



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 50 FRANK HANKINSON

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R050

PRINCIPAL: SHARON FINE EMAIL: SFINE3@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Janet Miller	*Principal or Designee	
Dolores Kranpost	*UFT Chapter Leader or Designee	
Beth DeIPriore	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joseph Morrissey	Member/Parent	
Donna Carnivale-Wong	Member/Parent	
Marie Casale	Member/Parent	
Lucille Ruggiero	Member/Parent	
Kathleen O’Hanlon	Member/Teacher	
Fran Fruchter	Member/Teacher	
Linda Notaro	Member/Teacher	
Deatra Treadway	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, there will be an increase of students meeting and exceeding grade level benchmarks as measured by TC and DRA reading assessments.

Comprehensive needs assessment

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

Instructional strategies/activities

1. Teachers' will analyze June benchmarks to develop plan of instruction to assist each student in growth.
2. Teachers will make instructional decisions in formulating groups and implement strategies to meet the needs of each student.
3. Teachers will use the Fountas and Pinnell reading behaviors to ensure each reader is at the appropriate level.

Student progress will be measured through Teachers College running records to determine increase in reading levels, comprehension and fluency on four separate occasions throughout the school year. In addition, logs and rubrics will be measured as a tool to measure progress. Student benchmarks ending in June of the previous year (2010-2011) will be measured against quarterly benchmarks of the current school year 2011-2012 (Sept., Nov., Mar., and June) to assess progress.

Strategies to increase parental involvement

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

Implementing the Framework for Teaching in Enhancing Professional Development – Charlotte Danielson
Rigorous Curriculum Design – Larry Ainsworth
Councilmatic Money – Teachers College
SI Foundation – Teachers College
Teachers College Staff Developer for K-2 and 3-5
Teachers College Curricular Calendar Days at Columbia University
Utilization of Depths of Knowledge – formulate higher order questioning techniques across content areas.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, every teacher will collaboratively develop a unit of study aligned to the Math Common Core State Standards along with a common core aligned performance task.

Comprehensive needs assessment

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

Instructional strategies/activities

1. Teachers will use Common Prep periods to meet as a grade and analyze Math Common Core State Standards.
2. Teachers will select the standards they will use to create the unit of study and performance tasks.
3. Teachers will begin planning for the implementation of the units of study, taking into account their students needs.
4. Teachers will develop performance tasks aligned to the CCSS to assess the students understanding and development within the unit of study.
5. Teachers will reflect on the development and implementation of the unit of study and aligned performance tasks for future instruction.

Teachers will meet on Common Prep periods on-going throughout the school year to select, develop, and plan for a unit of study and aligned performance tasks. The teachers will create rubrics to measure the mathematical understanding of their students. Teachers will reflect periodically, throughout the year, regarding the development and implementation of the unit of study and aligned performance task.

Strategies to increase parental involvement

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

Implementing the Framework for Teaching in Enhancing Professional Development – Charlotte Danielson
Rigorous Curriculum Design – Larry Ainsworth
Supplemental Math Cluster – Fair Student Funding
Councilmatic Funds

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, every teacher will participate in utilizing the Danielson framework in order to improve instruction, measured by teacher self reflection of selected components, within a research-based rubric.

Comprehensive needs assessment

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

Instructional strategies/activities

1. Teachers will engage in a self-reflection process by asking: a) What strategies do you use to determine the diverse learning needs of your students b) Describe how the range of students in your class affects your choice of instructional outcomes.
2. Using data from reflection, teachers will efficiently group students based on levels.
3. After groupings are formed, teachers will begin to actively plan for instruction and determine strategies that will be attempted.
4. Teachers will reflect on attempted teaching practices and modify/update plans for future instruction based on the results obtained.
5. Teachers will continue the cycle focusing on different components in efforts to increase the level of instruction to meet the needs of all learners in their classrooms.

Individual meetings facilitated by administrators regarding the self-reflection process will be on-going throughout the school year to track progress and promote professional conversations. These meetings will take place on each teacher's sixth prep, which was provided for this purpose. A calendar/log referencing teacher/administrator meetings regarding the self-reflection process will be maintained by each administrator.

Strategies to increase parental involvement

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

Implementing the Framework for Teaching in Enhancing Professional Development – Charlotte Danielson

Rigorous Curriculum Design – Larry Ainsworth

Councilmatic monies – books

Tax Levy – additional preps

Fair Student Funding (FSF) – additional preps

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012, all teachers will participate and engage in the schools collaborative inquiry process within the grade, throughout the grades and through specialty areas.

Comprehensive needs assessment

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

Instructional strategies/activities

1. Teachers will meet at their designated times, Wednesdays from 2:35pm to 3:25pm.
2. Teachers will develop a focus for each meeting concentrating on analyzing student work.
3. Teachers will use data collected from student work and develop Performance Tasks, Units of Study, and future plans to assess and meet the needs of their students.
4. Teachers will submit their agendas to administration at the conclusion of each meeting.
5. Administration will track the progress of each grade inquiry meeting and facilitate meetings periodically.

