
5	23	18	N/A	N/A	6	0	0	4	
6	39	17	N/A	N/A	6	0	0	7	
7									
8									
9									
10									
11									

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on T.C assessments 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), and mathematics assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/></p> <p><b>In school, the reading teacher, IEP teacher, SETTS teacher, coaches, and assistant principals provide students who need additional support with small group instruction inside their classroom during reading or content area time.</b></p> <p><b>The out of classroom teachers also provide the students who scored a level 2 or lower with additional weekly small group instruction during the school day. The instruction targets the students' area of need in ELA.</b></p> <p><b>During the Extended Day the teachers provide students who need additional support with small group instruction.</b></p> <p><b>An after school program using various test sophistication materials for at-risk students in grades 3-6. NYS Coach materials are used during the Saturday Intervention to support at-risk students. Both programs are taught in small group using workshop model format.</b></p>
<b>Mathematics:</b>	<p><input type="checkbox"/></p> <p><b>The classroom teachers provide their AIS students with Math group sessions during the independent time as a way of targeting their areas of need.</b></p> <p><b>The out of classroom teachers also provide the students with small group instruction.</b></p> <p><b>An after- school support program using various test sophistication materials for at-risk students in grades 3-6. NYS Coach materials used during Saturday Intervention Program for</b></p>

	<p>at-risk students. Both programs are taught in smaller groups using a workshop model format. Grades K-2 use the readiness skills areas of the EDM curriculum during the day in small group instruction.</p> <p>Grades K-2 use the readiness skills areas of the EDM curriculum during the day in small group instruction.</p>
Science:	<p><input type="checkbox"/> The Science specialty teachers have small group instruction during the Science period to support the Science instruction. Students document their work in their FOSS notebooks. The ESL teachers are pushing into the Science classroom to support the students with vocabulary work-"Juicy Sentences" to enhance and further develop academic language in the content areas for grades 4-5.</p>
Social Studies:	<p><input type="checkbox"/> During the social studies period, teachers have small group instruction to target and support Social Studies content. Rand McNally websites are available for teachers to reinforce map skills.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> Guidance counselors provide at-risk and mandated counseling services to our students. They run individual and group sessions that target social and behavioral goals. In addition, they participate in the Pupil Personnel Team and Academic Intervention team to provide input for students who are at the greatest risk of not meeting standards. They help set goals and monitor progress of these children.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/> If needed, the school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The school psychologists also participate in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, he/she helps set goals and monitor progress for these children.</p>
At-risk Services Provided by the Social Worker:	<p><input type="checkbox"/> If needed, the Social Worker conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The Social Worker also participates in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, he/she helps set goals and monitor progress for these children and is the link between the school and home.</p>
At-risk Health-related Services:	<p><input type="checkbox"/> The nurse and health care personnel provide mandated students with the required services. They regularly monitor progress and keep families, teachers and administrators informed.</p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Form TIII - A (1)(a)**

**Grade Level(s)**

**1-5**

**Number of Students to be Served:**

**LEP 90**

**Non-LEP 0**

**Number of Teachers 6**

**Other Staff (Specify) 1 Supervisor**

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

**Title III, Part A LEP Program**

## Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

**At PS 150, there will be an after school ELL program. Beginning in January, the program will meet for 2 hours in the afternoon 2 days a week. This program will have a total of 90 students in grades 1-5. There will be 6 teachers instructing these students. The students will be grouped by grade and English Language proficiency level according to their NYSESLAT score. The language of instruction will be English and taught by teachers qualified to teach ESL. The teachers will be using a literature based ESL program. Teachers will also be using the LEAP Frog Pads. They will also be using Getting Ready for the NYSESLAT and Beyond, these books are geared towards the NYSESLAT and provide students with the needed familiarity with the four modalities assessed. The program will end the beginning of May.**

## Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Staff Development for this year includes opportunities to attend the workshops at Teachers College, professional development offered by the LSO and Department of Education, interclass visits, and visits to peer schools. Debbie White will also be working with teachers on the work conducted by Dr. Lillian Moore on “Reading Content Based Text” with ELLs.

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**Form TIII – A (1)(b)**

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**School: Public School 150Q**  
**BEDS Code: 343000010150**

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<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$27,625.68	<input type="checkbox"/> There will be a total of six teachers. The program will begin on January 5, 2010 and end May12, 2010. The program will be held two days a week with a total of 34 daysThe teachers will work for 2.25 hours each of the two days. Teachers salaries will total \$22,825.56 There will also be one supervisor. The total salary will be \$4,800.12 <input type="checkbox"/> Total salaries will be \$27,625.68.
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$6475.00	<input type="checkbox"/> There will be a number of staff development activities by consultants of the programs we are using. Consultants that developed the "Treasure Chest" priogram will instruct staff on the proper implementation of the program so students can have maximum benefits from delivery. In addition, representatives from Continental Press will conduct professional development for staff on the best way to implement the test sophistication program.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6,500.00	<input type="checkbox"/> Materials that we will be adding this year will be the "Empire State NYSESLAT" books. These books will be ordered for all students, as well as Teacher's Guides and Listening CDs. These materials will help supplement the other materials, Leap Frog, and ESL Literature Program (Treasure Chest). These books will help students become familiar with the four modalities.

<b>Educational Software (Object Code 199)</b>	\$0	<input type="checkbox"/> N/A
<b>Travel</b>	\$0	<input type="checkbox"/> N/A
<b>Other</b>	\$4,500.00	<input type="checkbox"/> This money will be allocated for parent workshops. There will be 3 Workshops for parents on the ELA and State Math tests. There will also be workshops on the NYSESLAT. Materials for the parents will be given out at these workshops.
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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.

□

**Translation will be provided in the manner as follows: 1. We will utilize the Department of Education translation unit to have documents translated in the appropriate languages, so our parents are able to read and understand documents being sent home. We will also hire professional translators or utilize staff to translate for workshops whenever necessary.**

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.

**Our school has parents who speak Spanish, Korean, Chinese, Arabic, Urdu, Bengali. We need to provide both written and oral translation of documents and workshops/meetings. The translation results were presented to the parents at the SLT and PTA.**

## **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.

**For written documents, we school utilize the translation unit provided by the Department of Education and teachers in our school. In order for the documents to ready, the school has to submit them at least a week in advance. For Spanish translation, we usually use a teacher or our assistant principal to translate the letters being sent home.**

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.

