



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 50X THE CLARA BARTON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X050

PRINCIPAL: LORI FERGUSON **EMAIL:** LFERGUSON3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Lori Ferguson	*Principal or Designee	
Evelyn Nieves	*UFT Chapter Leader or Designee	
Wilfredo Pagan	*PA/PTA President or Designated Co-President	
Lavonda Ellis	Member/Parent	
Roxanne Holloway	Member/Teacher	
Maddelen Gonzalez	Member/Teacher	
Ilka Rios	Member/Parent-Secretary	
Lanaya Bellamy	Member/Paraprofessional	
Amos Stokes	Member/DC37	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

NEEDS ASSESSMENT

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?
-

P.S. 50X – The Clara Barton School conducted a needs assessment in November 2011 to best determine the use of school resources to increase student achievement. The data points used to carry out the needs assessment were: New York State School Report Card 2010-11 & 2009-10, NYCDOE Progress Report 2010-11 & 2009-10, 2009-2010 Quality Review Report, ATS Register, 2010-11 External Curriculum Audit, and Fountas & Pinnell Literacy Assessments. The assessment concentrated on four major areas -- Curriculum and Instruction, Professional Development, Parent Involvement, and Student Support Services. We also sought to assess the current state of our school climate and culture through staff and parent interviews and the Learning Environment Survey Report 2010-11 & 2009-2010.

The major findings and priority needs are organized below by the above categories. For each category, findings and needs are listed by content area if appropriate. In addition to the categorized findings, there were school wide trends of strengths and challenges that emerged during the needs assessment process. These findings are described separate from the findings in the content areas; however they can be viewed as a contextual frame for all areas that were assessed and as indicators of the current school climate.

School Wide Findings

Strengths:

P.S. 50 has a long standing relationship with our community. The 2012-13 school year will mark our 100th anniversary. Our 2010-11 Progress Report indicates forward movement in all areas. The result is an increase from an overall grade of D last year to a C this year.

Currently, we have 504 students enrolled in our school. Approximately, 66% have self-identified as Latino, 34% as Black and 2% as Asian/Pacific Islander, White, or Native American. Our ELLs comprise almost 15% of our students and 20% of our student population have IEPs.

A new principal was hired for the start of the 2010-11 school year and has implemented a number of initiatives to increase student achievement. One of her goals is to improve teacher

use of data to assess student needs and increase their effectiveness through the application of differentiated instruction strategies. We have a veteran staff with an average of 10 years of teaching experience. She has hired an AUSSIE Literacy consultant to support staff in their use of data and enhance literacy instruction. The school is also participating in a pilot of Talent Management, a program designed to increase teacher efficacy through coaching of administrators and eventually teachers.

The school is decorated with student work, inspirational poems and slogans as visual reinforcement of expectations. There is tone of calm and respect throughout the building. Last year, the principal initiated *Barton Bees*. Barton Bees is a behavior intervention program where students earn *Barton Bucks* and can trade them for a reward. We started with a school store for students to 'shop' and this year we have added activities that can include students' families. Our school also has a Robin Hood Library/Media Center that serves a hub for literacy development and extra curricular activities.

We have enrichment programs for our upper grade students. Literacy Explorers is a program that supports reading and writing achievement through the science content area. Third, fourth and fifth grade students work on project based activities and use research skills to complete their goals. The Stock Market Game is citywide competition in which fourth and fifth graders simulate companies and use computer activities to make 'investments'. For the past five years, P.S. 50 has won the competition.

Challenges:

In the 2010-2011 school year, based on NCLB accountability structures, P.S. 50 was identified as Year 1 Restructuring (Comprehensive) in ELA. In October, our AUSSIE consultant performed a comprehensive literacy assessment for each student in grades K-5. Fountas and Pinnell running records indicate that 95% of our students are reading below grade level. Last year, changes in New York State scoring criteria of the State Examinations resulted in a large drop in student performance across the city. Our data from that year was affected similarly; as result we did not make AYP in either ELA or Math. The curriculum audit and observations indicate a need professional development in Classroom Management, Guided Reading, Shared Reading, and Differentiation based on data. Attendance has been under 90% for the last three years. Parent engagement continues to be a challenge regarding this issue and participating in school based parent activities.

Curriculum & Instruction

In ELA, we did not make AYP in any of our accountability subgroups. This is also the content area where we were cited for Restructuring Year 1. Non-Fiction text was used to conduct our comprehensive literacy assessment. The results indicate that a focus on instructional strategies for reading Non-Fiction and Expository Writing is warranted. The key findings from our external curriculum audit indicated the following: a) a need to establish or strengthen classroom routines to maximize instructional time; b) align curriculum maps with the Common Core Standards; c) provide differentiated instruction and d) structured independent reading to increase student stamina.

In the area of Mathematics, we did not make AYP in 4 out of 6 subgroups in 2010-11. The prior year we did not make AYP in the Students with Disabilities subgroup. While we have done better in Mathematics than ELA, our Performance Index has decreased consistently

each year. For the past three years we have made AYP in Science in all subgroups. We use FOSS kits to provide hands-on science experiences that are aligned with the state curriculum.

2010-11 NYSTART ELA data shows our students received the following scores on the NY State ELA Exam:

ELA	Level 1	Level 2	Level 3	Level 4
Grade 3 (current 4 th)	41% (30 students)	37% (27 students)	22% (16 students)	0%
Grade 4 (current 5 th)	33% (25 students)	41% (31 students)	25% (19 students)	0%
Grade 5	40% (33 students)	48% (40 students)	12% (10 students)	0%

Among our Students with Disabilities, 0% scored Level 3 or above in Grade 3; 0% in Grade 4; and 3% in Grade 5. With our English Language Learners, 0% scored Level 3 or above in Grade 3; 6% in Grade 4, and 5% in Grade 5.

Our 2010-11 NYSTART Math data shows our students received the following scores on the NY State Math Exam:

Math	Level 1	Level 2	Level 3	Level 4
Grade 3 (current 4 th)	37% (29 students)	40% (31 students)	22% (17 students)	1% (1 student)
Grade 4 (current 5 th)	13% (10 students)	36% (27 students)	44% (33 students)	7% (5 students)
Grade 5	20% (17 students)	44% (17 students)	36% (31 students)	1% (1 student)

Among our Students with Disabilities, 10% scored Level 3 or above in Grade 3; 30% in Grade 4; and 14% in Grade 5. With our English Language Learners, 23% scored Level 3 or above in Grade 3; 41% scored Level 3 or above in Grade 4, and 23% scored Level 3 or above in Grade 5.

Special Education

Our performance data indicates a significant gap between the achievement of Students with Disabilities and the General Education population in the area of ELA & Mathematics. While we did not achieve AYP for ELA in any subgroup, the data shows that our performance index was 32 for Students with Disabilities versus 85 for All Students. In Mathematics we achieved AYP for Students with Disabilities using the Safe Harbor target. However this target of 79 is significantly lower than the AMO of 124 and our Performance Index was 79.

There is also a concern about the slower rate of academic progress of many Special Education students as compared to the General Education population. Students often enter grades performing at 1-3 years below grade level. --% are in the LRE status and --% are in MRE status.

Finally, we are seeking ways to have the parents of these students more involved in their child's academic activities. Many Special Education students are bussed in from other neighborhoods and that can make it more difficult for them to be involved in their child's educational progress and/or to take advantage of the services offered at P.S. 50.

English Language Learners

Seventy-two (72) of our students are English Language Learners (ELLs). Our ELLs are serviced through a Push-In/ Pull-Out program. In addition, many teachers in our building hold ESL certification along with their regular certification. The ESL/ELL Coordinator is responsible for servicing ELL with IEPs. We currently have one bilingual Special Education class and are looking at the possibility of re-establishing a General Ed bilingual class as an option for ELL parents. While the majority of our ELLs are Spanish speaking we do have a few who speak West African languages. We did not make AYP in ELA or Math on the NYS Examinations for our ELL subgroup with Performance Indexes of 74 (109 AMO) and 118 (125 AMO) respectively. In addition, we did not fulfill the participation rate requirement in ELA for our ELL subgroup.

Professional Development

The external curriculum audit indicated the two areas that could make classroom instruction more effective are establishment and reinforcement of routines and differentiated instruction. The auditors observed that although teachers knew they should be differentiating instruction, many were not clear on how to do so and were not implementing the strategies to differentiate. Teachers have expressed concern about the amount of time they have for creating differentiated lesson plans.

Weekly Lunch and Learns are offered to teachers by the AUSSIE Literacy Specialist. Based on the assessment data she collected this fall, she has created a weekly scope and sequence of literacy topics that align with student needs. This will be used as schoolwide guidance for teachers to learn and apply these skills in their instruction. The data also indicated a need to focus on effective teaching strategies for Guided, Shared, and structured Independent reading.

Mathematics Professional Development is being provided by our Network and we are currently seeking other resources to promote effective instruction in the content area. The Network is also providing mentoring for new teachers and external professional development opportunities.

Parent Involvement

P.S. 50 is located in a high needs community. Ninety eight (98) percent of students are eligible for free lunch and it's estimated that 70-80% of parents do not have a High School diploma. We are constantly seeking ways to engage parents that are managing very stressful

lives. Both the Parent Coordinator and the Parents' Association are working to help parent become more active in their children's academic life and break through barriers that may be preventing them from doing so.

At the start of the year, a welcome breakfast was provided to give parents the opportunity to meet their children's teachers. A Curriculum and Rules Handbook was created for and distributed to parents. The Parent Coordinator is in the midst of planning Family Literacy and Math Nights to assist parents with activities to support their children's academic achievement. She is also coordinating activities to help parents improve their skills so they can hopefully be in better position to help their children. At present, she is in communication with community based organizations to provide GED, ESL, employment development, and computer classes for parents. The Parents Association is also working on these activities and seeking ways to reach more parents.