Teachers will submit agenda forms at the conclusion of each meeting, indicating the focus of the meeting. Teachers will also develop Performance Tasks based on the evaluation of student work. These tasks will be aligned to the Common Core State Standards.

Strategies to increase parental involvement

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	N/A
Mathematics	N/A
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	<p>Students are seen by the Guidance Counselor for "At-Risk" purposes based on the following criteria.</p> <p>Students who exhibit problems with: anxiety, depression, attention-deficit disorder affect school progress, family-related problems, separation and divorce, behavioral difficulties, negative peer interactions involving the necessity for conflict resolution, self-esteem issues, bereavement concerns, and anger-management issues.</p> <p>In general, the counselor will assist the students to acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Students receive "At-Risk" counseling for a period of approximately six weeks. Parent is apprised periodically as to how the student is progressing with "At-Risk" counseling. At the end of the six week period, a final assessment is given to the parent by the counselor. At that time, the parent may request additional formal services in school or seek private</p>

	community services.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**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 Jose Ruiz/ Richard Gallo	District 31	Borough Staten Island	School Number 050
School Name Frank Hankinson			

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

Principal Sharon Fine	Assistant Principal Janet Miller, Joseph Santello
Coach type here	Coach type here
ESL Teacher Joan Murphy	Guidance Counselor Barbara Norton
Teacher/Subject Area Heather Campo/5th grade ICT	Parent Debbie MacDonald
Teacher/Subject Area Dina DePirro/3rd grade ICT	Parent Coordinator Ellen Marans
Related Service Provider Joanna Primont	Other type here
Network Leader Richard Gallo	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	770	Total Number of ELLs	47	ELLs as share of total student population (%)	6.10%
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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 respons1. All newly admitted incoming students from grade k-5 are supplied with a HLIS. They are given an informal oral interview in English and if the need exists they are supplied with a native language speaker. This native language speaker may be a member of our staff or a daily hired pedagogue for the admissions process. Once the student has been identified as a possible ELL, then our state certified ESL teacher, Joan Murphy, will perform a Lab-R test. Parents will be notified immediately after the test as to their child's results and parents' possible language education choices. All Ells are annually evaluated using the New York State English as a Second Language Achievement Test in the testing period designated by New York State. Joan Murphy, TESOL follows all protocols as to the sequence of the test; speaking, reading, listening, and writing and time limitations. All Spanish speaking students, who do not pass the LAB-R are administered the Spanish LAB-R. The ELS teacher scores this assessment, and notifies both the parents and the classroom teacher of the results. The Spanish LAB-R is only given one time in their school years. • The Home Language Survey is given to the parents at the time of registration. If parents require the survey in another language, we will supply it.

- The parents complete the survey immediately, and return it to Mrs. Ursillo,(secretary). Mrs. Murphy conducts an informal oral interview.
- Mrs. Ursillo contact Mrs. Murphy and give her the completed surveys on the same day.
- Mrs. Murphy reviews the surveys and determines if the child is eligible for LAB-R testing, and which language will be entered for that child.
- Mrs. Murphy tells Mrs. Ursillo which language to enter for the said child.
- If eligible, the LAB-R is administered within 10 days of initial enrollment.
- LAB-R is scored, and based on results, it is determined whether the child receives ESL services for the school year.
- Entitlement letters are distributed by Mrs. Murphy to the parents based on the Home Language Survey and LAB-R results.

We use the New York State English as a Second Language Achievement Test, NYS ELA and MATH, ELL Interim Assessments to annually evaluate our Ells. This test is comprised of listening, reading, writing, and speaking sections. We use the results of this exam to dictate the individual goals and curriculum to meet their needs in the coming school year. These results and goals are shared with the LAP team and the individual teachers that work on a daily basis with their Ells. To ensure that all ELLs receive the NYSESLAT annually, we rely on the following ATS reports: RNMR and the RLAT. In addition, we review the ESL teacher's log of services for the current year.

2. After our incoming students have been identified and tested with the LAB-R, it is immediately scored. As per the result, the parents of these entitled English language learners will receive notification for a parent information meeting. This will occur inside ten days of enrollment. All parents will receive a written invitation in English and their native language according to the HLIS. This

meeting will be hosted by our ESL Teacher, Joan Murphy and Parent Coordinator, Ellen Marans. The NYC Department of Education DVD Parent Orientation Video will be viewed in their language of choice. This maybe Albanian, Arabic, Bengali, Chinese, English, French, Korean, Haitian, Polish, Punjabi, Russian, Spanish or Urdu. Parents who are unable to make this orientation will be re-invited to attend a similar parent meeting at their earliest convenience. Mrs. Murphy invites parents of all current ELLs for an information session on all possible program choice availability. At this meeting, parents are made aware of possible locations for TBE/DL programs.