□

**For oral translation, we hire translators (outside contractor) to attend our workshops and meetings. They utilize our translation equipment. Whenever this is not possible, we try to have a staff member or parent to translate.**

**For parent-teacher conferences, we have available the phone translation system. We have dedicated rooms that the teachers use to contact a translator.**

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>.

□ **The regulations are posted at our entrance. Parents can also access them in our parent room. We have also posted this on our school webpage for parent to view.**

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

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$653,080	\$73,956	727,036
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,530		6,530
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$739	739
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,650		32,650
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,698	

6. Enter the anticipated 10% set-aside for Professional Development:	\$65,308	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$7,396

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
95.2%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers are given opportunities and guidance in working towards areas of deficiencies. Offering mentoring hours with veteran teachers and providing support needed to fulfill mandates.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

□

## **DRAFT**

### **Vision**

**Parents are their children's first and most important teachers. When schools welcome families, establish personal relationships among families and staff, help parents understand how the system works, and encourage family-staff collaboration to improve student achievement, students do better in school – and the schools get better.**

**Our school is committed to being family-friendly and to working as partners with our families to help all our students learn to high levels. Our school encourages families to be:**

- **Teachers of their children at home.**
- **Supporters of our school and of public education.**
- **Advocates for their own and other children.**
- **Decision makers in school policy and practice.**

## **I. General Expectations**

**P.S. 150 Q agrees to implement the following statutory requirements:**

- **The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- **The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.**
- **The school will incorporate this parental involvement policy into its school improvement plan.**
- **In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand. Bilingual speakers are available to help families.**
- **The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.**
- **The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:**
  - **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –**
    - **That parents play an integral role in assisting their child’s learning.**

- **That parents are encouraged to be actively involved in their child’s education at school.**
  
- **That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.**
  
- **The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.**

**P.S. 150 Q recognizes that parents are more likely to become involved if they feel that:**

- **They have the skills and knowledge needed to help their children.**
- **Their children can learn what they have to share and teach.**
- **They can find other sources of skill or knowledge if needed what they do will make a positive difference in their children’s learning.**

**In order to develop a strong partnership with families, P.S. 150 Q will support the following ideas:**

- **Teachers and families meet face-to-face and get to know each other through class meetings, breakfasts, and class observations.**
  
- **Encouraging teachers or advisors to make personal contact with each family at least once a month.**
  
- **A parent coordinator helps teachers connect to families and bridge barriers of language and culture**

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

- 1. P.S. 150 Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
  - **The school will hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the requirements, and right of parents to be involved. All parents will be invited to attend, and notification will be given well in advance of the meeting.**
  - **The school will hold further meetings to review and revise the current Parent Involvement Policy, School-Parent Compact, and allocation of Parent Involvement funds.**
  
- 2. P.S. 150 Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
  - **Parents will develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.**
  
- 3. P.S. 150 Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**
  - **Facilitation of parent driven events provided by main office includes;**
    - **Flyers**
    - **Funds for refreshments**
    - **Use of rooms**
    - **Materials**
  
- 4. P.S. 150 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs: Superstart Universal PreK, Title I Project Intervention Afterschool program. The Family Room, housed in the annex, serves Pre-K parents, providing ESL classes, as well as arts and crafts, and social activities for parents.**
  
- 5. P.S. 150 Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and**

activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies:

- **Parents will develop school improvement projects and do action research, including:**
  - **survey other families, including a Needs Assessment Survey and a School Climate Survey**
- **Other actions under consideration are:**
  - **Observe in classrooms.**
  - **Review materials.**
  - **Visit other schools and programs.**
  - **The school will work to publish a catalog of all the programs in the school, describing how to apply and who is eligible. This could include, but not be limited to: Title I, special education, gifted programs, dual language, bi-lingual, Prep for Prep.**

**6. P.S. 150 Q will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:**

- a. **The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –**
  - i. **The State’s academic content standards.**
  - ii. **The State’s student academic achievement standards – what children should know and be able to do at each grade level.**
  - iii. **The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.**
  - iv. **Explain what the state test measure and how the results are used.**
  - v. **Explain how students’ report card grades are connected to standards.**
- b. **The school provides opportunities for families to develop their skills, self-confidence, and contacts:**
  - **Families are involved in planning how they would like to be involved at the school.**
  - **School committees and PTA reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.**
  - **The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.**

- **Parents develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.**
- c. **The school offers programs and activities to engage families in improving student achievement:**
- **Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.**
  - **Programs and activities help families understand what their children are learning and promote high standards.**
  - **Workshops, interactive learning kits, curriculum nights, exhibitions of student work, and other family learning activities show families how to help their children at home – and respond to what families say they want to know about**
  - **The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.**
- d. **The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:**
- **Math night, Literacy Night and other parent workshops**
  - **Other parent workshops under consideration related to specific programs, including Talented and Gifted, Dual Language, Cooperative Team Teaching, and Chess in the Schools**
- e. **The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.**
- f. **The school will provide professional development for families and staff on how to work together productively, with the following goals in mind:**
- **Families learn how the school system works and how to be effective advocates for their children.**
  - **Teachers learn about successful approaches to working with families of diverse cultural backgrounds.**
  - **Families and staff can learn together how to collaborate to improve student achievement.**
  - **The school reaches out to identify and draw in local community resources that can assist staff and families.**

- g. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children well in advance, and in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.**
- h. The school will consider and/or further develop the following actions, in the interest of furthering communication and partnership with their families:**
  - Publish a catalog of all the programs in the school, describing how to apply and who is eligible. This will include Title I, special education, gifted programs, dual language, bi-lingual, and Prep for Prep, Saturday Academy, afterschool programs, and Project Read.**
  - Update the school’s website on a regular basis, at least monthly. Include a calendar of events and meetings, add a “How Parents Can Help” section with volunteer opportunities, and include links to free events and discounts to museums, etc. Reach out to parents to assist in management of website.**
  - Reach out to parent leaders from each ethnic group to communicate with their communities.**
  - Expand use of email throughout the school, including encouraging teachers to use this as a means of communicating with families. Encourage parents to form communication circles within their class, grade or other community.**
  - The principal has initiated a parent email list as a way of increasing communication with parents.**
  - Families will feel more confident and informed if they can easily identify school staff members. The school will begin to develop a school directory, including photos of all staff members, including teachers, administrators, aides, custodians and lunchroom staff, and/or post photos in school lobby to be accessible to families.**

