



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: VITO MARCANTONIO PS 50

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M050

PRINCIPAL: CYNTHIA ROCHEZ

EMAIL: CROCHEZ@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MRS. LUZ CORTAZZO, SUPERINTENDENT**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Cynthia Rochez	*Principal or Designee	
Jane Model Rosen	*UFT Chapter Leader or Designee	
Nefertitti R	*PA/PTA President or Designated Co-President	
Virgen Nieves	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Traciz Geraldo	CBO Representative, if applicable	
Selena Johnson	Member/ Parent	
Paul Clarke	Member/ Teacher	
Nola Cooper	Member/ Teacher	
Cheryl Moss	Member/ Teacher	
Vanessa Reel	Member/ Teacher	
Melissa Encarnacion	Member/ Parent	
Tamika Taylor	Member/ Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Ensure that the organizational decisions support the school's instructional goals and meet student-learning needs. 1.3

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

_____ 2.2 School leader's vision

_____ 2.3 Systems and structures for school development

_____ 2.2 School leader's use of resources

_____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments.

Instructional strategies/activities

Elmore's (2000) five principles of distributive leadership will be the research based model used to guide our leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts.

Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

-Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

-Principal and Asst. Principal Study Groups (September-June, ongoing)

-Identification and development of staff for shared leadership roles (ongoing)

-PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice

-Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum

-Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.

- Transparency; sharing information, problem solving, celebrations that include all stakeholders
- Principal and Asst. Principal and Extended Cabinet weekly meetings (August thru June)
- Monthly School Leadership Meetings (SLT) (September-June)
- Newsletters, calendars, distribution and displays of data (monthly, ongoing)
- Fall and Spring calendars for staff (September/February)
- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring).
- Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility

August thru June :

- Monthly purposeful evaluation of use of resources by the principal and school leaders
- Coordination of resources and support from community stakeholders, external providers, and grant funding

Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, coaches, data specialist guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.

Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. By January 20-- the following assessments will assist in monitoring our progress: a full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, inventory review.

By June----- we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software

- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction
- Purchased Services

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL checklists, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI)(Swanson & Deshler, 2003). RTI is a schoolwide initiative that has as its ultimate goal school improvement across the K-12 spectrum.

Sheltered Instruction Observation Protocols (SIOP) will guide our work with ELL students. This model is designed to make grade level academic content understandable for English Language Learners (ELL's).

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, content specialists, departmental leads. External support staff includes the Network personnel and external providers such as Pearson , ARC, etc.

Targets and to evaluate the our progress, effectiveness, and impact will include:

-Completion of lesson plans and units of study using CCLS and support Instructional Shifts -beginning August thru June 6-8 week cycles: development of units of study

-beginning August thru June Monthly Professional Development (including Saturday offerings)

-Completion of cycles of mini observations that reflect implementation of this work

By January, 20--- our Network will complete a full day instructional walk with the school leaders

-By January, 20--- completion of ----mini-observation cycles, By June 20-- # of mini obseervations will be completed

-By January 20--- Formal observations

-By June----formals observations

-Completion of Performance Tasks

-RTI training and implementation facilitated by our Network support specialists September thru June including development of a "core" RTI team

-Benchmarks and targets that demonstrate increase in student progress and performance

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the asses

Budget and resource alignment

• Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

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- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Use an observation tool to develop teachers' goals and plans that reflect and support attainment of school-wide goals to support professional growth and achievement of students. 4.1

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

Instructional strategies/activities

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: "The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism"(2007). In support of the work of teachers, our strategies and activities with timelines will include:

-PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc.

(September thru June, ongoing)

-A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)

-Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups

(September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).