3. Our TESOL, Joan Murphy, is in charge of distributing each and every entitlement letter, Parent Survey and Program Selection form to the specific parents. All evidence of these particular letters is kept in the ESL classroom. Originals are placed in the individual class cumulative record. Photocopies of these documents are kept in an individual file in the ESL classroom. This allows our TESOL to keep up to date on the mandated paper work for each Ell. All parents are contacted by telephone to ensure that they have received their entitlement letters, and to confirm their attendance at the future ESL parent meeting.

4. We strictly adhere to the NYC Department of Education guide lines on identifying and admitting students into Bilingual, Dual Language, and ESl instructional programs. All students HLIS form must contain the mandated number of responses in a second language to ensure testing consistency. After an informal oral interview the ESL teacher and the parent together will discuss possible need for further interaction in a bilingual or ESL instructional program. At this point the student will be given a Lab-R by the ESL teacher.

5. The last few years of Parent Survey Forms have expressed a selection of ESL over both Dual and Bilingual education. For the 2011/12 school year 40 parents out of a total of 46 have requested ESL. Three requested Bilingual Education in; Spanish, Thai, and Arabic. We have enrolled all 46 students in our mandated ESl program. Three parents have requested Dual Language. In 2009/2010 48 parents requested ESL out of a total 50. In 2010/2011 38 parents have requested ESL out of a total of 39.

6. Yes and we will continue to build alignment between parent choices and program offerings at our school. We have aligned our classes to meet their choices. Our TESOL meets with the ELL parents for introductory and curriculum meeting throughout the academic year. Parents are welcome to visit or attend their child's ESL class at any time they express a need to.

P.S. 50 has met and continues to align itself to the particular needs of the ESL parents and their language choice, by permitting the parents to select the language program of their choice to meet their child's needs. All parents are aware of the three possible choices; Dual Language, Bilingual Education and ESL and the great variety of programs that are available in our school and all of New York City. We will continue to work diligently to aid the parents to find the correct program for their child. We do inform parents that an effective strategy is to keep their child in one continuous program for three or more years. Through scientific research, it has been noted that students who consistently remain in any of these programs will measurably improve as oppose to changing their program each year. Constant movements between these programs will create fossilization in that particular language and therefore academic growth will level off in lieu of advancing towards common core standards.

e to questions 1-6 here

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="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	16	13	12	3	2	1								47
Total	16	13	12	3	2	1	0	0	0	0	0	0	0	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	45	0	8	2	0	0	0			47
Total	45	0	8	2	0	0	0	0	0	47

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1											4
Chinese	0	0	0											0
Russian	8	7	4	1										20
Bengali	0	0	0	0										0
Urdu	1	0	0	0										1
Arabic	1	1	1	2										5
Haitian	0	0	0	0										0
French	0	0	0	0										0
Korean	0	0	0	0										0
Punjabi	0	0	0	0										0
Polish	1	0	0	0										1
Albanian	0	4	3	0	2	1								10
Other	3	0	3	0	0	0								6
TOTAL	16	13	12	3	2	1	0	47						

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.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response 1a. Presently we use one organizational model; Pull-Out. Due to the low number of Ell students in our upper grades, it is educationally sound to employ a Pull-out program. They are serviced in periods of forty five minutes depending on their particular score on the most recent NYSESLAT or Lab-R. Advanced students meet for a total of 180 minutes per week which is four periods. Beginners and Intermediate students receive 360 minutes per week. Kg and 1st grade is broken down into two separate periods; Kg and 1st grade gifted and talented alone, Kg and 1st general education and 2nd grade, 3rd grade, and 4th and 5th combined.

1b. P.S. 50 uses a Heterogeneous model in the majority of its classroom. We do have a Gifted and Talented program which offers classes from Kg to 5th. These students are selected and tested from a large pool of students from all over Staten Island. Also, we have ICT classes on all grade levels.

2. All students are identified by their test scores on the Lab-R or NYSESLAT. The individual teacher is immediately made aware of the necessary mandated number of ESL minutes of instruction; 180 minutes for Advanced, 360 minutes for Intermediate and Beginner. ESL instruction is accomplished on a daily basis by a NYC licensed ESL Teacher, Mrs. Murphy. All teachers are required to implement differentiated instruction to meet the particular needs of their Ells. Presently, we do not offer NLA based on parental choice, however, we do offer support for native language arts, in the form of dictionaries, maps, and glossaries.

3 All content areas are delivered in English in our English as a Second Language, general education, and gifted and talented classrooms. Native language texts such as maps, dictionaries, texts, listening tapes and school notifications are available for all students. Our teachers use a combination of instructional approaches and methods to make content comprehensible to enrich language development.

This includes;

A. using the teaching of Lily Wong Fillmore, teachers use larger units of language by employing Juicy Words (layers of synonymies) in Social Studies, Science and Math. .