Learning Leaders, an organization of parent volunteers, has provided training for parents to contribute to the school community. This year ten parents received the training and are working with students. The Parent Association is looking to implement Cool Culture Cards program with families and seek other resources to promote participation in cultural activities. Incentives and recognition events for parents are also areas being explored to promote parent engagement.

Student Support Services

P.S. 50 has a Guidance Counselor and School Social Worker to support students with emotional and behavioral needs. We are currently in conversation with The Children's Aid Society about partnering with them as our primary Community Based Organization (CBO). The Guidance Counselor and Social Worker also provide AIS services for students and to families with foster children and in temporary housing.

Last year, School Messenger was put into operation as tool to impact attendance rates. It is an automated phone message system that contacts parents about their child's absences and encourages them to send their children to school daily. Our Attendance Team has instituted the Honeybees Attendance Club. Each month, students get the opportunity to be inducted into the Honeybees Club. We hold monthly attendance assemblies where students receive ribbons, pencils and a certificate. Family members are encouraged to attend and we are planning to add a pinning ceremony as an incentive. In December, a month that we normally have low attendance, we are promoting a cultural trip for three classes with 95% or higher attendance for the month.

Our NCLB School Improvement status mandates that we offer Supplemental Education Services (SES). At present, we have an afterschool program for targeted toward K-5 students performing in the lowest 1/3. We also have SES provided by Sports & Arts that reinforce literacy skills through athletic & cultural activities. Along with these initiatives, we have applied for grants from Target and the Laura Bush Foundation to acquire supplemental support for Family Literacy activities.

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.

<p>Annual Goal #1</p> <ul style="list-style-type: none">• By June, 2012 we will increase the percentage of student reading a grade level by 3% as indicated by Fountas and Pinnell running records and NYS ELA examinations.
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• Our school did not make AYP with any subgroup in the 2010-11 school year. This data is corroborated by the October AUSSIE literacy assessments of all students in which 95% are not reading on grade level. See pages 5-6.
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• We have implemented Reading Recovery for our 1st graders that have been assessed below grade level• Our AUSSIE professional developer has created a scope and sequence of literacy strategies to be implemented over the remainder of the school year• We are focusing more instructional time on non-fiction reading and writing• A Guided Reading Book Room is being established and professional development is being provided in it'
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Family Literacy & Math Night• Title I Meeting to explain Core Curriculum standards• Awards ceremonies for student improvement• Parent Association activities
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• 100% of our teachers hold Highly Qualified Status
<p>Service and program coordination</p> <ul style="list-style-type: none">• Our afterschool program is targeting the lowest performing students in grades K-5. SES providers are giving literacy based activities.
<p>Budget and resources alignment</p> <ul style="list-style-type: none">• Title I Part A• Tax Levy Funding• Title I 10% set aside for professional development

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.

<p>Annual Goal #2 By June, 2012 we will increase the percentage of students at grade level in Math by 5% as indicated by the NYS Math examinations.</p>
<p>Comprehensive needs assessment We made AYP in only 2 out of 6 subgroups in mathematics. See page 5-6</p>
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• Professional development is provided by the CFN 606 Network in mathematics
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Family Literacy & Math Night• Title I Meeting to explain Core Curriculum standards• Awards ceremonies for student improvement• Parent Association activities
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• 100% of our teachers hold Highly Qualified Status
<p>Service and program coordination</p> <ul style="list-style-type: none">• 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.
<p>Budget and resources alignment</p> <ul style="list-style-type: none">• 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.

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.

<p>Annual Goal #3</p> <ul style="list-style-type: none">• By June, 2012 all teachers will participate in professional development sessions about differentiated instruction, literacy instruction, and classroom management and implement strategies in their lessons.
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• Curriculum audit, ela and math data. See page 6-7
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• Talent Management will provide coaching for administrators and teachers• AUSSIE professional developer is providing training on data analysis and literacy strategies that will be monitored by administrative observations and conferences with teachers.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• 100% of our teachers hold Highly Qualified Status
<p>Service and program coordination</p> <ul style="list-style-type: none">• 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.
<p>Budget and resources alignment</p> <ul style="list-style-type: none">• Title I Part A• Tax Levy Funds• 10% Professional Development Set Aside – Title 1

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 <ul style="list-style-type: none">• By June, 2012 our average daily attendance increase to 90% as indicated by monthly attendance reports.
Comprehensive needs assessment <ul style="list-style-type: none">• See page 7-9
Instructional strategies/activities <ul style="list-style-type: none">• Implementation of School Messenger• Attendance team home visits for chronic absentees
Strategies to increase parental involvement <ul style="list-style-type: none">• Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Strategies for attracting Highly Qualified Teachers (HQT) N/A
Service and program coordination <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 1% Parent Involvement set aside – Title I

ANNUAL GOAL #5 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 #5 <ul style="list-style-type: none">• By June, 2012 we will establish parental engagement activities to promote the support of student educational activities.
Comprehensive needs assessment <ul style="list-style-type: none">• See page 6-7
Instructional strategies/activities <ul style="list-style-type: none">a) Parent Coordinator is looking to create a partnership with the Children's Aid Society to provide supports for parentsb) GED, ESL and Computer classes are to be offered to support parent education which can translate into support for their children.
Strategies to increase parental involvement <ul style="list-style-type: none">• P.S. 50 has an open door policy to facilitate parent concerns regarding their children.• P.S. 50 invites parents into their children's classroom to volunteer, participate in their child's class, and observe classroom activities.• The Parent Coordinator will work with parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">• N/A
Service and program coordination <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 1% Parent Involvement Set aside – Title I

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	2	1	1	1
1	10	6	N/A	N/A	1	0	0	0
2	0	0	N/A	N/A	1	2	0	0
3	12	11	N/A	N/A	3	0	1	0
4	2	2	5	0	2	0	1	0
5	3	3	0	0	1	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: Provide a brief description of **each** 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.).

APPENDIX

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Small group instruction based on individual student assessment data for 2nd-5th grade are scheduled for two to three 45 minute periods per week during the day. • Use of researched based programs including: Wilson (a phonics, fluency program), Mondo Intervention (a phonics, fluency, and comprehension program), Scott Foresman Reading Street Intervention (comprehension strategy instruction program) and Sing, Spell, Read and Write (a phonics, fluency program). • Small-group literacy instruction, based on an analysis of individual assessment data; grades 3-5; 3 times per week during the day by ESL teacher. Programs include: Rigby’s On Our Way to English, Scholastic Reading Skills Kit and Leap Frog Quantum Pad, Empire State NYSELAT and Newcomers Kit. • Small-group literacy instruction, based on an analysis of individual assessment data; grades 4-5; 3 times per week during morning zero period by classroom teacher. Programs include: Buckle Down Reading (2x per week) and March to March (1x per week). • Individualized literacy instruction, based on assessment data; grades 3-5; 1 time per week. Method of delivery: classroom teachers and technology lab support. Online and Database intervention programs include Odyssey/Compass Learning and Starfall. • Individualized literacy instruction, based on assessment data; grades K-5; 1x per week. Method of delivery: classroom teachers and technology lab support. Online and Database intervention programs include Odyssey/Compass Learning and Starfall. • Individualized literacy instruction, based on assessment data; grades K-5; 1x per week by classroom

	<p>teachers and technology lab support. Online and Database intervention programs include Odyssey/Compass Learning and Starfall.</p> <ul style="list-style-type: none"> • Mandated 50-minute sessions for at-risk students; grades 1-5; 1x per week. Method of delivery: classroom teachers and support staff. Programs Read, Write, Edit and Listen and Spotlight.
Mathematics	<ul style="list-style-type: none"> • Two 45 minute periods per week with targeted differentiated instructional plans used to meet the needs of each student, in small groups, during the day with hands-on experiences (manipulatives) to extend concepts and skills. Small group instruction, based on individual student assessment data; grades 3-5 by AIS provider. Programs include Everyday Math. • Small-group math instruction, based on an analysis of individual assessment data; grades 4-5; 2 times per week by ESL teacher. Programs include Everyday Math, remediation, skills review and practice materials. • Small-group math instruction, based on assessment data; grades 3-5; 1 time per week. Method of delivery: classroom teachers and technology lab support. Programs include Odyssey/Compass Learning, a computer-based math intervention tool. • Small-group math instruction, based on assessment data; grades 3-5; 1 time per week. Method of delivery: classroom teachers and technology lab support. Programs include Odyssey/Compass Learning, a computer-based math intervention tool. • Mandated 50-minute math sessions for at-risk students; grades K-5; one time per week. Method of delivery: classroom teachers and support staff. Approach includes Coach Workout (group discussions, hands-on activities, experiments, research projects, multi-media materials).
Science	<ul style="list-style-type: none"> • Two 45 minute periods per week of science differentiated instruction. Instructional decisions are based on flexible grouping, N.Y.S. Standards, assessments, progress monitoring, benchmarks, rubrics and data analysis for each student. NYC Harcourt Science K-5th grade. • Third, 4th and 5th grade classes receive science lab hands-on instruction for clarification and re-teaching of scientific terms and the scientific method 2x a week (Grades 3 and 4) and 1x a week (Grade 5); 45 minutes each. NYC Harcourt Science 3-5th grade and FOSS Modules
Social Studies	<ul style="list-style-type: none"> • Three 45 minute periods per week of social studies differentiated instruction based on the instructional needs of each student. NYC Scott Foresman Social Studies Curriculum
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • One-to-One and Small Group Peer Mediation and Conflict Resolution Counseling: 1 to 2 days a week. Physical and Emotional Abuse Issues addressed as needed. Crisis Intervention as needed. Parent Counseling
At-risk Services provided by the School Psychologist	<p>Provides Parents counseling to determine the best educational setting for students. Meets with students to discuss and evaluate various family issues.</p>

At-risk Services provided by the Social Worker	Gives support to students on a one to one bases. One-to-One and Small Group Peer Mediation and Conflict Resolution Counseling: 1 to 2 days a week. Physical and Emotional Abuse Issues addressed as needed. Crisis Intervention as needed. Parent Counseling
At-risk Health-related Services	Provides vision support to students in need. Reaches out to families regarding required immunization and physical check up. Assist with information and documentation on food services.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

PS 50 Parent Involvement Policy

PS 50 agrees to implement the following requirements:

- PS 50 will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and
- parents of participating children agree on.
- PS 50 will notify parents about the Parental Involvement Policy in an understandable format and, to the extent possible, will distribute this
- policy to parents in their native language.
- PS 50 will make the Parental Involvement Policy available to the local community.
- PS 50 will periodically update the Parental Involvement Policy to meet the changing needs parents and the school.
- PS 50 will adopt the school-parent compact as a component of its Parental Involvement Policy.
- PS 50 agrees to 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:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) 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;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PS 50 will implement required school parental involvement policy components as follows:

1- PS 50 will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

Gather and disseminate to parents for review the following materials: the School's Parental Involvement Policy, the school-parent compact, parents Notices from the Table on page 45 of the Title I, Part A Non-Regulatory Guidance, and the School's Family Handbook.