-Preparing teaching in CCLS's and Instructional Expectations (ongoing)

-Preparing teachers in the use of RBI's

-Formal and informal observations using a feedback and tracking progress

(September through June, 4 to 6 week cycles)

-Identification of points, coaches, lead facilitators and opportunities for their support

-Principal and Asst. Principal Study Groups

Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- By January, 20--- our Network will complete a full day instructional walk with the school leaders
- By January, 20--- completion of ----mini-observation cycles, By June 20-- # of mini observations will be completed
- By January 20--- Formal observations/ By June----formals observations
- Teacher baseline, mid-year, end-year evaluations and self –evaluation
- October thru June, ongoing) Teacher feedback sessions
- October thru June, ongoing) Looking at Student Work protocol implementation
- January (analysis of mid-year student periodic assessment data)
- June through September: Analysis of state assessment data

Budget and resource alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para per session for professional development, and data specialist
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Establish a systemic approach to the gathering, analysis, dissemination, and use of a common assessment and extend the analysis to examine patterns and trends of all relevant subgroups in order to take timely action. 3.3

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

___ 5.2 Systems and partnerships

___ 5.4 Safety

___ 5.3 Vision for social and emotional developmental health

___ 5.5 Use of data and student needs

Annual Goal #4

By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.

Instructional strategies/activities

Our approach to culture building and social-emotional support is informed by a theory of action. **Positive Behavioral Interventions and supports (PBIS)** (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

OR

Our research based instructional strategies will **integrate the American School Counselor (ASCA, 2011) Student Standards**. These standards guide the development of effective school counseling and youth development programs around three domains: academic, career and personal/social development. Strategies and activities include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
- Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards.
- Training for all staff in classroom management and behavioral interventions
- Opportunities for student voice and student choice
- Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)
- High school night, college night for families
- Trips to colleges and universities for students
- Student activities/community involvement/afterschool opportunities (August-September, ongoing)
- Attendance plan (September-June)

- Guidance and crisis intervention plan (September-June)
- Establishment of student personal goals and future plans (September-June)
- Monthly parental opportunities (workshops, breakfasts, evening events)
- Student recognition events and celebrations (January and June)
- Identification of community service and volunteer opportunities
- Identify external supports, community based organizations (CBO's)

Key personnel and other resources will include school leadership, teachers, guidance, college counselor, paraprofessional, attendance team, network support, SAPIS worker, crisis paraprofessional, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- Increase in student attendance (daily monitoring, mid-year, final attendance rate)
- Decrease in student lateness
- Reduction in classroom management issues
- Reduction in student suspensions
- Increase in activities and afterschool participation
- Increase in academic achievement

Budget and resource alignment

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Increase parent engagement and involvement
- Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

___ 6.2 Welcoming environment

___ 6.4 Partnerships and responsibility

___ 6.3 Reciprocal communication

___ 6.5. Use of data and families

Annual Goal #5

By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

Strategies to increase parental involvement and engagement

Response to Intervention (RTI)(Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

-Utilization of current data to identify subgroups and analyze needs of individual students

-Planning and implementation of a Family outreach plan (August-June, ongoing)

-New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)

-Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office

-Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September

-Monthly implementation of parental offerings (workshops, breakfasts, evening events)

-Student recognition events (January and June)

- a) Key staff that will support this work includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support..

Budget and resource alignment

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
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- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Kaplan Writing program NYSESLAT program	Small group	After school
Mathematics	Kaplan Math	Small group	After school
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated, At-Risk	small group, one-to-one	during the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

In order to recruit teachers we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

Retention and Support

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professional we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plants that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's Framework for Teacher (2207) as well as through student practice. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research based and evidence based. Research based strategies (RBI's) are emphasized in our trainings, and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Debra Maldonado/Ben Waxman	District 04	Borough Manhattan	School Number 050
School Name PS/IS 50 Vito Marcantonio			

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	330	Total Number of ELLs	37	ELLs as share of total student population (%)	11.21%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