B. We have two Teacher College staff developers who offer reading and writing workshop strategies. The staff developers group the teachers into two specific levels; K-2, 3-5

C. Teachers are infusing instructional strategies such as CALPS to build vocabulary and create academic language.

All teachers use a balanced literacy approach which consists of the following components: independent reading and writing, shared reading, and interactive writing. Designing coherent instruction via writing curriculum maps which include the Common Core Learning Standards, allows both the classroom and ESL teachers to address student needs. Teachers make sound instructional decisions based on data, to provide language rich lessons. Presently, teachers are involved in self-reflection using the Danielson Framework, to improve their practice. Teacher teams meet regularly to participate in inquiry conversations centered on improving student work. The following

programs are Used :Sunday

Scott foresman guided Reading

Good Habits, Great Readers

Qwik reads

A. Programming and Scheduling Information

Readers' Theatre

4. All children who have been identified as possible Ells are tested with Lab R within the ten mandated days. Any Spanish speaking child that fails to pass the Lab R in English is then given the Spanish Lab R. This allows our staff to view both language scores and built on their academic strengths.

5a At present, we do not have any SIFE students. When necessary, we will address this particular program by collaborative planning, continuity, and congruence between all teachers who educate this particular student. Our TESOL Classroom and Speech teachers will collaborate whenever there is a need to share professional methodology and /or particular concerns.

5b. This particular group of Ells will receive the mandated minutes of ESL instruction. According to New York State ELA Testing Guidelines, all English language learners will receive time and a half testing time plus a separate location. Also, the listening part of the ELA will be read three times.. Each Ell will be invited to attend extended day which takes place two times a week for a forty five minute session. In addition, there is a Title 3 after school program which also offers support to our ELLs.

Teachers engage students in numerous read alouds throughout the day. In addition to hearing the language, they are encouraged to act out the stories. Children are taught to create individual dictionaries using pictures to assist them. Partner and choral reading is employed by the ESL teacher. There is open communication with the parents to be involved in the home school connection. We make use of Dr. Filmore's layers of language, by having children write synonyms on different colored index cards. In math, children use manipulatives in solving problems. They use pictures, numbers, and words to verbalize their thinking.

5c. Ells who have been receiving services four to six years will be identified and continued to be serviced. Their individual data which includes; ELA, Math, NYSESLAT will be analyzed to determine what next step should be put in place for those children to succeed. The ESL teacher collaborates with the classroom teacher on how to best meet their specific needs. If necessary, based on data results, we may explore additional support through other interventions and/or placement. Based on 2011 New York State data, we have found that writing needs to be addressed. Teachers will continue to receive professional development. Conferencing and small group instruction is used to address this modality. We have also found that the writing in Math extended responses needs to be addressed . Math word walls, and math sentence frames are used.

A. Programming and Scheduling Information

5d. Presently we do not have any long term Ells. In the event that long term Ells do register at our school, we will include them in our mandated ESL program and provide additional support with enrolment in our Title III program.

6. All special education students English Language learners are identified by their NYSESLAT scores and their IEP. Their IEP is discussed with our General Classroom and ICT Teacher, TESOL, Principal and Assistant Principals. All school personnel are aware of the student's daily needs and/or testing modifications. The following programs are used:

Sonday- This program offers tactile, oral, and aural skills for the children

Scott foresman guided Reading- leveled guided reading program that offers additional support for SWD's

Good Habits, Great Readers- a comprehensive balanced literacy program to dirrerentiate

Qwik reads- offers support with reading fluency and vocabulary

Readers' Theatre- acting out of texts encourages more involvement and builds self-esteem

Read alouds, think aloud time, role playing, use of visuals, charts, graphs, tables, Venn diagrams, choral reading, reading and writing using pictures, layers of language cards, jazz, chants, turn & talk

7. We are able to offer our Ell-SWDs well balanced schedules and instructional flexibility though the engagement of ICT classroom instruction, with licensed general and special education teachers. When mandated by their IEP, support services by a licensed paraprofessional are employed. All P.S. 50 teachers are employed in their particular license of expertise whereby they are able to address the needs of the Ell-SWDs on a current basis. They are supported by Teachers' College Staff and our TESOL Joan Murphy.

We offer ICT classes within all grades to meet the diverse needs of ELL SWD's within the least restrictive invironment. Currently, we have one kindergarten self-contained class, with one teacher and 4 paras to meet the student needs, however, there are no ELLs in this class.

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%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

P8. All ELLs are offered the same interventions of service plus mandated ESL services. Based on their classroom achievements and their NYS ELA, and Math test results, additional services will be reviewed for intervention programs based on need. We offer extended day academic support, RTI, and reading volunteers. All ELLs are exposed to math technology in their classroom.

9. Transitional support for former ELLs is available up to two years after passing the NYSESLAT. All transitional ELLs receive additional time on standardized tests, and all listening passages are read 3 times..

10. We offer after school programs such as chess, dance, arts&crafts, and sports.

11. All programs/services for ELLs will be kept in place since they are supportive and provide continuous positive results.