These materials will be disseminated to parents at regular parent meetings and parent/teacher conferences. Written and oral input from parents will be solicited through parent meetings, parent/teacher conferences, school newsletter, and other regular written communication with parents.

PS 50 will take the following actions to distribute to parents of participating children the Parental Involvement Policy:

- The School Parental Involvement Policy will be distributed to parents at parent meetings.
- Parents of new participating students will receive the policy upon registration if eligible for Title I.

PS 50 will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through regular parent meetings and PTA meetings

PS 50 will convene an annual Title I meeting to inform parents of their rights to be involved as outlined in Table B of Title I, Part A Parental Involvement Non-Regulatory Guidance (page 45), Section 1118; the school-parent compact, Appendix C, page 51 of the Title I, Part A Parental Involvement Non-Regulatory Guidance, and the school's Parental Involvement Policy and Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through school memos and newsletters.

PS 50 will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure

student progress, and the proficiency levels students are expected to meet through our annual Title I parent meeting, Parent/teacher conferences, Title I meetings and Family Nights throughout the year

If requested by parents, PS 50 will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible through prearranged meetings with the Title I Coordinator, meetings with the student's teacher which may include the Title I Coordinator, the principal, and other staff as appropriate.

Responsibilities For High Student Academic Achievement

PS 50 will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities:

- Parent training
- Family Nights
- Parental access to the Teacher/Parent Resource library and other resources such as web sites, parent organizations

PS 50 will incorporate the school-parent compact as a component of its School Parental Involvement Policy. During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student. As needed, the school-parent compact will be included in the school newsletter along with the School Parental Involvement Policy.

PS 50, with the assistance of Network 606, will provide assistance to parents of children served by the school in understanding topics such as:

- NY State and Core Curriculum academic standards,
- NY State and local academic assessments including alternate assessments,
- Title I requirements,
- How to monitor their child's progress
- How to work with educators

Parents will receive training and necessary information on the topics above through: PTA workshops, school sponsored trainings and workshops.

As appropriate, PS 50 will provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement by holding regular Title I meetings, Family Nights, and workshops

PS 50 will educate its teachers, pupil services personnel, administrators, 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 by encouraging staff to attend parental involvement workshops and conferences, web-based learning, and site staff development.

PS 50 will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand. Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _12X50_____ **School Name:** ___Clara Barton Elementary School P.S. 50x_____

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

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

Category: Basic Focused Comprehensive

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

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

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

Our school did not undergo a SQR for the 2010-2011. However, based on the prior review and students data the following has been identified as areas for school improvement.

- **Rigorous classroom practices across all subjects and grades.**
- **Consistent feedback to students and parents regarding student progress.**
- **Develop tools that allows teachers and administrators to analyze student data. This will provide accessible information for making school level decisions.**
- **The alignment and coherence of what is taught and how it is taught which makes learning an uneven process.**

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.

The school will implement the following interventions to support improved achievement in grade and subject areas,

- **SES Programs** (Our SES programs provides additional academic supports for our students.)
- **The Stock Market Math Club** (The Stock Market Math Club is a club for our 4th and 5th grade students. Our students learn about the Stock Market and finance.)
- **Library Literacy Program** (This program assist with Literacy instruction afterschool for students.)
- **The Saturday Academy** (The Saturday Academy program addresses our English Language Learners and our students who are performing in the bottom third.)
- **AIS** (Our AIS program pulls students out for small group instruction based on student performance data.)
- **Reading Recovery Teacher** (The Reading Recovery Teacher is providing early intervention assistance to our 1st grade population. Parents and the classroom teachers are given information on student progress.)
- **AUSSIE Consultant** (Our consultant works with teachers to create assessment tools and analyze student data. We use these tools to help guide us in making school level decisions based on data.)
- **Talent Management Pilot** (This program will assist in providing teachers with timely, effective and frequent feedback.)

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.

The Title 1 funds for our school will be used to provide training for our staff from an AUSSIE consultant. This consultant will work to build capacity in teachers and teacher teams as well as build capacity in developing a Literacy Coach. Our AUSSIE consultant is also working with our teachers to design rigorous lessons and how to differentiate lesson. She will also guide the process on curriculum map alignment to the Common Core.

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

All of our teachers who are not tenured, have received a mentor. The mentor meets with each teacher on a weekly or bi-weekly bases. In addition we are providing mentoring assistance for our marginal teachers from our Network team.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school has notified parent is several ways,

- **September 2010 – Parent Open House Meeting (Informational)**
- **October 2010 – Title 1 Parent Meeting**
- **January 2012 – Parent NCLB Letter**
- **January 2012 – Parent NCLB Meeting**
- **Monthly Breakfast with our Families Meeting 2011-2012**

**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/Petrina Palazzo	District 12	Borough Bronx	School Number 050
School Name Clara Barton School			

B. Language Allocation Policy Team Composition

Principal Lori Ferguson	Assistant Principal Hilda Robles
Coach type here	Coach type here
ESL Teacher	Guidance Counselor
Teacher/Subject Area Isidro Sanchez/CB/Bilingual	Parent type here
Teacher/Subject Area	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	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	4	Number of certified bilingual teachers	5	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	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	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	502	Total Number of ELLs	75	ELLs as share of total student population (%)	14.94%
------------------------------------	------------	----------------------	-----------	---	---------------

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

1. P.S 50X implements the following steps for the initial identification of potential ELLs. First, our Pupil Accounting Secretary, Ms. Lourdes Lopez, gives parents all the forms to be filled out during registration, including the Home Language Identification Survey (HLIS) in the language they can understand. Ms. Lopez contacts our ELL Coordinator, Mr. Isidro Sanchez (teacher), who supports the parent as they fill out the HLIS, conducts an informal interview in English and the Native Language with the parent and fills out the school box sections. If the parents speaks a language other than English or Spanish, he contacts the translation unit by phone to assist in the process. conducts an initial oral background interview with registrant parent(s) and prospective student in the parent's native language. The informal interview with the parent seeks information such as student's previous schooling, special needs and parents preferred language for communication. Next, Mr. Sanchez conducts an informal interview in English and in the native language with the child to determine dominant language. Then, Mr. Sanchez completes the school's portion of the HLIS, including OTELE Code and eligibility for LAB-R testing. After determining the Home Language code and the parents preferred language for communication, the Pupil Accounting Secretary is notified so that the information is entered on ATS. For students who are LAB-R eligible, a letter is sent to parents letting them know that the child will be tested. Then, Mr. Sanchez administers the LAB-R within 10 days of enrollment. If the child is an ELL based on LAB-R results and his/her Home Language is Spanish, then Mr. Sanchez also administers the Spanish LAB within 10 days of enrollment. Child is placed in the proper program within 10 days of enrollment. Every year in the Spring, as mandated by New York State, our school administers the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate students' progress in terms of English language acquisition and to determine if they are still entitled to receive services. The school forms an ELL team which includes ESL and Bilingual Teachers, ELL Coordinator, Testing Coordinator, and school administrators to assist in the planning, preparation, administration and scoring of the NYSESLAT. The ELL Coordinator makes sure that all data corresponding to ELLs is updated on ATS, as needed, until ALL ELL information appears correctly. He also makes sure that ALL eligible ELLs are tested with the NYSESLAT. This process is done using a series of ATS reports such as RLER (NYSESLAT Eligibility Roster), REXH (LAB-R/LAT English Total) and (RSPE) CAP Special Education Test Modifications. NYSESLAT scores from the previous school year are used to evaluate the language development level of ELL students and to form homogeneous language ability groups in their class or within their grade span accordingly.

2. At PS 50X the Parent Coordinator, Ms. Sonia Caraballo, and the ELL Coordinator, Mr. Sanchez, work together to plan the ELL Parents Orientation meeting, prepare the agenda, and mail ELL parents the entitlement letter which includes the dates, times, and location for the meeting. Attached to this letter are the Parent Survey and the Program Selection Form. The first orientation meeting takes place within the first ten days of school in September and the remaining orientations are scheduled, as needed, throughout the school year within 10 days of enrollment. Parents are required to sign an attendance sheet. At these orientation meetings, the ELL Coordinator, Mr. Sanchez, explains to parents of ELLs the different ELL programs available (Transitional Bilingual Education, Dual Language and Freestanding ESL). ELL parents watch the ELL Orientation video in the language they can understand. The video is followed-up by a Questions and Answer session. In addition, brochures are distributed in the language parents can understand explain the different programs. After this, parents fill out the Parent Survey and the Program Selection Form. Parents are informed that if they

do not make a selection, the student's ELL program defaults to bilingual. Parents not attending the orientation are reached via phone and personally invited to view video and complete parent selection forms. A log is kept of all outreach made to parents. Attendance records are maintained and date of viewing noted. At this time our community is asking mainly for Freestanding ESL Program. However, we do keep a record of those parents who are choosing TBE or dual language programs as their first choice. If we reach at least 15 students in two contiguous grades who speak the same language and whose parents chose TBE as their first choice, we will reach the parents via telephone to ask them if they are still interested in having their children in a bilingual class and we will proceed to place students accordingly.