### **III. Discretionary School Parental Involvement Policy Components**

**The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:**

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.**
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.**

- **Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.**
- **Training parents to enhance the involvement of other parents.**
- **In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.**
- **Adopting and implementing model approaches to improving parental involvement.**
- **Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.**
- **Providing other reasonable support for parental involvement activities under section 1118 as parents may request.**

#### **IV. Adoption**

**This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Carmen Parache. This policy was adopted by PS 150Q on September 2010 and will be in effect for the period of one year or until the end of June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 19, 2011. We will re-evaluate the parent involvement policy by June 2011.**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

□

## **DRAFT**

**P.S. 150 Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.**

### **School Responsibilities**

**P.S. 150 Q will:**

- 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.**
  - **Teachers will:**
    - **Continue to develop their teaching strategies to successfully teach *all* children through professional development.**
    - **Explain their approach to teaching, expectations, and grading system to students and their families.**
    - **Assign work that is relevant and interesting.**
    - **Make sure students understand the assignment, what they'll learn from it, and grade it promptly.**
    - **Make sure all students get help as soon as it is needed.**
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice annually, in November and March.**

- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will:**
  - **Monitor student progress in all content areas and provide parents with updates regularly.**
  - **Provide parents with an overview of the curriculum, describing content being covered in all subject areas.**
- 4. Create a partnership with every family in our school and provide parents reasonable access to staff. Administration can be reached by phone, email or by appointment. Teachers can be reached by written correspondence through the student, and by appointment as needed. Teachers are encouraged to form email lists with their families.**
- 5. Provide parents opportunities to volunteer and participate in their child's classroom, and to observe classroom activities, as follows: Curriculum night, publishing parties, family activities, and chaperoning fieldtrips.**
- 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 Schoolwide Program plan (for SWP schools) in an organized, ongoing, and timely way.**
- 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient 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. Ample notification will be given. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them 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. Send home learning materials in all content areas, and provide parents with information about the curriculum, so that families can supplement classroom learning. Materials could include: interactive learning kits, study materials, links to relevant websites, suggested reading lists and other publications.**
- 11. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes 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.**

**12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**

**13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**

**14. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.**

### **Parent Responsibilities**

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

- **Ensure that my child is at school and on time.**
  
- **Assist my child with daily homework, and use the learning materials the school sends home. Incorporate word lists and math games into our routine.**
  
- **Let the teacher know if my child has any problems with learning, or is having any difficulties in school**
  
- **Read to my child at least 20 minutes daily, and discuss what we have read.**
  
- **Limit my child's television viewing to one hour a day, and ask my child to write a report or draw a picture about a favorite program.**
  
- **Volunteer in my child's classroom, and attend family activities that are organized by the school.**

- **Participate, as appropriate, in decisions relating to my child's education.**
- **Promote positive use of my child's extracurricular time.**
- **Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

#### **Student Responsibilities**

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

- **Come to school every day, on time and ready to learn.**
- **Do my homework every day and ask for help when I need to.**
- **Read at least 30 minutes every day outside of school time, on my own and with my family.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **Work on my math, reading and writing skills at home, using the materials my teacher sends home.**

- **Write down assignments, do my homework every day, and turn it in when it is due.**
- **Limit my television viewing to one hour per day, and write a report each week about a favorite program.**

**Signatures:**

\_\_\_\_\_  
**School**                      **Parents**                      **Student**

1. \_\_\_\_\_

**Date**                      **Date**                      **Date**

**(Please note that signatures are not required)**

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Academic information on students is gathered from NYSTART, ARIS, ATS, and the yearly Progress Report. Information is given to teachers so that data is used in grouping in the classroom for grouping and instruction.**

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

**Small group instruction with goal setting based on formal and informal assessment. AIS for children not meeting proficient or advanced levels. Afterschool programs and Saturday Academy to provide support in meeting State achievement standards.**

**Read aloud with accountable talk which contain two 'turn and talk' and address reading skills and strategies based on State standards. Tiered math instruction in all units to aid in the differentiation of math instruction.**

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

**Strategies implemented include but are not limited to; small group, extended day classes three times a week, dual-language Jumpstart in the summer, Kaplan test Prep materials for afterschool and Saturday programs.**

o Help provide an enriched and accelerated curriculum.

□ **We provide an enriched program by integrating our arts program throughout the school day, project-based learning, renzulli learning and projects in TAG classes. Our 3<sup>rd</sup> graders participate in Chess-In-The-Schools.**

o Meet the educational needs of historically underserved populations.

□ **Underserved populations needs are met through AIS services and AIS team monitoring instruction given. Pupil Personnel Team aids in ensuring adequate supports and differentiation is given to the students. Push-in instruction for ELL students.**

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□

**Programs to address low achieving students are:**

- **Wilson Reading Program**
- **Foundations**
- **AIS Program**
- **Academic and behavioral plans created by Pupil Personnel Team**
- **Mandated and enrichment extended day classes**
- **Project Read**
- **Afterschool ESL Program**
- **Saturday Academy for math and literacy**
- **Mentoring for teachers**

o Are consistent with and are designed to implement State and local improvement, if any.