12. All ELLs receive equal treatment and resources to the general population of our school. All after school clubs, , art, dance, , talent shows, plays, and extended day instruction are open to the complete academic community. All K-2 ELLs are invited to our Title III after school enrichment program on Fridays, and all 1-5 ELLs to our two day a week extended day program. We also offer a latch key after school program, where children get help with their homework. Reading volunteers from Staten Island Mental Health come in to read with kindergarten students if the need exists.

13. We employ a varied amount of instructional materials in all ELL instruction. This includes;

ELLIS computer technology and Math Steps Skills Tutorial Cd-ROM.

Recorded Books Sound Reading Solutions.

Author and Performer Caroline Graham-Jazz Chants, Jazz Chant Fairy Tales

Eye Openers- reading text

Fundation and Sondag Programs

Rigby-English in My Pocket

Reading Rainbow ESL Focused Literature; Watch the Stars Come Out, The Lotus Seed

Author Tova Ackerman- The Art of Reading, Puppet Drama and Whole Language

Author Elizabeth Claire; ESL Teacher's Activities Kit

Transcultural picture Word List, and Bilingual Dictionaries

Atanasio-Getting Ready for the NYSESLAT

Number Sense- Grades 1-2 and 4-6

14. When possible, Public School 50 employs bilingual translators when the state mandated standardized test are unavailable in the Native language. Open school day/night communication between the parents and the school staff is also available through DOE Translation Dept. We print out various notices, in other languages, to go home to parents. We employ children friendly multilingual websites to support our ELLs. All bilingual children have access to bilingual dictionaries in their classroom and throughout the school if needed. The ELL

B. Programming and Scheduling Information--Continued

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

1. Our ESL teacher, Joan Murphy, receives monthly support by attending ESL workshops with Terri Maisano, Instruction Specialist, District 31. Additional professional development is scheduled through Teachers College, Columbia University and BETAC. Also our school supports ESL professional development. This support is available to our TESOL and all grade level curriculum leaders. They will turn key this information to their particular grade level.

For 2010-2011 ESL Workshop Schedule is as follows;

- 10/01 BETAC Understanding the Nuts and Bolts of CR Part 154 and Title III
- 10/13 Teachers College; Small Group Instruction to Support Assessment-Based Reading
- 10/29 CFN 604; Academic Literacy for Ells Aligned to CCSS
- 11/02 CFN 604; Scaffolding Instruction for Ells
- 12/07 CFN 604; Academic Literacy for Ells Aligned to CCSS-Reading and Writing
- 01/25 CFN 604; Academic Literacy for Ells Aligned to CCSS-Student Work
- 01/27 CFN 604; Team Teaching in the ESL Program
- 03/22 CFN 604; Academic Literacy for Ells Aligned to CCSS; Curriculum Mapping
- 06/03 Effective Strategies in Literacy Instruction for Ells

We are a Teachers College Partnership school, which means that TC offers professional development throughout the year. In addition, the guidance counselor, all related service providers, the psychologist, Mrs. Ursillo (secretary), and the parent coordinator collaborate with Mrs. Murphy regarding the ELLs. Mrs. Murphy also turn keys any information from her professional development.

2. All fifth grade staff meets with our TESOL to assist the ELLs as they transition into Middle School. Our staff takes part in workshops and small group instruction and teachers use strategies that transition into Junior High curriculum. Our staff is aware of the particular middle schools that provide ESL support to their ELL population. All fifth grade staff is aware of the particular procedures for state testing which deal with extended time, group size and location. Fifth grade teachers attend an orientation session or meet with an orientation group from the Middle Schools. Mrs. Norton (guidance counselor) offers various workshops such as bullying and respect to support our students transitioning from one school level to another.

3. Our staff has been surveyed by our TESOL and the results provide us with an accurate account of the percentage of teachers who need ongoing training. The majority of our teachers have reached either the minimum 7.5/10 hours of mandated training. All teachers are welcome to observe the ESL Lab in action and confer with our TESOL on a needs basis. They are also invited to network wide professional development opportunities which provide ESL workshops. Paste response to questions In previous years, Maryann Cucchiara (R&D) has visited our school, and facilitated workshops strategies to support ELLs. We also work with Mary Cappellini's Book, Balancing Reading & Language Learning. All teachers are required to complete the Developmental Checklist for Language Patterns. Teachers meet as small groups every Wednesday to analyze student work and discuss sub groups such as ELLs. TC also offers support in small group instruction to support assessment-based reading and language development for ELLs.