3. Entitlement letters with Parent Survey and Program Selection Form attached are mailed to the student's home. A copy of this letter is also back pack and sent home with the student. Parents are invited to attend the ELL Parent Orientation. After the ELL Parent Orientation parents are asked to fill out the survey and the Program Selection Form. For non-attendees, the Parent Coordinator makes follow-up phone calls to invite parents to a one to one orientation and encourages them to come to school to view the video and to receive information and brochures. The Parent Coordinator provides assistance in completing the forms, if needed. Parent Coordinator and teachers make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of all entitlement letters. After Parent Surveys and Program Selection Forms are collected we make copies of both. The originals are placed in the student CUM folder and a copy is kept in a binder maintained by the ELL Coordinator.

4. After attending the Parents Orientation and filling out Program Selection Forms we look at the parent choice and we place the student accordingly. If parents do not select a program, the default program is TBE. If parents choose a program that it is not offered at the time by the school, outreach will be made to DOE central offices to assist in finding a placement in another school where the program is being offered. A Placement Letter is mailed to parents confirming child's placement in ELL program according to their selection. We make two copies of these letters. One copy is bagpacked and sent home with the student. The second copy is for our school's records, kept in a binder maintained by the ELL Coordinator. For students who do not meet the proficient level on the NYSESLAT and are entitled to continue receiving ELL services, we mail home a Continued Entitlement Letter. We make two copies of these letters: one copy is bag packed and sent home with the student and the second copy is kept in a binder maintained by the ELL Coordinator.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, it is evident that the majority of the parents are selecting the Free-Standing ESL Program as their program of choice. More than 90% of ELL parents chose the Free-Standing ESL Program.

6. At present, our community is choosing the Free-Standing ESL Program and this is the program offered at our school. This program is aligned with parent program requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6● 7● 8● 9● 10● 11● 12●

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	62	Special Education	28
SIFE	1	ELLs receiving service 4-6 years	13	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	4	0	4	1	0	1	0	0	0	5
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	58	1	17	12	0	5	0	0	0	70
Total	62	1	21	13	0	6	0	0	0	75

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

C. Home Language Breakdown and ELL Programs

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

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	13	4	10	6	10								60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	2	3	2								10
TOTAL	18	14	5	12	9	12	0	70						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. Currently P.S. 50 has a Freestanding /Self-Contained English as a Second Language Program for grades K through 5 and a 3/34 Bilingual Special Education Class that consists of 5 students. The freestanding ESL program consists of one kindergarten class, a first grade class, a second grade class, a third grade class and a fifth grade class. In every grade, the ELL students are grouped heterogeneously. P.S. 50 also services an additional 23 ELL/IEP students and 7 general education ELL students through our ESL Pull-out Program. Of the 75 ELL students, 40 students are in our Freestanding Self-contained ESL program, 30 students are enrolled in the ESL Student Pull-Out Program and the remaining 5 students are in our 3/4 Bilingual Special Education Class. The breakdown by grade of the Bilingual Special

A. Programming and Scheduling Information

Education class is the following: two third graders and three fourth graders. One student out of the total of 75 ELL population is a SIFE, who came with very little or no formal education from their native homeland.

2. English Language Learners who have been identified as having special needs (IEP ELLs) have an assigned ESL Certified Teacher who works closely with the classroom special education teachers to provide language and content area support to these students. These students are receiving ESL/ELA services in accordance with Title III Part 154 ESL mandates: 360 minutes of ESL instruction for Beginner and Intermediate ELLs (8 periods of 50 minutes per week) and 180 minutes of ESL/180 minutes ELA instruction for Advance ELLs. ELL students are also given priority in the Computer Lab three times a week to practice concepts and skills learned in their classrooms. At the Computer Lab, instruction is differentiated according to each child's respective reading level.

During the daily 90 minutes allocated to ESL/Literacy in the Free-Standing Self-Contained ESL Program, ESL teachers in grades Kindergarten to Second use a pilot program called Core Knowledge Reading and a comprehensive ESL program titled On Our Way to English (by Rigby). ESL teachers in grades 3-5, on the other hand, use a Literacy Program called Reading Street by Pearson Scott Foresman. They also use On Our Way to English for ESL instructions. The allotted time is divided as followed:

- 10 minutes for reading aloud with a purpose/objective.
- 25-35 minutes will be devoted to language development.
- 20 minutes for word work study
- 20-25 minutes for Reading/Writer's Workshop.

Beginner and Intermediate ELLs in the Transition Bilingual Education Program also receives 180 minutes per week of Native Language Arts (NLA) during the literacy block following the Native Language Arts Balanced Literacy Approach/Workshop Model:

- I. Reading Workshop Mini-lesson (10 - 20 minutes)
- II. Independent Work/Conferring (25 -35 minutes)
- III. Writing Workshop (5 - 15 minutes)
- IV. Word Work (20 minutes)

This group will use the Rigby PM Books Collection: Green and Blue Levels.

3. Content area instruction is delivered as follows:

For Freestanding ESL program- Language of instruction for Math, Science, and Social Studies is English. Our math program is Every Day Math. Our Science program uses FOSS kits and science based classroom libraries. For Social Studies instruction we use social studies based classroom libraries.

For bilingual program- Languages of instruction for Math, Science and Social Studies are Spanish and English. For math instruction the program used is Every Day Math. Materials are available in Spanish and English. For ESL instruction we use Rigby On Our way to English published by Harcourt. For science instruction we use the FOSS kits. For NLA Spanish instruction we use the Rigby PM Collection (3 levels) and Spanish classroom libraries.

Content area instruction for both ESL and bilingual program is delivered using the following strategies: scaffolding, modeling, bridging from prior knowledge, using graphic organizers, multisensory approaches, schema building, and metacognition. For bilingual classes, a preview/review in the native language is also used.

4. ELLs in the TBE program are evaluated in their native language during the school year by using the EL SOL assessment at least twice per year. Teachers also administer the ELE in the Spring. Daily native language instruction and progress of students is measured by informal assessments such as teacher-made tests, portfolios, class work, and homework.

5. As evidenced by the results of the NYSESLAT, ELA, E-CLAS2, DRA/Rigby Running Records among other assessments, the new waves of ELL students who are entering our school ESL program are coming in with an extremely low level of literacy in their second language. Due to this reason, the school will have an ongoing ELL Academic Intervention Program (AIS) for low-literate students and ELLs with Interrupted Formal Education (SIFE). The services this AIS program provides include individualized as well as small group instruction and a Saturday ESL Academy for ELLs in grades 3-5, who have been identified as newcomers.

For the ELL AIS During Day Program, a per diem ELL AIS teacher and an ELL AIS paraprofessional have been hired. Our funded support for ELL students will be expanded in the areas of literacy, ESL, mathematics and other subject areas as needed. The AIS During

A. Programming and Scheduling Information

the Day Program services all SIFE and at risk ELLs in grades K through 5th.

In order to ensure that ELL students meet the standards and pass the required 3rd, 4th and 5th grade state assessments, our ELL programs are aligned with the core curriculum offered in our non-ELL instructional program and are supported by an ELL Instructional Support Specialist who provides in-class support to ELL teachers. Therefore, ELL students who have been receiving service for 4 to 6 years and those over 6 years of ESL service, are invited to our Saturday Academy designed for the mainstreamed population.

ELLs who have been in the US School System for 4-6 years and Long-term ELLs are also placed in various programs during the day and in after school programs according to their academic strengths. NYS ELA, NYSESLAT, Reading Levels and NYS Math Standardized test results are analyzed to create programs and grouped students accordingly.

6. Some of the instructional strategies used by teachers of ELL-SWDs include: modeling, using listening centers and books on tape, providing students with sentence stems and models for writing, oral language development, contextualization, and elaborating and enriching what their classroom content calls for. Teachers use the same curriculum and materials that teachers in general ed classroom but they modify the activities according to the level of functioning of their students. For example, activities that may be difficult for a child to work on independently are assigned as partner or group work so students can work in collaboration. Students are given extra time to complete tasks. Specific step by step directions are provided with directions read and reread, if necessary. For students reading far below grade level phonics and vocabulary building activities are built into the literacy block. Teachers use visual aids and manipulatives.

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%	peers during physical education, lunch, and when participating in our afterschool programs and activities. Our school encourages teachers		
75%	to meet with their colleagues to plan educational activities that will benefit ELL SWDs. A double block common prep has been built in the		
50%	teachers program so they can meet as grade teams. A common prep has been built in the program for Special Ed Department meetings and		
25%	for ELL Department meetings throughout the school year.		
	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

- 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?