□ **Designed to improve the academic progress underperforming students, ELL's and children with Special needs.**

3. Instruction by highly qualified staff.

**Highly qualified staff provide instruction in Art, Science, Technology. Drama and Music instruction is also given as well as producing a yearly grade-wide play and two school choral performances.**

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

**Professional Development is offered to the teachers through the TCRWP staff developers who come to the school. Staff members are also sent on calendar day sessions provided by TCRWP. This information is then turnkeyed within the grades. Staff members also take part in the Hunter College Title IIB Grant for professional development in math. Administrative staff take part of CSA's ELI workshops for supervisors. They also belong to TCRWP study groups that meet monthly. All information is facilitated to all staff members during monthly Faculty and Grade Conferences.**

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

**Highly qualified teachers are screened by all administrative staff. Extensive interviewing sessions are conducted by a team and candidates are asked to execute a lesson which is later debriefed by the team and the candidate.**

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

**Parental involvement is attained through the work done with the Parent Coordinator and the PTA. Workshops to inform parents of academic requirements and regulations are done regularly. Information is sent home regarding monthly units of study and other activities in the school. Parents are also invited to partake in monthly publishing celebration in all classrooms. Evening family activities to promote Math, Literacy, Science and the Arts are also carried through.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**Most children from our preschool attend our elementary program, however, class visits and parent orientations take place every Spring to aid in the transition.**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Teachers have grade liaisons, as well as Math and Literacy leaders to help in making decisions that impact assessment and instruction. Yearly TPR's are facilitated where teachers enhance pacing curriculums to match work to school goals and improve academic achievement.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**Students experiencing difficulty are monitored through tiered AIS services with the classroom teacher and/or another teacher in the school. Students are discussed in weekly AIS meetings and later referred to PPT if the academic intervention is not showing progress. The PPT, in conjunction with teachers and parents, creates academic and behavioral plans that are regularly monitored.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As stated in Chancellor's regulation and per need

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

**This does not apply to our school. We are Schoolwide Program.**

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

**Not applicable**

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

**Not applicable**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

**Not Applicable**

c. Minimize removing children from the regular classroom during regular school hours;

**Not applicable**

4. Coordinate with and support the regular educational program;

**Not applicable**

5. Provide instruction by highly qualified teachers;

**Not applicable**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

**Not applicable**

7. Provide strategies to increase parental involvement; and

**Not applicable**

8. Coordinate and integrate Federal, State and local services and programs.

**Not applicable**

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

##### ***1A. English Language Arts***

## Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

**-English Language Learners.**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Our school had teachers previewed various curriculum materials and they had discussion on whether these materials align to state standards and the state examinations. There was no one specific set of materials that were totally aligned to the standards and hence the teachers and administrators used the standards as a guiding point and selected supplemental materials to reach those standards in the various subject areas. The Teacher's College Reading and Writing Project provided an excellent framework of curriculum calendars that teachers used in ELA implementation. These materials are aligned for grade levels and further supplemented for the English Language Learners. Our emphasis on accountable talk, group work and partner work had encouraged and built upon listening and speaking skills

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The materials are adequate and aligned to state standards. Our data has shown that the curriculum taught is helping our students improve in ELA .

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school formed curriculum teams to examine materials. They were discussions about the materials and how adequate and useful they were in helping the students. The SLT, committee members and staff made recommendations as to what materials are appropriate for our students. We do not need additional support to address this issue . We are in the process of forming a parent committee whose sole purpose is to screen materials for the students.

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The staff members of our school feel that the Everyday Mathematics program is adequate in meeting the instructional needs of the students. However, we felt that the teachers needed guidance and planning time to effectively use the curriculum materials in such a way that the lessons were differentiated to meet the needs of the students. However, the six grade teachers felt that the Impact Math was not meeting the needs of the. They also felt that using the Everyday Math program in grade 6 would allow for continuity of instruction. As such we have eliminated the use of the Impact Math in grade 6.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Both teachers and students were struggling with the spiral concepts of this spiral curriculum. We knew the curriculum can work but the teachers needed professional development so that they can properly implement. However, as with any curriculum, we had to supplement so that we can meet the needs of the students. Students are showing progress in this area.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will continue to use the EveryDay Math Program in the entire school. We will supplement with Math Steps and other test sophistication materials for the testing grades. Last school year every grade met with the Math coach to tier the lessons so that instruction can be differentiated to meet the needs of all levels of students. We do not need any support from central to address this issue. We have a very competent math coach who is on top of things and data has shown that the students are doing very well in Math.

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The staff members in our school are encouraged and given the required professional development to conduct lessons in the workshop model: Mini lesson, independent work and share. Teachers are encouraged to work with students in small groups to differentiate instruction. Limited direct instruction is conducted in the schools. Teachers are constantly encouraged and observed in conducting workshop model teaching. There is very limited use of worksheets. Students are involved in authentic tasks.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our students are constantly working in small groups. Our staff believes in workshop model teaching. This is the culture of our school.. All lessons are designed to be taught in the workshop model teaching. There are some explicit teaching but students are constantly working in small groups and the teachers serve as facilitators in the classroom.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable

## 2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administrators and coaches discussed what math instruction should look like in the classroom. Our teachers were given professional development in this area. Students are explicitly taught for a short period of time and then they usually go off to practice what they have learnt. Students work with partners on discovery. Students are placed in homogeneous groups and teachers assessed skills via a check list and assist students individually on in small groups to help students.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The data has shown that the majority of our students are performing in Level 3 and Level 4 in Math.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to look at Math instruction. Our new Math coach is very versed in math instruction. He is constantly in the classrooms giving teachers the necessary support. Our teachers will be given a chance to attend professional development in this area and have conversations around Math instruction during common preparation periods.

<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

### KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At our school the teacher turn over was indeed very high. Our school does have new and transfer teachers. We felt that this is a results of staff wanted to have jobs closer to their homes. We had unques situations where for two years, members of staff opened their own schools and their colleagues opt to go with them.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that support this key finding is the amount of interviews we conducted and the new teachers that are reflected on our Table of Organization on Galaxy and on our school's organization sheet

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are building committee and team work with our staff. The administrative staff is giving them all the resources and materials needed so that they can be successful and their jobs can be more manageable. We will celebrate their successes. We will nurture them and make our school a friendly and positive place to work so that they can be encouraged to remain at our school. We will build upon collaboration and collegiality.

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has a high number of English Language learners. We encouraged our teachers to seek out training in teaching these students. We brought in staff developers and consultants to assist the teachers. When teachers approached us with requests to attend professional development for ELL instruction, we always approved their requests. Nearly all of our teachers are trained in QTEL.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Out ELL students are progressing very well in all areas. This is largely due to the training and professional development that our staff received.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to support our teachers in this area. We will welcome any support from central in this area.