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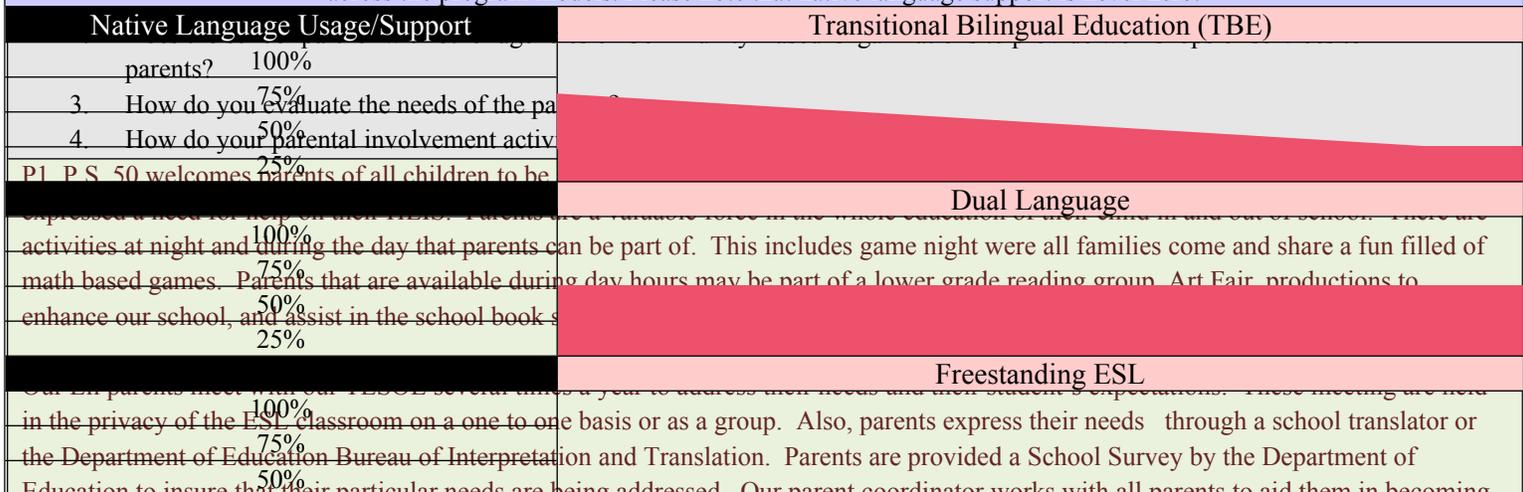
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Native Language Usage and Supports

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.



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?

P1. P.S. 50 welcomes parents of all children to be a member of our academic community. We hire Translators for all our parents that have expressed a need for help on their HLIS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of. This includes game night where all families come and share a fun filled of math based games. Parents that are available during day hours may be part of a lower grade reading group, Art Fair, productions to enhance our school, and assist in the school book store.

Our ELL parents meet with our TESOL several times a year to address their needs and their student's expectations. These meetings are held in the privacy of the ESL classroom on a one to one basis or as a group. Also, parents express their needs through a school translator or the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to insure that their particular needs are being addressed. Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events.

2. We invite our local public library and Jewish Community Center to attend our parent workshops so that our ELL parents learn that these particular groups offer free ESL classes during the day hours. Our school offers parent workshops to prepare the parents for the coming year both academically and socially.
3. Parents attend a series of ongoing ESL workshops during the school year. These workshops are geared towards introduction to the NYC school system, academic goals for their children and to address their individual needs and concerns.
4. Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We have tools that we are able to supply to them either during, after, before or weekend hours. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit.

B. Programming and Scheduling Information--Continued

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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

P8. All ELLs are offered the same interventions of service plus mandated ESL services. Based on their classroom achievements and their NYS ELA, and Math test results, additional services will be reviewed for intervention programs based on need. We offer extended day academic support, BTL, and reading volunteers. All ELLs are exposed to math technology in their classroom.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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9. Transitional support for former ELLs is available up to two years after passing the NYSESLAT. All transitional ELLs receive additional time on standardized tests, and all listening passages are read 3 times..

10. We offer after school programs such as chess, dance, arts&crafts, and sports.

11. All programs/services for ELLs will be kept in place since they are supportive and provide continuous positive results.

12. All ELLs receive equal treatment and resources to the general population of our school. All after school clubs, , art, dance, , talent shows, plays, and extended day instruction are open to the complete academic community. All K-2 ELLs are invited to our Title III after school enrichment program on Fridays, and all 1-5 ELLs to our two day a week extended day program. We also offer a latch key after school program, where children get help with their homework. Reading volunteers from Staten Island Mental Health come in to read with kindergarten students if the need exists.

13. We employ a varied amount of instructional materials in all ELL instruction. This includes;
ELLIS computer technology and Math Steps Skills Tutorial Cd-ROM.
Recorded Books Sound Reading Solutions.
Author and Performer Caroline Graham-Jazz Chants, Jazz Chant Fairy Tales
Eye Openers- reading text
Foundation and Sondag Programs
Rigby-English in My Pocket
Reading Rainbow ESL Focused Literature; Watch the Stars Come Out, The Lotus Seed
Author Tova Ackerman- The Art of Reading, Puppet Drama and Whole Language
Author Elizabeth Claire; ESL Teacher's Activities Kit
Transcultural picture Word List, and Bilingual Dictionaries
Atanasio-Getting Ready for the NYSESLAT
Number Sense- Grades 1-2 and 4-6

14. When possible, Public School 50 employs bilingual translators when the state mandated standardized test are unavailable in the Native language. Open school day/night communication between the parents and the school staff is also available through DOE Translation Dept. We print out various notices, in other languages, to go home to parents. We employ children friendly multilingual websites to support our ELLs. All bilingual children have access to bilingual dictionaries in their classroom and throughout the school if needed. The ELL students are a resource to the monolingual class by sharing and providing background information on their language, customs, and holidays particular to their ethnicities and region of the world that they have originated from.