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Teachers of English Language Learners are scheduled to meet weekly to evaluate the effectiveness of our adopted school-wide language policy for ELLs and to assess how such a policy helps to promote the implementation of differentiated instruction throughout the grades. In addition each year, during the first two weeks of the current school year, the ELL Team must analyze previous years' NYSESLAT scores to evaluate ELLs. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in second grade...). Next, as a grade, the Team re-group students according to the specific NYSESLAT skill(s) they came up locking. Finally, the team matches materials and providers' strength to students' weakness and assigned tasks accordingly. Furthermore, during this first two weeks, the ELL team analyses other ELL students' data to identify ELLs at risk. Once, the students have been identified at risk, they are to receive the following ELL academic intervention services (AIS):

- Individualized and small group instruction based on specific needs in ELA/ESL, Mathematics and all subject areas as needed, provided by the school ELL AIS team during the school day and other ELL trained personnel during our extended time.
- Small group instruction in ELA/ESL, provided by an ESL certified per diem teacher during the school day and during our ESL Saturday Academy.
- An Early Bird ELA and Math/Science Program that focuses primarily on ESL/Literacy and Math/Science Concepts. P.S. 50 ELL Early Bird Program services ELLs who are required to take the 3rd, 4th and 5th grade New York State language arts and science tests. This program will enhance ELL students' progress in developing English language skills to reach a level of proficiency on the NYSESLAT, since the program focuses on the essential skills needed to increase the language abilities of ELLs as measured by the NYSESLAT and the ELA.
- An ELL Saturday Academy that focuses on strengthening ELL students' knowledge and content-related language on Science and Social Studies. The students' native language(s) is used to clarify concepts/ideas, as needed and whenever possible, during small group instruction and in the classroom if necessary.

9. To continue transitional support for ELLs reaching proficiency level on the NYSESLAT, ESL teachers will continue teaching former ELLs in self-contained ESL classrooms for two more consecutive years after passing the NYSESLAT. For former ELLs exiting our Pull-Out ESL program, the ELL Team will make sure to provide training to Non-ELL teachers on how to apply best instructional practices for ELLs. The Team will also share some research information highlighting ways ELLs learn best, as well as sharing the importance of creating a non-threatening/free of anxiety classroom environment that is conducive to ELL learning. In addition, a member of the ELL team will be present at every grade meeting to share his/her ELL expertise with non-ELL colleagues. The ELL Team will also maintain an open policy for any member of the school community to join us during our ELL Weekly Staff Development. Finally, former ELLs are going to be mixed with some high functioning 4 to 6 years ELLs for our Extended Time and during our Saturday Academy. In addition, former ELLs will have the allowed testing modifications for two years after exiting the ELL status.

10. For the upcoming school year 2011-2012, PS 50 is seeking to improve our services to ELLs. Our plan is to increase the time students spent on independent reading in school and at home. We built in a half hour period from 9:00-9:30 AM when all students will be reading independently at their level. We also want to strengthen the writing skills of our students by providing modeling and teaching students about the CCLS writing standards, focusing on informational writing.

11. At this time PS 50 is not planning to discontinue any of our programs for ELLs.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Teachers of English Language Learners are scheduled to meet weekly to evaluate the effectiveness of our adopted school-wide language policy for ELLs and to assess how such a policy helps to promote the implementation of differentiated instruction throughout the grades. In addition each year, during the first two weeks of the current school year, the ELL Team must analyze previous years' NYSESLAT scores to evaluate ELLs. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in second grade....). Next, as a grade, the Team re-group students according to the specific NYSESLAT skill(s) they came up locking. Finally, the team matches materials and providers' strength to students' weakness and assigned tasks accordingly. Furthermore, during this first two weeks, the ELL team analyses other ELL students' data to identify ELLs at risk. Once, the students have been identified at risk, they are to receive the following ELL academic intervention services (AIS):

- Individualized and small group instruction based on specific needs in ELA/ESL, Mathematics and all subject areas as needed, provided by the school ELL AIS team during the school day and other ELL trained personnel during our extended time.
- Small group instruction in ELA/ESL, provided by an ESL certified per diem teacher during the school day and during our ESL Saturday Academy.
- An Early Bird ELA and Math/Science Program that focuses primarily on ESL/Literacy and Math/Science Concepts. P.S. 50 ELL Early Bird Program services ELLs who are required to take the 3rd, 4th and 5th grade New York State language arts and science tests. This program will enhance ELL students' progress in developing English language skills to reach a level of proficiency on the NYSESLAT, since the program focuses on the essential skills needed to increase the language abilities of ELLs as measured by the NYSESLAT and the ELA.
- An ELL Saturday Academy that focuses on strengthening ELL students' knowledge and content-related language on Science and Social Studies. The students' native language(s) is used to clarify concepts/ideas, as needed and whenever possible, during small group instruction and in the classroom if necessary.

9. To continue transitional support for ELLs reaching proficiency level on the NYSESLAT, ESL teachers will continue teaching former ELLs in self-contained ESL classrooms for two more consecutive years after passing the NYSESLAT. For former ELLs exiting our Pull-Out ESL program, the ELL Team will make sure to provide training to Non-ELL teachers on how to apply best instructional practices for ELLs. The Team will also share some research information highlighting ways ELLs learn best, as well as sharing the importance of creating a non-threatening/free of anxiety classroom environment that is conducive to ELL learning. In addition, a member of the ELL team will be present at every grade meeting to share his/her ELL expertise with non-ELL colleagues. The ELL Team will also maintain an open policy for any member of the school community to join us during our ELL Weekly Staff Development. Finally, former ELLs are going to be mixed with some high functioning 4 to 6 years ELLs for our Extended Time and during our Saturday Academy. In addition, formers ELLs will have the allowed testing modifications for two years after exiting the ELL status.

10. For the upcoming school year 2011-2012, PS 50 is seeking to improve our services to ELLs. Our plan is to increase the time students spent on independent reading in school and at home. We built in a half hour period from 9:00-9:30 AM when all students will be reading independently at their level. We also want to strengthen the writing skills of our students by providing modeling and teaching students about the CCLS writing standards, focusing on informational writing.

11. At this time PS 50 is not planning to discontinue any of our programs for ELLs.

12. ELLs at PS 50 are afforded equal access to all school programs. This school year, with Title III funds, we will provide ELLs with a

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The overall school schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL Coordinator and the ESL teachers conduct professional developments during Common Prep time for teachers and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners enrolled in monolingual classes. The school schedule has a built-in time for all ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals, or a member of ELL the team. At this time, Assistant Principals provide and receive professional trainings in conjunction with common branch teachers who have their PD period at that time. An assigned ELL representative attends every grade meeting to share ELL best practices with mainstream teachers and other school personnel such as Psychologists, Speech/Occupational/Physical Therapists and Guidance Counselors. In addition, the school ELL Coordinator offers ELL trainings to the Lead Teachers during their weekly meeting.

Our ELL Coordinator and selected school ESL teachers, Bilingual Teachers and paraprofessionals are also sent to receive professional developments sponsored by the English Language Learners Department at Central and/or BETAC. Likewise, our school registers selected ESL teachers and coaches to receive professional developments through our LSO professional team.

Throughout the school year, arrangements are made for the Parent Coordinator and secretaries to receive professional development, either in-house from our school ELL team or from outside professionals. Any other members of the school personnel who work with ELLs and have not receive professional developments, are arranged to receive their professional developments during Staff Development Day.

2. School administrators and support staff provide training for teachers on ESL strategies and how to support ELLs in transitioning from elementary school to middle school. Fifth grade teachers and students meet with guidance counselor to receive orientation about what to expect in middle school, how to choose a program that will better serve their needs, and how to adjust to the new environment. If possible, intervisitations are scheduled among students and teachers of ELLs. As ELLs transition from elementary to middle school, the school supports parents of ELLs by informing and encouraging them to attend middle school open-houses. In addition, the ELL Team in collaboration with the school parent coordinator assist ELL parents in the process of completing the middle school application. Parents are also encouraged to visit their child's future school and are informed to make sure the school has in place the services and programs that are suitable for the needs of their child. Once the child has been accepted to middle school, the parents receive a letter inviting them to come to school to receive their child's acceptance letter.

3. As stated in question number one, school staff will receive a minimum of 7.5 hours of in house professional development about ELL mandates, identification and placement, and instructional strategies and interventions that can be used in the classroom to differentiate instruction for ELLs, such as scaffolding, vocabulary building, academic language development. These PD sessions are offered during Election Day PD, faculty conferences, lunch and learn sessions, and team meetings. Agendas, attendance logs, minutes, and copies of literature and materials used are kept on file.

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%	

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

1. The Clara Barton School-P.S. 50x has a program for parents of ELL students titled Introduction to English As a Second Language and Computer. This Adult ESL program will serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program also provides information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York States Standardized Tests, as well as ways to help with their homework. After the ESL session is over, the group of parents go to the Computer Lab to meet their computer teacher. Here the parents will learn how to navigate the internet for information; how to do job search; how to pay bills online; how to buy items through the internet; how to access educational websites for themselves and their children and how to get access to their children's data using ARIS and the NYSED website.

At P.S 50x ELL parents are also invited to ongoing orientation meetings, workshops and trainings. At parent orientation meetings, parents watch educational videos (in their native language to the extent possible); followed up by a Questions & Answers session. Our school Parent Coordinator attends the sessions to provide information regarding the types of programs available to ELL students and the services available to parents at our school. Members of the School ELL Team assist parents with the completion of the Program Selection Form and inform parents of their rights to place their children in a school that offers their program of choice.

At our Annual ELL Parent/Teacher Curriculum Breakfast, the ELL Coordinator, ESL teachers and Bilingual teachers explain individual grade curriculum, goals and expectations for ELLs for the current school year. In addition, the school librarian, Math Coach and Literacy Coach explain learning activities parents can do at home with their children.

PS 50x also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

2. Our school partners with several agencies and Community Based Organizations which provide workshops and services to our ELL parents. Among one of those agencies is the Office of Family Engagement Advocacy (OFEA) which facilitates parent orientations and trainings on issues such as problem solving with ELL Special Education children. Also PS 50 maintains partnership with Saint Bernard Hospital. Representatives from the hospital train our ELL parents on issues related to immigration, citizenship and how to obtain health insurance. Cool Culture is also involved with our school which grants free family passes to many educational and cultural places around New York City as museums and Botanical Gardens.

3. The Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. She provides workshops for parents throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and activities sponsored by the PTA.