#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As stated previously our school has a large ELL population. Curriculum, instruction and assessment for these students are clearly monitored consistently. The teachers frequently used data to target the needs of these students. Materials are specifically purchased to meet the needs of these students. Further assistance is given through our after school programs. Administrators are constantly meeting with teachers to have data conversations. Our ELL coordinator always supply teachers with timely data.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The administrative staff will continue to support the teachers so that they can meet the needs of the students.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

[The findings are not applicable to our school.](#)

## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education

teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The staff and administrators at this school do have an understanding about the implementation of the various instructional approaches to meet the needs of our general education students. Staff members are constantly attending professional development. There are study groups in the school. There is always conversations around data and the types of instruction needed to support the various levels and groups of students.

Some of our general education teachers are indeed unfamiliar with students' IEP. However, we are making an effort to ensure that teachers are provided with the time and knowledge on reviewing and using the IEPs as instructional tools to meet the needs of our students with disabilities.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Improvement of our scores at all levels and with all groups of students attest to the fact that the teachers are varying the instruction to meet the need of the students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to professionally develop our entire staff so that they can support our students

### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In some cases this finding is relevant to our school. The focus on modifications and accommodations always take precedence during testing, but not during class instruction. We do need to incorporate the contents of the IEP so that they are more aligned to the instructional needs of the students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We do not see the teachers really reviewing and using the IEPs to assist the students during instruction. Teachers used their own assessments to set goals and differentiate instruction for our students.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are in the process of seeking support for our LSO to assist teachers in using the IEPs to tailor instruction for those specific students. We will also set aside time for the IEP teacher to work with classroom teachers so that they can really use these documents to benefit the students.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A:**

#### **For Title I Schools**

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

**1 We currently have one pre-k student in temporary housing.**

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

**The parent coordinator will work with Pre-K social worker and guidance counselor to assess needs of the family and a a Residency Questionnaire. We will make them aware of their rights to bussing and free lunch. Assistance in obtaining medical and other insurance will be given as well as providing school supplies, paying for school trips, and rquesting help form the PTA in any other help that can be extended to the family.**

**Part B:**

**For Non-Title I Schools**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

Feb 27, 2012

School DBN: 30Q150 School Name: PS150Q

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*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

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### **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.  
At this time, we have conducted walkthroughs and have found that in the ICT classroom there needs to be more varied instruction. Teachers have to begin to use other co-teaching styles to better accommodate the needs of the students. In addition, the IEP goals tend to be generalized and not specific, for instance, improve comprehension. Teachers also need to use the IEP goals to properly modify instruction. There needs to be greater differentiation in these classrooms.
  
  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.
    - Our core inquiry team will do a thorough study of our instructional practices with students who have special needs.
    - The core inquiry group has been involved in studying the SE students who scored a level one and taking a look at any data trends. They will turn-key the information to the teachers and provide them with support and resources.
    - Administrators and the Core Inquiry team will conduct walkthroughs and provide teachers with feedback and professional development as a way of increasing their effectiveness;
    - We have purchased I-Ready (research based) program, so the teachers can properly diagnose and provide intervention to our special needs and ESL students. With the use of this program, teachers will also be able to regularly track student progress in ELA.
    - We will hold parent workshops and give parents information and resources, so they can help their children at home.
    - Our afterschool program will be mandatory for Special Needs students who are struggling. The instruction will be differentiated, and it will target their learning needs and skills.
    - Teachers who need extra support in the development of proper IEP's will receive additional training and support.
- 

### **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.  
We will be using the funds for the following Professional Development sessions:
  - Teacher's College staff development
  - We will be hiring an Aussie's consultant to work with teachers on differentiation and modification of instruction in ELA.
  - We will set aside per diem funds to pay for substitutes, so the teachers can be covered for professional development and meetings.
  - Teachers will attend outside professional development that covers ELA – special needs or differentiation.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - At this time, we have our teacher-mentoring is taking place in house. We have the coach and senior teachers work with new teachers and provide them with weekly support.
  - In addition, the teachers have been paired up with a colleague on their grade.
  - The administrators have 4-6 weeks cycles of support for new teachers, and they provide them with coaching and instructional assistance.
  - Teachers are also encouraged to sign up for any DOE training that is available.
  
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.
  - We are sending out a letter to parents. The letter is in Spanish. It is being sent to the translation unit for the required additional languages.
  - A meeting has been scheduled for 12/20/11 at 8:30 am and 5:15 PM.
  - Both the parent coordinator and principal have provided their email address for parents to contact with any additional questions.

**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 <b>CFN204</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>150</b>
School Name <b>P. S. 150</b>			

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

Principal <b>Carmen Parache</b>	Assistant Principal <b>Ismael Perez</b>
Coach <b>Mark Lilakos</b>	Coach <b>type here</b>
ESL Teacher <b>Naomi Parlitsis</b>	Guidance Counselor <b>Mark DeSillas</b>
Teacher/Subject Area <b>Margaret Suarez</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Geneva Pate</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Diane Foley</b>	Other <b>type here</b>

### 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	<b>10</b>	Number of certified bilingual teachers	<b>7</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>5</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1245</b>	Total Number of ELLs	<b>310</b>	ELLs as share of total student population (%)	<b>24.90%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Upon registering their children, parents fill out a Home Language Identification Survey (HLIS). Office personnel assist the parents through an informal oral interview in English, and in their native language when possible. The school pupil personnel secretary is responsible for conducting the initial screening and administering the HLIS. This survey helps us to identify students who may be English Language Learners (ELLS). These students are then tested by an ESL teacher/coordinator using the LAB-R assessment tool to indicate their level of English proficiency. If the test indicates that the student is an ELL, then that student will be tested annually with the New York State English as a Second Language Achievement Test (NYSESLAT) until proficiency is reached.

A parent orientation is held at the beginning of the year in various languages explaining program choices to the parents of newly identified ELLs. The parent coordinator, ESL coordinator, and an administrator are present to help explain our language allocation policy and to assist parents in filling out their Program Selection Form. As new admits arrive throughout the year, the ESL coordinator has a one to one parent orientation with the parent of the new admit.

Once students are identified as ELLs, entitlement letters are sent home with the NYSESLAT score at the beginning of the school year. In addition, a meeting is held to explain the ELL identification process as well as the assessment and scoring details.

In alignment with the parent program choice, identified ELLs are placed in Bilingual or ESL instructional program. During the parent program selection orientation, the school utilizes staff members who are proficient in various native languages to communicate program choices. These staff members are made available to parents to address questions or concerns they may have regarding available programs.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in parent selection has been in alignment with the programs offered at our school (Dual Language and Free Standing ESL).