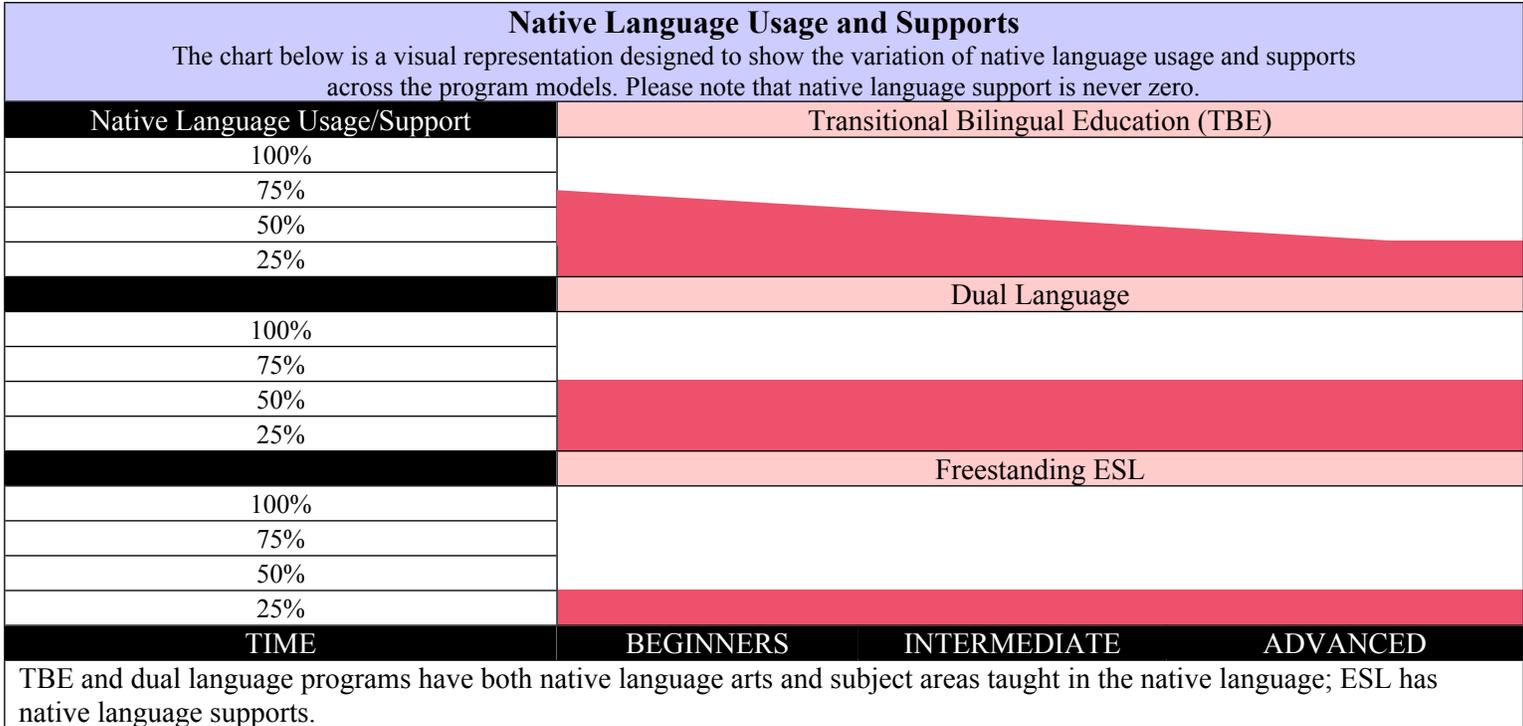
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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



B. Programming and Scheduling Information--Continued

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

8. 8. For ELA, math, and other content areas, ELLs are supported through the incorporation of curriculum in ESL lessons. Classroom and SETTs teachers participate in professional development and confer with the ESL teacher to ensure alignment between methodologies use in both classrooms to create consistency for SIFE, Special Education, and Long-term ELLs as well as ELLs who have received 4-6 years of service.

9. Continuing transitional support will be provided for ELLs who have tested as proficient (within the last two years) through small-group instruction during regular classes, extended day and after-school programs.

10. PS 50 has created grade level teacher planning blocks weekly to increase the time teachers have to plan and engage in professional development together. We will foster stronger collaboration across content levels and improvements in pedagogy with rigorous professional development. New this year will be the incorporation of the Great Books literacy program in grades 3 to 8. Great Books, a reading program that allows children to develop the reading, writing, oral communication, and critical thinking skills needed to become good readers.

11. There are no programs or services that will be discontinued for ELLs this year.

12. We ensure that ELLs are encouraged to participate in all school programs by first communicating with parents in their native languages whenever possible. Within after school and supplemental programs ELLs are given targeted programs and small-group options with the help of City Year volunteers and the Children's Aid Society.