4. Based on parents response, the school designs parent involvement programs that meet the needs of the majority of the parents.

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

1. The Clara Barton School-P.S. 50x has a program for parents of ELL students titled Introduction to English As a Second Language and Computer. This Adult ESL program will serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program also provides information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York States Standardized Tests, as well as ways to help with their homework. After the ESL session is over, the group of parents go to the Computer Lab to meet their computer teacher. Here the parents will learn how to navigate the internet for information; how to do job search; how to pay bills online; how to buy items through the internet; how to access educational websites for themselves and their children and how to get access to their children's data using ARIS and the NYSED website.

At P.S 50x ELL parents are also invited to ongoing orientation meetings, workshops and trainings. At parent orientation meetings, parents watch educational videos (in their native language to the extent possible); followed up by a Questions & Answers session.

Our school Parent Coordinator attends the sessions to provide information regarding the types of programs available to ELL students and the services available to parents at our school. Members of the School ELL Team assist parents with the completion of the Program Selection Form and inform parents of their rights to place their children in a school that offers their program of choice.

At our Annual ELL Parent/Teacher Curriculum Breakfast, the ELL Coordinator, ESL teachers and Bilingual teachers explain individual grade curriculum, goals and expectations for ELLs for the current school year. In addition, the school librarian, Math Coach and Literacy Coach explain learning activities parents can do at home with their children.

PS 50x also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

2. Our school partners with several agencies and Community Based Organizations which provide workshops and services to our ELL parents. Among one of those agencies is the Office of Family Engagement Advocacy (OFEA) which facilitates parent orientations and trainings on issues such as problem solving with ELL Special Education children. Also PS 50 maintains partnership with Saint Bernard Hospital. Representatives from the hospital train our ELL parents on issues related to immigration, citizenship and how to obtain health insurance. Cool Culture is also involved with our school which grants free family passes to many educational and cultural places around New York City as museums and Botanical Gardens.

3. The Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. She provides workshops for parents throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and activities sponsored by the PTA.

4. Based on parents response, the school designs parent involvement programs that meet the needs of the majority of the parents.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Teachers of English Language Learners are scheduled to meet weekly to evaluate the effectiveness of our adopted school-wide language policy for ELLs and to assess how such a policy helps to promote the implementation of differentiated instruction throughout the grades. In addition each year, during the first two weeks of the current school year, the ELL Team must analyze previous years' NYSESLAT scores to evaluate ELLs. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in second grade...). Next, as a grade, the Team re-group students according to the specific NYSESLAT skill(s) they came up locking. Finally, the team matches materials and providers' strength to students' weakness and assigned tasks accordingly. Furthermore, during this first two weeks, the ELL team analyses other ELL students' data to identify ELLs at risk. Once, the students have been identified at risk, they are to receive the following ELL academic intervention services (AIS):

- Individualized and small group instruction based on specific needs in ELA/ESL, Mathematics and all subject areas as needed, provided by the school ELL AIS team during the school day and other ELL trained personnel during our extended time.
- Small group instruction in ELA/ESL, provided by an ESL certified per diem teacher during the school day and during our ESL Saturday Academy.
- An Early Bird ELA and Math/Science Program that focuses primarily on ESL/Literacy and Math/Science Concepts. P.S. 50 ELL Early Bird Program services ELLs who are required to take the 3rd, 4th and 5th grade New York State language arts and science tests. This program will enhance ELL students' progress in developing English language skills to reach a level of proficiency on the NYSESLAT, since the program focuses on the essential skills needed to increase the language abilities of ELLs as measured by the NYSESLAT and the ELA.
- An ELL Saturday Academy that focuses on strengthening ELL students' knowledge and content-related language on Science and Social Studies. The students' native language(s) is used to clarify concepts/ideas, as needed and whenever possible, during small group instruction and in the classroom if necessary.

9. To continue transitional support for ELLs reaching proficiency level on the NYSESLAT, ESL teachers will continue teaching former ELLs in self-contained ESL classrooms for two more consecutive years after passing the NYSESLAT. For former ELLs exiting our Pull-Out ESL program, the ELL Team will make sure to provide training to Non-ELL teachers on how to apply best instructional practices for ELLs. The Team will also share some research information highlighting ways ELLs learn best, as well as sharing the importance of creating a non-threatening/free of anxiety classroom environment that is conducive to ELL learning. In addition, a member of the ELL team will be present at every grade meeting to share his/her ELL expertise with non-ELL colleagues. The ELL Team will also maintain an open policy for any member of the school community to join us during our ELL Weekly Staff Development. Finally, former ELLs are going to be mixed with some high functioning 4 to 6 years ELLs for our Extended Time and during our Saturday Academy. In addition, former ELLs will have the allowed testing modifications for two years after exiting the ELL status.

10. For the upcoming school year 2011-2012, PS 50 is seeking to improve our services to ELLs. Our plan is to increase the time students spent on independent reading in school and at home. We built in a half hour period from 9:00-9:30 AM when all students will be reading independently at their level. We also want to strengthen the writing skills of our students by providing modeling and teaching students about the CCLS writing standards, focusing on informational writing.

11. At this time PS 50 is not planning to discontinue any of our programs for ELLs.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Teachers of English Language Learners are scheduled to meet weekly to evaluate the effectiveness of our adopted school-wide language policy for ELLs and to assess how such a policy helps to promote the implementation of differentiated instruction throughout the grades. In addition each year, during the first two weeks of the current school year, the ELL Team must analyze previous years' NYSESLAT scores to evaluate ELLs. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in second grade....). Next, as a grade, the Team re-group students according to the specific NYSESLAT skill(s) they came up locking. Finally, the team matches materials and providers' strength to students' weakness and assigned tasks accordingly. Furthermore, during this first two weeks, the ELL team analyses other ELL students' data to identify ELLs at risk. Once, the students have been identified at risk, they are to receive the following ELL academic intervention services (AIS):

- Individualized and small group instruction based on specific needs in ELA/ESL, Mathematics and all subject areas as needed, provided by the school ELL AIS team during the school day and other ELL trained personnel during our extended time.
- Small group instruction in ELA/ESL, provided by an ESL certified per diem teacher during the school day and during our ESL Saturday Academy.
- An Early Bird ELA and Math/Science Program that focuses primarily on ESL/Literacy and Math/Science Concepts. P.S. 50 ELL Early Bird Program services ELLs who are required to take the 3rd, 4th and 5th grade New York State language arts and science tests. This program will enhance ELL students' progress in developing English language skills to reach a level of proficiency on the NYSESLAT, since the program focuses on the essential skills needed to increase the language abilities of ELLs as measured by the NYSESLAT and the ELA.
- An ELL Saturday Academy that focuses on strengthening ELL students' knowledge and content-related language on Science and Social Studies. The students' native language(s) is used to clarify concepts/ideas, as needed and whenever possible, during small group instruction and in the classroom if necessary.

9. To continue transitional support for ELLs reaching proficiency level on the NYSESLAT, ESL teachers will continue teaching former ELLs in self-contained ESL classrooms for two more consecutive years after passing the NYSESLAT. For former ELLs exiting our Pull-Out ESL program, the ELL Team will make sure to provide training to Non-ELL teachers on how to apply best instructional practices for ELLs. The Team will also share some research information highlighting ways ELLs learn best, as well as sharing the importance of creating a non-threatening/free of anxiety classroom environment that is conducive to ELL learning. In addition, a member of the ELL team will be present at every grade meeting to share his/her ELL expertise with non-ELL colleagues. The ELL Team will also maintain an open policy for any member of the school community to join us during our ELL Weekly Staff Development. Finally, former ELLs are going to be mixed with some high functioning 4 to 6 years ELLs for our Extended Time and during our Saturday Academy. In addition, formers ELLs will have the allowed testing modifications for two years after exiting the ELL status.

10. For the upcoming school year 2011-2012, PS 50 is seeking to improve our services to ELLs. Our plan is to increase the time students spent on independent reading in school and at home. We built in a half hour period from 9:00-9:30 AM when all students will be reading independently at their level. We also want to strengthen the writing skills of our students by providing modeling and teaching students about the CCLS writing standards, focusing on informational writing.

11. At this time PS 50 is not planning to discontinue any of our programs for ELLs.

12. ELLs at PS 50 are afforded equal access to all school programs. This school year, with Title III funds, we will provide ELLs with a

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

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

1. Early literacy skills of ELLs will be assessed throughout the year using a combination of formal and informal assessments. Formal assessments will include Fountas and Pinnell, EL SOL (for our bilingual class) and Acuity ITA Assessments. Informal assessments will include guided reading groups, writing assessments, students' portfolios, teacher-made assessments, teacher-student conferencing and group projects. We will also use Rigby and DRA Running records for at risk students. The assessments results are analyzed to create after school and Saturday programs for ELLs and to differentiate instruction according to students' needs during the school day.
2. The data related to proficiency levels on the LAB-R and NYSESLAT reflects that most of the students on the beginner level are on K and 1st grade. Therefore, effective academic strategies need to be in place in order to help students make progress in all four modalities, listening, speaking, reading and writing, as well as getting them acquainted with the NYSESLAT exam format and content. Overall, most of our ELLs are achieving at the Intermediate level. We need to examine the data to see which modalities we need to focus on for instruction so we can move our students to the advanced and proficient levels.
3. An analysis of the performance of our students in the different modalities of the NYSESLAT shows that most of our ELLs are proficient or advanced on the listening/speaking modalities, but are scoring much lower on the reading/writing modalities. Instructional decisions are affected by this data. Teachers need to be presented with the data and they need to focus classroom instruction around the areas of reading and writing. The amount of reading and writing in the classroom needs to be increased and needs to be examined through the lens of the new CCLS.
4. This year our school opted out of the ELL Interim Assessment because we felt that there were too many assessments going on. ELL students will be assessed by using Fountas and Pinnell, EL Sol, Acuity ITA, and Performance Tasks throughout the school year.
5. Not applicable.
6. PS 50 applies different criteria to evaluate the success of programs for ELLs depending on the program in question. For instance, every year, the school creates a program whose main goal is to develop the language abilities of its homogeneously grouped participants sufficient enough to move them from their intermediate level to advance or proficient as measured by the NYSESLAT. Such a program will then be evaluated based on how many ELLs meet the targeted objective. On the other hand, another program is created which main objective is to increase the reading level of a particular ELL group as measured by the Fountas and Pinnell in grades K-2. This program evaluation is based on whether or not this objective was met. Similarly, a literacy and/or a math program takes place for grades 3-5 which is intended to move ELL students from their current reading/math level to a higher level as measured by the NYS ELA and the NYS Mathematics Exam.