## 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 <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes❄	No●	If yes, indicate language(s): Spanish
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	1	1	1	0									4
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	2	1	1	1	1								8
<b>Push-In</b>	0	1	1	1	1	1	1							6
<b>Total</b>	3	4	3	3	2	2	1	0	0	0	0	0	0	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	310	Newcomers (ELLs receiving service 0-3 years)	186	Special Education	69
SIFE	4	ELLs receiving service 4-6 years	101	Long-Term (completed 6 years)	23

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	13			3						16
ESL	173	4	24	98	0	34	23	0		294
<b>Total</b>	<b>186</b>	<b>4</b>	<b>24</b>	<b>101</b>	<b>0</b>	<b>34</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>310</b>

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	1	24	6	16	6	17	3	15											16	72
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>1</b>	<b>24</b>	<b>6</b>	<b>16</b>	<b>6</b>	<b>17</b>	<b>3</b>	<b>15</b>	<b>0</b>	<b>16</b>	<b>72</b>									

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 10

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 3                      Asian: 6                      Hispanic/Latino: 47  
 Native American: 0                      White (Non-Hispanic/Latino): 12                      Other: 0

**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	26	31	27	23	38	31	14							190
Chinese	1	0	2	0	1	1	0							5
Russian														0
Bengali	9	9	12	5	5	2	5							47
Urdu		1				1								2
Arabic	2	2	1	3	2	2	1							13
Haitian														0
French														0
Korean	1	3	1	2	0	1	2							10
Punjabi					1									1
Polish														0
Albanian														0
Other	5	9	6	0	1	3	2							26
<b>TOTAL</b>	<b>44</b>	<b>55</b>	<b>49</b>	<b>33</b>	<b>48</b>	<b>41</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>294</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

## A. Programming and Scheduling Information

For the dual language classes, teachers differentiate instruction for ELL students by using ESL strategies and methodologies within the Teachers' College Balanced Literacy program and in all content areas on English days. During the literacy block, a sequential model of literacy is followed. No lesson is repeated twice. As per Commissioners Regulation Part 154 all ELL students will receive the required minutes of ESL instruction per week on English days (180 minutes of ESL for advanced and 180 minutes of ELA; 360 minutes of ESL for intermediate and beginners), according to their LAB-R or NYSESLAT scores.

All students are expected to meet or exceed New York State and City standards. Assessments in English for Dual Language students include NYSESLAT, state ELA and Math and state Science in the fourth grade, ELA and Math Interim Assessments, and ELL Interim Assessments. Assessments in Spanish for both EP and ELL students in Spanish include the ELE. The Spanish LAB is given only once to those Spanish speaking students who do not pass the LAB-R. These students will be assessed using a variety of other methods, reading and writing conferences, running records, and portfolios which reflect student growth in both languages. These assessment tools will help teachers to differentiate instruction and provide necessary interventions.

Students in Self-contained ESL classes receive all instruction in English from a certified ESL teacher. We have a total of 10 certified ESL teachers in the school. P.S. 150 has two self-contained ESL classes in kindergarten and third grade. First, second, fourth, and fifth grade each have one class. The predominant language groups represented in this program are Spanish at 62.2%, Bengali at 12.3%, Arabic 4.3%, and Chinese at 3.7%.

Children who are in a self contained ESL class receive their instruction from certified ESL teachers who provide all of the classroom instruction in all content area subjects. Children who are in a monolingual class receive instruction on a push-in basis from certified ESL teachers for either 180 minutes or 360 minutes per week as prescribed in CR Part 154. These push-in teachers collaborate with the classroom teachers in order to provide instruction in the content areas (Math, Science, Social Studies) using ESL strategies. They also provide services for either 180 or 360 minutes per week depending on the needs of the children they serve.

Children in our Dual Language program receive instruction from a certified Bilingual teacher who provides instruction in English three days a week and Spanish two days a week. In this program those children who require ESL also receive their 180 or 360 minutes of instruction a week.

The Teachers' College Balanced Literacy Program will help students develop strong literacy skills while incorporating ESL strategies and methodologies. These same strategies and methodologies are used throughout the day within the content areas. Content area lessons are taught using scaffolding strategies. The majority of ELL students not in Dual Language classes are in self contained ESL classes. There are 310 students in the ESL program. Students in free standing ESL programs who are identified as advanced may be placed in a mainstream general education classroom and receive push in services from a certified ESL provider for 180 minutes a week as per the Commissioner's Regulation Part 154. These teachers work with ELLs during content area instruction in collaboration with regular classroom teachers. These students then have the opportunity to be exposed to language by other students who are English proficient. Students who are beginners or intermediate in self contained classes receive 360 minutes a week as per the Commissioner's Regulation Part 154. In the upper grades, the highest percentage of ELL students in the ESL program who took the ELA exam scored in the level 2 range compared to the highest percentage of EP students in the school who scored in levels 3 and 4. The implications of these results for the school's LAP and choice of instructional methods are differentiation of instruction according to modality and continuing to provide ESL and ELA instruction using a Balanced Literacy approach which is aligned with NYS learning standards in ESL, ELA, and content areas.

Currently P.S. 150Q has 4 SIFE students. The first step in servicing these students was to identify them. The Spanish LAB was used to determine literacy for these Spanish speaking ELL students. The Department of Education also has identification guidelines. SIFE students may fall under the following categories: students born in a country other than the United States or its territories, students who come from a home where a language other than English is spoken, students who enter a U.S. school after grade two who: upon enrollment have had two years less schooling than their peers, function at least two years below expected grade level in reading and math, and who may be pre-literate in their first language.

Strategies to employ with these SIFE students will be; AIS services, differentiating instruction, small group instruction, after school or Saturday programs geared toward SIFE students, accelerated or explicit teaching of academic language, and native language support when available. SIFE funding may also be available. The parent coordinator will also reach out to parents to provide home support

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

## A. Programming and Scheduling Information

Assessments in our ESL and monolingual programs are all done in English. They consist of running records, Unit assessments and teacher made tests. In our Dual Language program students are assessed in both English and Spanish for reading, writing, math, science and social studies.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Our school provides additional support for our student population, including our ELLs through our afterschool Project Intervention, ELL Program and Saturday Academy. Children in these programs are helped in preparation for the NYSESLAT, , NYS ELA exam and NYS math exam.