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Our ESL teacher, Joan Murphy, receives monthly support by attending ESL workshops with Terri Maisano, Instruction Specialist, District 31. Additional professional development is scheduled through Teachers College, Columbia University and BETAC. Also our school supports ESL professional development. This support is available to our TESOL and all grade level curriculum leaders. They will turn key this information to their particular grade level.

For 2010-2011 ESL Workshop Schedule is as follows;

- 10/01 BETAC Understanding the Nuts and Bolts of CR Part 154 and Title III
- 10/13 Teachers College; Small Group Instruction to Support Assessment-Based Reading
- 10/29 CFN 604; Academic Literacy for ELLs Aligned to CCSS
- 11/02 CFN 604: Scaffolding Instruction for ELLs
- 12/07 CFN 604; Academic Literacy for ELLs Aligned to CCSS-Reading and Writing
- 01/25 CFN 604; Academic Literacy for ELLs Aligned to CCSS-Student Work
- 01/27 CFN 604: Team Teaching in the ESL Program
- 03/22 CFN 604; Academic Literacy for ELLs Aligned to CCSS; Curriculum Mapping
- 06/03 Effective Strategies in Literacy Instruction for ELLs

We are a Teachers College Partnership school, which means that TC offers professional development throughout the year. In addition, the guidance counselor, all related service providers, the psychologist, Mrs. Ursillo (secretary), and the parent coordinator collaborate with Mrs. Murphy regarding the ELLs. Mrs. Murphy also turns key any information from her professional development.

2. All fifth grade staff meets with our TESOL to assist the ELLs as they transition into Middle School. Our staff takes part in workshops and small group instruction and teachers use strategies that transition into Junior High curriculum. Our staff is aware of the particular middle schools that provide ESL support to their ELL population. All fifth grade staff is aware of the particular procedures for state testing which deal with extended time, group size and location. Fifth grade teachers attend an orientation session or meet with an orientation group from the Middle Schools. Mrs. Norton (guidance counselor) offers various workshops such as bullying and respect to support our students transitioning from one school level to another.

3. Our staff has been surveyed by our TESOL and the results provide us with an accurate account of the percentage of teachers who need ongoing training. The majority of our teachers have reached either the minimum 7.5/10 hours of mandated training. All teachers are welcome to observe the ESL Lab in action and confer with our TESOL on a needs basis. They are also invited to network wide

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- 11/02 CFN 604: Scaffolding Instruction for Ells
- 12/07 CFN 604; Academic Literacy for Ells Aligned to CCSS-Reading and Writing
- 01/25 CFN 604; Academic Literacy for Ells Aligned to CCSS-Student Work
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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?

P1. P.S. 50 welcomes parents of all children to be a member of our academic community. We hire Translators for all our parents that have expressed a need for help on their HLIS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of. This includes game night were all families come and share a fun filled of math based games. Parents that are available during day hours may be part of a lower grade reading group, Art Fair, productions to enhance our school, and assist in the school book store.

Our ELL parents meet with our TESOL several times a year to address their needs and their student's expectations. These meeting are held in the privacy of the ESL classroom on a one to one basis or as a group. Also, parents express their needs through a school translator or the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to insure that their particular needs are being addressed. Our parent coordinator works with all parents to aid them in becoming

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Our Ell parents meet with our TESOL several times a year to address their needs and their student's expectations. These meeting are held in the privacy of the ESL classroom on a one to one basis or as a group. Also, parents express their needs through a school translator or the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to insure that their particular needs are being addressed. Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events.

2. We invite our local public library and Jewish Community Center to attend our parent workshops so that our Ell parents learn that these particular groups offer free ESL classes during the day hours. Our school offers parent workshops to prepare the parents for the coming year both academically and socially.
3. Parents attend a series of ongoing ESL workshops during the school year. These workshops are geared towards introduction to the NYC school system, academic goals for their children and to address their individual needs and concerns.
4. Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We have tools that we are able to supply to them either during, after, before or weekend hours. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	12	6	7	1	2	1								29
Total	16	13	12	3	2	1	0	0	0	0	0	0	0	47

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Frank Hankinson

School DBN: 31R050

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Fine	Principal		
Janet Miller	Assistant Principal		
E.llen Marans	Parent Coordinator		
Joan Murphy	ESL Teacher		
Debbie MacDonald	Parent		
Linda Notaro	Teacher/Subject Area		
Deatra Treadway	Teacher/Subject Area		
	Coach		
	Coach		
Barbara. Norton	Guidance Counselor		
Richard Gallo	Network Leader		
Joanna Primont	Other <u>Speech</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31r050 **School Name:** Frank Hankinson

Cluster: 604 **Network:** CFN

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.