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

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

1. The overall school schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL Coordinator and the ESL teachers conduct professional developments during Common Prep time for teachers and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners enrolled in monolingual classes. The school schedule has a built-in time for all ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals, or a member of ELL the team. At this time, Assistant Principals provide and receive professional trainings in conjunction with common branch teachers who have their PD period at that time. An assigned ELL representative attends every grade meeting to share ELL best practices with mainstream teachers and other school personnel such as Psychologists, Speech/Occupational/Physical Therapists and Guidance Counselors. In addition, the school ELL Coordinator offers ELL trainings to the Lead Teachers during their weekly meeting.

Our ELL Coordinator and selected school ESL teachers, Bilingual Teachers and paraprofessionals are also sent to receive professional developments sponsored by the English Language Learners Department at Central and/or BETAC. Likewise, our school registers selected ESL teachers and coaches to receive professional developments through our LSO professional team.

Throughout the school year, arrangements are made for the Parent Coordinator and secretaries to receive professional development, either in-house from our school ELL team or from outside professionals. Any other members of the school personnel who work with ELLs and have not receive professional developments, are arranged to receive their professional developments during Staff Development Day.

2. School administrators and support staff provide training for teachers on ESL strategies and how to support ELLs in transitioning from elementary school to middle school. Fifth grade teachers and students meet with guidance counselor to receive orientation about what to expect in middle school, how to choose a program that will better serve their needs, and how to adjust to the new environment. If possible, intervisitations are scheduled among students and teachers of ELLs. As ELLs transition from elementary to middle school, the school supports parents of ELLs by informing and encouraging them to attend middle school open-houses. In addition, the ELL Team in collaboration with the school parent coordinator assist ELL parents in the process of completing the middle school application. Parents are also encouraged to visit their child's future school and are informed to make sure the school has in place the services and programs that are suitable for the needs of their child. Once the child has been accepted to middle school, the parents receive a letter inviting them to come to school to receive their child's acceptance letter.

3. As stated in question number one, school staff will receive a minimum of 7.5 hours of in house professional development about ELL mandates, identification and placement, and instructional strategies and interventions that can be used in the classroom to differentiate instruction for ELLs, such as scaffolding, vocabulary building, academic language development. These PD sessions are offered during Election Day PD, faculty conferences, lunch and learn sessions, and team meetings. Agendas, attendance logs, minutes, and copies of literature and materials used are kept on file.

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

1. The Clara Barton School-P.S. 50x has a program for parents of ELL students titled Introduction to English As a Second Language and Computer. This Adult ESL program will serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program also provides information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York States Standardized Tests, as well as ways to help with their homework. After the ESL session is over, the group of parents go to the Computer Lab to meet their computer teacher. Here the parents will learn how to navigate the internet for information; how to do job search; how to pay bills online; how to buy items through the internet; how to access educational websites for themselves and their children and how to get access to their children's data using ARIS and the NYSED website.

At P.S. 50x ELL parents are also invited to ongoing orientation meetings, workshops and trainings. At parent orientation meetings, parents

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

1. The Clara Barton School-P.S. 50x has a program for parents of ELL students titled Introduction to English As a Second Language and Computer. This Adult ESL program will serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program also provides information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York States Standardized Tests, as well as ways to help with their homework. After the ESL session is over, the group of parents go to the Computer Lab to meet their computer teacher. Here the parents will learn how to navigate the internet for information; how to do job search; how to pay bills online; how to buy items through the internet; how to access educational websites for themselves and their children and how to get access to their children's data using ARIS and the NYSED website.

At P.S 50x ELL parents are also invited to ongoing orientation meetings, workshops and trainings. At parent orientation meetings, parents watch educational videos (in their native language to the extent possible); followed up by a Questions & Answers session. Our school Parent Coordinator attends the sessions to provide information regarding the types of programs available to ELL students and the services available to parents at our school. Members of the School ELL Team assist parents with the completion of the Program Selection Form and inform parents of their rights to place their children in a school that offers their program of choice.

At our Annual ELL Parent/Teacher Curriculum Breakfast, the ELL Coordinator, ESL teachers and Bilingual teachers explain individual grade curriculum, goals and expectations for ELLs for the current school year. In addition, the school librarian, Math Coach and Literacy Coach explain learning activities parents can do at home with their children.

PS 50x also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

2. Our school partners with several agencies and Community Based Organizations which provide workshops and services to our ELL parents. Among one of those agencies is the Office of Family Engagement Advocacy (OFEA) which facilitates parent orientations and trainings on issues such as problem solving with ELL Special Education children. Also PS 50 maintains partnership with Saint Bernard Hospital. Representatives from the hospital train our ELL parents on issues related to immigration, citizenship and how to obtain health insurance. Cool Culture is also involved with our school which grants free family passes to many educational and cultural places around New York City as museums and Botanical Gardens.

3. The Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. She provides workshops for parents throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and activities sponsored by the PTA.

4. Based on parents response, the school designs parent involvement programs that meet the needs of the majority of the parents.

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

1. The Clara Barton School-P.S. 50x has a program for parents of ELL students titled Introduction to English As a Second Language and Computer. This Adult ESL program will serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program also provides information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York States Standardized Tests, as well as ways to help with their homework. After the ESL session is over, the group of parents go to the Computer Lab to meet their computer teacher. Here the parents will learn how to navigate the internet for information; how to do job search; how to pay bills online; how to buy items through the internet; how to access educational websites for themselves and their children and how to get access to their children's data using ARIS and the NYSED website.

At P.S 50x ELL parents are also invited to ongoing orientation meetings, workshops and trainings. At parent orientation meetings, parents watch educational videos (in their native language to the extent possible); followed up by a Questions & Answers session.

Our school Parent Coordinator attends the sessions to provide information regarding the types of programs available to ELL students and the services available to parents at our school. Members of the School ELL Team assist parents with the completion of the Program Selection Form and inform parents of their rights to place their children in a school that offers their program of choice.

At our Annual ELL Parent/Teacher Curriculum Breakfast, the ELL Coordinator, ESL teachers and Bilingual teachers explain individual grade curriculum, goals and expectations for ELLs for the current school year. In addition, the school librarian, Math Coach and Literacy Coach explain learning activities parents can do at home with their children.

PS 50x also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

2. Our school partners with several agencies and Community Based Organizations which provide workshops and services to our ELL parents. Among one of those agencies is the Office of Family Engagement Advocacy (OFEA) which facilitates parent orientations and trainings on issues such as problem solving with ELL Special Education children. Also PS 50 maintains partnership with Saint Bernard Hospital. Representatives from the hospital train our ELL parents on issues related to immigration, citizenship and how to obtain health insurance. Cool Culture is also involved with our school which grants free family passes to many educational and cultural places around New York City as museums and Botanical Gardens.

3. The Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. She provides workshops for parents throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and activities sponsored by the PTA.

4. Based on parents response, the school designs parent involvement programs that meet the needs of the majority of the parents.

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)	6	8	1	3	1	3								22
Intermediate(I)	2	4	1	10	7	4								28
Advanced (A)	10	2	3	1	4	5								25
Total	18	14	5	14	12	12	0	0	0	0	0	0	0	75

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	1	0	0	12
4	8	3	1	0	12
5	5	8	1	0	14
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	7		4		1		0		12
4	3		6		3		0		12

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		10		1		0		14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		6		1		0		12
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)	3	2						
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

- Early literacy skills of ELLs will be assessed throughout the year using a combination of formal and informal assessments. Formal assessments will include Fountas and Pinnell, EL SOL (for our bilingual class) and Acuity ITA Assessments. Informal assessments will include guided reading groups, writing assessments, students' portfolios, teacher-made assessments, teacher-student conferencing and group projects. We will also use Rigby and DRA Running records for at risk students. The assessments results are analyzed to create after school and Saturday programs for ELLs and to differentiate instruction according to students' needs during the school day.
- The data related to proficiency levels on the LAB-R and NYSESLAT reflects that most of the students on the beginner level are on K and 1st grade. Therefore, effective academic strategies need to be in place in order to help students make progress in all four modalities, listening, speaking, reading and writing, as well as getting them acquainted with the NYSESLAT exam format and content. Overall, most of our ELLs are achieving at the Intermediate level. We need to examine the data to see which modalities we need to focus on for instruction so we can move our students to the advanced and proficient levels.
- An analysis of the performance of our students in the different modalities of the NYSESLAT shows that most of our ELLs are proficient or advanced on the listening/speaking modalities, but are scoring much lower on the reading/writing modalities. Instructional decisions are affected by this data. Teachers need to be presented with the data and they need to focus classroom instruction around the areas of reading and writing. The amount of reading and writing in the classroom needs to be increased and needs to be examined through the lens of the new CCLS.
- This year our school opted out of the ELL Interim Assessment because we felt that there were too many assessments going on. ELL students will be assessed by using Fountas and Pinnell, EL Sol, Acuity ITA, and Performance Tasks throughout the school year.
- Not applicable.
- PS 50 applies different criteria to evaluate the success of programs for ELLs depending on the program in question. For instance, every year, the school creates a program whose main goal is to develop the language abilities of its homogeneously grouped participants sufficient enough to move them from their intermediate level to advance or proficient as measured by the NYSESLAT. Such a program will then be evaluated based on how many ELLs meet the targeted objective. On the other hand, another program is created which main objective is to increase the reading level of a particular ELL group as measured by the Fountas and Pinnell in grades K-2. This program evaluation is based on whether or not this objective was met. Similarly, a literacy and/or a math program takes place for grades 3-5 which is intended to move ELL students from their current reading/math level to a higher level as measured by the NYS ELA and the NYS Mathematics Exam.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name:			
PS 50		School DBN: 12X050	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori Ferguson	Principal		11/4/11
Hilda Robles	Assistant Principal		11/4/11
	Parent Coordinator		
	ESL Teacher		
	Parent		
Isidro Sanchez	Teacher/Subject Area		11/4/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X050 **School Name:** Clara Barton School

Cluster: 6 **Network:** 606

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.