ELLs who have passed the NYSESLAT exam Receive supplemental support for two years. Certified ESL instructors include them in their groups to provide maintenance and enrichment.

Ell students have complete and total acces to all school programs and activities both during school hours and regarding after school as well.

The Language Allocation Policy document will be used to guide instructional decisions as well as to modify and differentiate instruction for ELLs throughout the day and through after-school programs. Appropriate leveled classroom libraries in English and native languages are available to support instruction. Presently, we are planning to build on the native language books available to students both in the classroom as well as the school library. Teachers in Dual Language and ESL programs use a balanced literacy approach while employing ESL strategies and methodologies such as Total Physical Response (TPR), use of visual aids, and the above mentioned appropriate leveled classroom libraries. Teachers throughout the grades use multiple assessments to determine where students need support. Running records, conference notes, data collection, and AIS grade level skills assessment charts are used consistently to monitor students' progress. Acuity interim assessments, and ELL interim assessment data is collected after each administration and used for data driven instruction. An after school ESL program for ELLs is in effect to give extra support to students in the beginner to advanced stages. Project Intervention also gives extra support to more advanced ELLs, particularly those who are not exempt from state tests.

## Courses Taught in Languages Other than English

### C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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

The Dual Language program at P.S. 150Q promotes bilingualism and bi-literacy amongst English Proficient Students and Spanish Proficient Students. The Dual Language is a maintenance program, meaning students do not exit upon achieving English proficiency. A breakdown of the English Proficient students by ethnicity shows that there are 48 Hispanic students, 15 White students, 6 Asian students, 2 Multi-racial student, and 2 cases in which the parents refused to give the information.

There is one Dual Language class in Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, 3<sup>rd</sup> grade, and 4<sup>th</sup> grade. This will continue to move up a grade each year until there is a Dual Language class on each grade. The students in each grade are exposed to language in Spanish and English through social, academic, and cultural activities. All students in this program develop their second language skills while learning content in both languages. The school offers interventions to students who are struggling with language skills.

Science:			
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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

Teachers participate in Teachers' College Balanced Literacy training. This is in-house training where teachers participate in a classroom lab site and discussion period. ELL and Dual Language teachers work with staff developers on gearing the Balanced Literacy to meet the needs of ELL students. In addition, Debbie White works with classroom teachers, as well as ESL push-in teachers on reading content based text with ELLs. Teachers also attend professional development outside of school. For all professional development attended, teachers fill out an assessment for the PD they attended. They attach all agendas and hand-outs received at the PD.

### E. Parental Involvement

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

Paste response to questions 1-4 here

Parents are involved in the school in many ways. There are many workshops for parents. All parents are invited to these workshops, including parents of ELLs. Letters are sent home whenever possible in the native language of the parent. Translators are available at the workshops for parents who request them. Workshops are given for the parents to keep them informed. Some of the workshops given include information on State testing: ELA, Math, and NYSESLAT. There is also a workshop for science and the science fair. Parents are invited to visit their child's classroom and participate in learning activities. Classroom teachers invite parents to attend class publishing parties to celebrate their children's accomplishments in writing. There is also Bear Night where students and their parents share literature activities. There is open communication between administration and parents so the needs of parents can be evaluated and addressed. Keeping parents informed about events, tests, and other activities in the school keeps them involved in their child's education and learning.

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

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

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

	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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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## C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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

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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.

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parents are involved in the school in many ways. There are many workshops for parents. All parents are invited to these workshops, including parents of ELLs. Letters are sent home whenever possible in the native language of the parent. Translators are available at the workshops for parents who request them. Workshops are given for the parents to keep them informed. Some of the workshops given include information on State testing: ELA, Math, and NYSESLAT. There is also a workshop for science and the science fair. Parents are invited to visit their child's classroom and participate in learning activities. Classroom teachers invite parents to attend class publishing parties to celebrate their children's accomplishments in writing. There is also Bear Night where students and their parents share literature activities. There is open communication between administration and parents so the needs of parents can be evaluated and addressed. Keeping parents informed about events, tests, and other activities in the school keeps them involved in their child's education and learning.

# Part V: Assessment Analysis

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

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

Paste response to questions 1-6 here

The NYSESLAT assessment is given yearly to determine the ELL students' level of English proficiency across the four modalities, as well as to show yearly progress in language acquisition. Analysis of this data show that the majority of ELLs who are at the beginner level are in the lower grades (K and 1). Analysis of grades 2 and 3 show that the number of beginners/intermediate is far more than the number of

## 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

### 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)	9	8	6	1	0	1	0							25
Intermediate(I)	16	13	13	8	7	4	0							61
Advanced (A)	8	31	17	23	24	19	12	0						134
Total	33	52	36	32	31	24	12	0	0	0	0	0	0	220

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	2	6	6	1	0	1	0						
	<b>I</b>	3	6	1	0	1	2	0						
	<b>A</b>	12	31	14	17	12	11	4						
	<b>P</b>	15	9	14	29	14	10	7						
READING/ WRITING	<b>B</b>	10	6	7	1	0	1	0						
	<b>I</b>	16	11	13	12	5	4	0						
	<b>A</b>	7	21	14	33	21	14	11						
	<b>P</b>	4	13	3	1	1	9	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	23	3	0	35
4	7	31	8	0	46
5	11	19	6	0	36
6	5	15	3	0	23
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	3	0	19	0	12	0	1	0	35
4	4	0	15	1	18	4	4	1	47
5	0	2	9	0	24	1	4	0	40
6	0	0	6	1	12	0	4	0	23
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	3	1	9	2	24	3	2	0	44
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	3	0	1	3	4	5
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

The NYSESLAT assessment is given yearly to determine the ELL students' level of English proficiency across the four modalities, as well as to show yearly progress in language acquisition. Analysis of this data show that the majority of ELLs who are at the beginner level are in the lower grades (K and 1). Analysis of grades 2 and 3 show that the numbers of beginners/intermediates is far lower than the number of advanced students. The data also shows progress across the grades from beginner/intermediate to advanced levels. As you reach grades 4, 5, and 6, there are more advanced students. Beginners in grades 4, 5 and 6 are students who are new to the country. Similar findings were identified when we looked at the scores of the ELL students in the Dual Language classes.