All parents are given a HLIS form upon registration. This form allows the parents to select their preferred choice for both oral and written communication. All language selection data is collected by Mrs. Murphy, (The ESL teacher) and distributed to the classroom teacher. If a parent requests translation needs, Mrs. Murphy will contact them.

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.

The large majority of our parents have selected English written and oral communication. The ESL teacher reviews all the HLIS forms to determine who needs translation services. Mrs. Murphy holds meetings throughout the year to inform parents of translation services available to them. Mrs. Murphy arranges ongoing parent meetings in order to bring the parents into our academic community. Also it creates a social and academic unity among ELL parents. This empowers the school community with multi-lingual and cultural parents.

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.

All translation needs are identified by either the Home Language Survey which is administered to every first time admit or an interview with the immediate or extended family. PS 50 employs the Department of Education Translation and Interpretation Unit for translated documents and over -the-phone interpretations. When available, a staff member or parent volunteer will be used for immediate clarification on homework,

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.

All oral interpretation services will be provided by :Department of Education Translation and Interpretation Unit, and parent volunteers and/or staff members. Oral interpretation needs will be assessed by HLIS and admission interviews.

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 ESL teacher meets with the parents to inform them of the services available through the Translation Unit. Parents who require language assistance services are given Bill of Parent rights for translation and interpretation. In addition, signs in covered languages are posted in the entrance by the Parent coordinator.

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. 50	DBN: 31R050
Cluster Leader: Jose Ruiz	Network Leader: Rich Gallo
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 25 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 0 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: After examining the 2011 NYSESLAT results, we noticed a declining pattern in Reading and Writing amongst grades 1 and 2. We feel it is necessary to address this population's needs, since 25 out of 47 ELLs are in grades 1 and 2. In addition we also have an increasing number of ELLs in Kindergarten. The ELL afterschool program will meet on Fridays at 2:45- 4:15pm beginning on January 6th. and going through June 8th 2012. The language of instruction will be solely in English, however, the native language will be supported by various resources such as bilingual dictionaries, bilingual fiction and non-fiction books, etc... Mrs. Murphy our certified ESL teacher will be conducting the instruction by herself. We have invested in Empire State NYSESLAT ESL/ELL in the appropriate bands for grades K-2, as well as an ESL multicultural leveled classroom library.

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 Professional Development and Support for School Staff

To support instruction for ELLs, professional development is available through our network, as well as Teachers' College and BETAC. In addition to this, Mrs. Murphy has informed the staff of a website to take ELL webcasts. The site is: ColorinColorado.org. The teachers also collaborate with Mrs. Murphy, and spend time observing her in her classroom

Our staff has been surveyed by our TESOL and the results provide us with an accurate account of the percentage of teachers who need ongoing training. The majority of our teachers have reached either the minimum 7.5/10 hours of mandated training. All teachers are welcome to observe the ESL Lab in action and confer with our TESOL on a needs basis. They are also invited to district wide professional development opportunities which provide ESL workshops.

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

P.S. 50 welcomes parents of all children to be a member of our academic community. We hire Translators for all our parents whom have expressed a need for help on their HLIS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of. This includes game night where all families come and share a fun filled evening of math based games. Parents who are available during day hours may be part of a lower grade reading group, Art Fair, productions to enhance our school, and assist in the school book store.

Our Ell parents meet with our TESOL several times a year to address their needs and their student's expectations. These meetings are held in the privacy of the ESL classroom on a one to one basis or as a group. Also, parents express their needs through a school translator from the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to insure that their particular needs are being addressed. Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events.

We invite our local public library and Jewish Community Center to attend our parent workshops so that our Ell parents learn that these particular groups offer free ESL classes during the day hours. Our school offers parent workshops to prepare the parents for the coming year both academically and socially.

Parents attend a series of ongoing ESL workshops during the school year. These workshops are geared towards introduction to the NYC school system, academic goals for their children and to address their individual needs and concerns.

Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We have tools that we are able to supply to them either during, after, before or weekend hours. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit.

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$4,100.00	80 hrs. (2 teachers) x 49.89
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$4,100.00	9 hours of PD for Title III Teachers 9 hrs. (Staff Developer) x 49.89 9 hrs. (7 teachers) x 49.89 attending training
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,000.00	-To invest in materials NYSESLAT- to assist students in understanding what is expected of them in specific modalities. (Continental Press, Inc.) -A leveled library which includes multiple Genres. (Mondo)
Educational Software (Object Code 199)		
Travel		
Other	\$1,000.00	Parent Workshops
TOTAL	\$11,200.00	