At PS 50 we look at the students' home language and at the parents' preferred language for communication noted on the HLIS and on ATS to determine the languages spoken by our parents. We also took the following actions:

- Reviewed Parent/Teachers Association's Records and Agendas
- Analyzed Previous Years Parent Coordinator's Files
- Referred to the Demography Section of the School CEP and The NYC Department of Education School Report Card.
- Consulted the Bilingual Teacher, ESL and Special Education Teachers, PTA President, Parent Coordinator and the ELL Coordinator
- Participated in PTA Meetings/Workshops and analyzed Languages Spoken by Attendees.
- Conducted informal language surveys during 'Parents/Teachers Conferences'
- Kept a log of parent incoming phone calls to the various school administrative offices needing interpretation assistance.

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.

A high percentage of our school parent population speaks Spanish as their primary language. Many parents were calling the school's administrative offices requesting interpretation assistance. Many Mainstream Teachers, ESL Teachers and Special Education Teachers often rely on colleagues or friends for written translations. At the Parents/Teachers Open House Conferences many parents expressed the need for receiving written communications translated into the Spanish Language. The number of Spanish speaking parents attending PTA and Parent Coordinator's meetings has increased. Spanish Speaking parents and speakers of languages other than English, need assistance on analyzing and interpreting school-related data pertaining to the academic growth of their children. Findings were reported to school staff at our monthly staff meetings. Parents were informed of the findings at our ELL Parents' Orientation Meetings, ELL curriculum Open House, PTA Workshops/Meetings, Parent Coordinator Workshops/Meetings. At these meetings, parents were provided with a translated version of the

Parent Rights and Responsibilities document, which includes their rights regarding translation and interpretation services.

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 written communication that is sent to parents by PTA, Parent Coordinator, main office, SBST Office will be translated to Spanish. For other languages we will use the translated versions of documents available on the NYC DOE website or we will seek assistance from the NYC DOE Translation and Interpretation Unit.
- Provide written Spanish translation for all NCLB and CR Part 154 mandated communications.
- Translate information related to Extended Day Programs being offered, as well as other academic programs taking place in the school.
- Facilitate written translation to inform parents about school activities designed specially for them.
- Provide translated information about students' academic performance and approaches for improvement.
- Avail translated materials explaining ways parents can access online students' and school data.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- The school ELL Coordinator, Bilingual Personnel will support PTA and the Parent Coordinator to provide oral translation at every meeting/workshop held.
- Oral translation/interpretation Services will be available, as needed, during Parent/Teachers Conferences
- Oral translation/interpretation will be provided at every Parent-Staff Member/Administration meeting, either having a translator physically present at the meeting or by contacting via phone the New York City Department of Education Translation and Interpretation Unit.
- Over the phone translation/interpretation will be available to parents, as needed.
- Available translation at registration and during parent conferencing regarding student conduct safely and discipline.

- A Spanish/English speaking translator will always be available at the main office to provide language assistance services.

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 written translation and oral interpretation services and procedures put into place at P.S 50 comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

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: PS50	DBN: 12X050
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Clara Barton School (PS 50) is located in a high poverty area in the Morrisania Section of the Bronx. Our school has 97.5% of the students receiving free lunch. This Pre-K through 5 school serves an ethnically diverse population of 66% Hispanic, 33.2% African American, and 0.3% Caucasian and Asian. Of the total school population (502 students), 14.9% are English Language Learners (75 ELLs). At P.S. 50 we treasure the diversity of our school population and are committed to providing every ELL student with the opportunity to excel academically, socially, and to become fluent in English and in Spanish.

Currently C.S. 50 has a Freestanding English as a Second Language Program for grades K through 5 and a 3/4 Bilingual Special Education Class that consists of 5 students. The freestanding ESL program consists of one kindergarten class, a first grade class, a second grade class, a third grade class, and a fifth grade class. PS 50 also services an additional six general education fourth grade students and 28 ELLs/SWD through our ESL Pull-out Program.

The total number of ELL students per grade is as follow: There are 18 students in kindergarten, 14 in first grade, 5 in second grade, 12 in third, 9 in fourth and 12 in grade five. As the Home Language Survey indicates, the home language of all of our English Language Learners is Spanish with the exception of ten students: six who speak Fulani, two who speak Afrikaans, and two who speak French. The Fall 2010 Lab-R and the Spring 2010 NYSESLAT scores indicate that in regards to language proficiency, the breakdown of the total ELL population (75) is as follows: 22 students are beginners, 28 intermediate and 25 are advanced.

Of these 75 students, 36 students are in our Freestanding Self-contained ESL program, 34 students are enrolled in the ESL Student Pull-Out Program and the remaining 5 students are in our 3/4 Bilingual Special Education Class. The breakdown by grade of the Bilingual Special Education class is the following: 2 third graders and 3 fifth graders. One student out of the total ELL population is a SIFE, who came with very little or no formal education from their native homeland; 62 are newcomer ELLs (0-3 years of service); and 13 ELLs have received 4-6 years of service.

Title III funding will be utilized to supplement the regular school day programs for ELLs through an ELL Saturday Academy that will focus primarily on literacy and mathematics. ELLs will receive additional ELA and Math instruction that will enhance students' progress in developing English language in order to reach proficiency on the NYSESLAT. The program also focuses on the reading comprehension, writing, and numeracy skills needed to increase the academic achievement of ELL students as measured by the NYS ELA, NYS Math, and NYSESLAT exams.

Part B: Direct Instruction Supplemental Program Information

The target population for the ELL Saturday Academy includes ELLs in grades 1 through 5 that are functioning below grade level according to: Fountas and Pinnell running record, baseline writing and math assessment, Acuity ITA ELA and Math assessments, NYS ELA and Math scores from 2011, and NYSESLAT scores from 2011. We will have three groups of students, a bridge 1st/2nd with 15 students, mostly beginners and intermediate, a third grade group of 15 beginner and intermediate students, and a bridge 4th/5th group of 15 intermediate and advanced students. English will be the language of instruction. Instruction will be provided by three ESL/bilingual certified teachers. The materials used during the ELL Saturday Academy include teacher created materials to target student needs and support each modality – reading, writing, listening and speaking. Classroom leveled library material according to student reading levels are also utilized.

Student achievement will be measured by performance on the 2012 NYS ELA and Math Assessments, and the NYSESLAT, as well as teacher data collection and progress monitoring during the duration of the academy.

This program will run for 12 Saturdays, starting January 7th and ending April 28th, 2012. Breakfast will be served from 8:30 to 9:00 AM. Instruction will be delivered from 9:00 AM to 12:00 PM. Lunch will be served from 12:00 to 12:30 PM.

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 overall school schedule was strategically created to permit professional developments for ALL personnel who work with ELLs. The ELL Coordinator and the ESL teachers get professional development during Common Prep time in conjunction with monolingual teachers, Literacy Coach and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners enrolled in monolingual classes.

The school schedule has a built-in time for ALL ELL personnel to meet once a month for 50 minutes to receive professional development from outside professionals, or from a member of the team who turnkeys information. An assigned ELL representative attends every grade meeting to share ELL best practices with mainstream teachers and other school personnel such as Psychologists, Speech/Occupational/Physical Therapists and Guidance Counselors. In addition, the school ELL Coordinator offers ELL trainings to the Lead Teachers during their weekly meeting.

Teachers of Title III Programs, our ELL Coordinator and selected school ESL teachers, Bilingual Teachers and paraprofessionals are sent to receive professional developments sponsored by the English Language Learners Department at Central and/or BETAC. Likewise, our school registered selected ESL teachers and

Part C: Professional Development

coaches to receive professional developments through our CFN professional team.

Through the school year, arrangements are made for the Parent Coordinator and secretaries to receive professional development, either in-house from our school ELL team or from outside professionals. During our school Professional Development Days, any personnel who works with ELLs and has not receive professional developments, is arranged to receive them.

Topics for Professional Development for all PS 50 staff including teachers of Title III programs include:

September – Interpreting data to develop appropriate instruction for ELLs.

October - Scaffolds to support ELLs

November – Differentiating Instruction for ELLs

January - Preparing ELLs for Standardized testing

March – Supplementing classroom instruction with technology

April – Adapting the writing process for ELLs

June – Building background knowledge

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: During parents meetings we assessed the needs of ELL parents. Many of them are not English proficient and they are concerned about not being able to help their children at home. Therefore, PS 50 will use Title III funds to provide monthly workshops for parents on Saturdays, starting on January and ending in April 2012. These workshops will be presented by Mr. Sanchez, ELL Coordinator with assistance from Ms. Caraballo, Parent Coordinator. We will notify parents by sending letters home with the children. We will also post flyers in the school. We will personally invite them when they visit our school and during morning line-up or dismissal procedures. Topics to be covered include: homework help, ESL strategies, computer training, CCLS and looking at their children's data.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		