Patterns across the four modalities reveal that students improve in the listening and speaking modalities faster than they do in the reading and writing modalities. The implication for students at different levels in each modality is to differentiate instruction.

Looking at the results of the English Language Arts (ELA) and the State Math tests for grades 3-6, there were 135 ELLs who took the ELA and 150 ELLs who took the State Math test. On the ELA, there were 32 ELLs who scored at Level 1, 88 ELLs scored at a Level 2, 20 ELLs scored at a Level 3 and 0 ELLs scored at a Level 4. On the State Math test, 140 students took the test, 7 of whom used a translated version. Of those students, 7 ELLs scored at a Level 1, 49 students scored at a Level 2, 66 ELLs scored at a Level 3, and 13 ELLs scored at a Level 4. The 7 students who took the translated version, 2 scored a level 1, 2 scored a level 2, 3 scored at a Level 3, and 1 scored a level 1.

Teachers will focus more on providing support for students on the modalities they are weakest in. Small group instruction will enable this. The Balanced Literacy program will serve as the student's primary source of literacy instruction as it incorporates ESL strategies and methodologies where appropriate. The NYSESLAT is given once a year to ELL students to measure progress. Students in free standing ESL programs who are identified as advanced may be placed in a mainstream general education classroom and receive push in services from a certified ESL provider for 180 minutes a week as per the Commissioner's Regulation Part 154. Students who have received a Proficient score on the NYSESLAT receive AIS services where needed. They are also included in extended day.

Identification of students who may have just reached proficiency in the NYSESLAT is important for the success of the newly mainstreamed student. NYSESLAT scores of all the modalities will be analyzed to determine areas that still need improvement. These students may benefit from being in a class where an ESL teacher pushes in. In addition, an after school Title III program, can give them the extra support they need.

ELL students who are transitioning from elementary to middle school will also need help with this transition. The guidance counselor is available to have conversations with the students about their move to middle school. The guidance counselor is also available to meet with parents to discuss their concerns. School visits are also set up for those students and parents who request them.

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 30Q150      **School Name:** P.S. 150

**Cluster:** 2      **Network:** CFN 204

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

**Part A: Needs Assessment Findings**

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

Translation will be provided in the manner as follows: 1. We will utilize the Department of Education translation unit to have documents translated in the appropriate languages, so our parents are able to read and understand documents being sent home. We will also hire professional translators or utilize staff to translate for workshops whenever necessary.

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.

Our school has parents who speak Spanish, Korean, Chinese, Arabic, Urdu, Bengali. We need to provide both written and oral translation of documents and workshops/meetings. The translation results were presented to the parents at the SLT and PTA.

## Part B: Strategies and Activities

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

For written documents, we school utilize the translation unit provided by the Department of Education and teachers in our school. In order for the documents to ready, the school has to submit them at least a week in advance. For Spanish translation, we usually use a teacher or our assistant principal to translate the letters being sent home.

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.

For oral translation, we hire translators (outside contractor) to attend our workshops and meetings. They utilize our translation equipment. Whenever this is not possible, we try to have a staff member or parent to translate. For parent-teacher conferences, we have available the phone translation system. We have dedicated rooms that the teachers use to contact a translator.

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>.

The regulaltions are posted at our entrance. Parents can also access them in our parent room. We have also posted this on our school webpage for parent to view.

## 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: P.S. 150Q	DBN: 30Q150
Cluster Leader: 2	Network Leader: Diane Foley
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: 70 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: 3 # of content area teachers: <u>2</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III supplemental services for ELLs for the 2011-2012 school year will be held after school. Beginning in January, the program will meet for 2 hours in the afternoon two days a week. This program will have a total of approximately 70 students in grades 1-6. The breakdown for each class is as follows: 18, 10, 16, 15, 9. There will be 5 teachers instructing these students. The students will be grouped by grade, as well as, English Language proficiency level, derived from their NYSESLAT score. The certified ESL/Bilingual teachers will be working with the lower level ELLs and the two non-certified teachers who will be working with the advanced level students, but will be switching classes midway through the period with two of the Bilingual/ESL teachers. In this way all of the program students will be serviced by certified bilingual/ESL teachers. The language of instruction will be English. The teachers will meet to plan instruction that is aligned to our ELLs language needs and data. The rationale of the program is to improve language/literacy skills in each of the four modalities. In order to increase reading comprehension, teachers will plan read alouds with a vocabulary focus and language goals. In addition, teachers will also plan shared reading activities and interactive writing activities. They will also be using Empire State NYSESLAT ESL/ELL, these books are geared towards the NYSESLAT and provide students with the needed familiarity with the four modalities assessed. The program will end the beginning of May 2012.

### Part C: Professional Development

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

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

Begin description here:

The rationale for the Professional Development for this year will include best practices for the teachers who will be working in the Title III program. The focus of topics to be covered will include Best ELL Practices, strategies for improving reading and understanding, importance of focused read-alouds, Language Prompts, Juicy Sentences, Tricky Words, and Planning with ELLs in mind. This PD is scheduled throughout the following intervals: February 29, March 14, March 28 and April 18 for half hour intervals. PD will be provided by the following administrators, Zulma Tanzer and Ismael Perez..

### Part D: Parental Engagement Activities

**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:

Parental involvement is attained through the work done with the Parent Coordinator and the PTA. Workshops to inform parents of academic requirements and regulations are done regularly. Information is sent home regarding monthly units of study and other activities in the school. Parents are also invited to partake in monthly publishing celebration in all classrooms. Evening family activities to promote Math, Literacy, Science and the Arts are also provided. Our evening programs are generally one and a half hours in duration. Parents of ELLs are also being invited to a series of workshops provided by the computer teacher. The rationale of these workshops will be to provide parents with the skills needed to navigate the internet and in turn be able to help their children. These workshops will begin in February and continue until May. This will take place three days a week for two, two hour sessions and one three hour session. The topics to be covered will be an introduction to the computer, introduction to the internet, introduction to microsoft, and google docs. Parents were notified by flyer, parent letter, and the school website.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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