13. ELLs are supported through materials such as books on tape, cd, and iPad, shared reading which integrates language arts and social studies topics, homogeneous spelling groups, technology courses exploring computer programs and research. Teachers use overhead and multimedia projectors to provide images to support shared reading materials in content areas. Bilingual glossaries and books in Spanish and Spanish and English are available in classrooms (including content areas such as math workbooks).

14. Due to the diverse language backgrounds of the students, native language support is provided in a variety of ways. Students are often engaged in comparing words and ideas in their native languages with English, which they are encouraged to share with the class. Bilingual books with both English and Spanish are often used; students literate and fluent in Spanish are given the opportunity to be experts and teach the other students the meaning of Spanish words. Students make use of bilingual glossaries. The materials and resources use are varied in level and content, so as to be appropriate for students of all ages and grade levels. Students are also given opportunities to work with partners using their native language when necessary to support and show understanding of concepts. Several teachers and school staff speak other languages including Spanish, French, and Arabic.

15. Yes, there are grade appropriate books for students of similar ability levels.

16. The school does not offer any activities to assist newly enrolled ELLs before the beginning of the school year.

17. There are no language electives at this time at PS/IS 50.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2				2				2					6
Intermediate(I)				1	1	1		3	2					8
Advanced (A)	1		1	2	2	7	1	3	6					23
Total	3	0	1	3	5	8	1	6	10	0	0	0	0	37

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2			5
4	1	7	3		11
5	2	1			3
6	5	1			6
7	2	5	1		8
8	3	1			4
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		1		1				5
4			7		3		1		11
5	1		2						3
6	3		2	1	1				7
7	1		4		3				8
8	1		1	1	1				4
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		4		4				11
8			1	1	2				4
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

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

Native Language Tests

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

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

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

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

2. The NYSESLAT data shows that, particularly in the higher grades, a majority of the students scored advanced. Students generally score higher on the speaking and listening section of the NYSESLAT than on the reading and writing sections. In fact, a large percentage of our students across grades score proficient in listening and speaking. As it takes longer to acquire reading and writing skills (Cognitive Academic Language) than it does listening and speaking skills (Basic Interpersonal Communication) student test data matches contemporary language learning theory and data.

3. Patterns across NYSESLAT modalities are used to tailor instruction to students' needs. This information is shared with classroom teachers, special education teachers and related service providers so as to inform instruction in all content area and special education classes as well as extended day, after school programs. Specifically, the data shows that teachers need to provide extra scaffolding and opportunities for reading and writing practice.

4a. The results on the NYSESLAT have been analyzed. They are broken down by grade level and modality. In general, our NYSESLAT data show that the majority of our students test as advanced in all four modalities. After second grade, only 12 % of the students placed at the beginning level on the NYSESLAT. Across all grades, two students tested as beginners in reading and writing, and none tested as beginners in listening and speaking. Seventy-five percent of 5th graders are currently at the proficiency level in listening and speaking. 6% of students tested at a proficient level in reading/writing, but not listening and speaking.

These patterns across the four modalities affect instructional decision-making. ESL instruction targets reading and writing skills at all grade levels. A large portion of class time is devoted to literacy development through activities such as word study, writer's workshop, reading workshop, and independent reading. Also, heterogeneous grouping is employed to utilize overall class strengths to bolster class weaknesses. Students who are weak in one modality are paired with others who are stronger in that modality. Reading and writing instruction is paired with humanities curriculum to integrate and reinforce reading and writing skills development across subjects. In addition, ESL and mainstream classroom teachers meet to collaborate on instruction of specific skills and to discuss individual students' needs. During extended day and after school programs, students receive guided reading instruction in homogeneous groups. With these various techniques we assure that students receive reading and writing support throughout the school from all instructors.

4b. The results of the ELL interim assessments, including the RAP, Reading A-Z, the IRLA reading conferencing and teacher made assessments are used to track student progress in reading and writing and target the specific skills and strategies teacher will use to guide further instruction. The ELA ACUITY testing results are used in grouping students for differentiated guided instruction prior to taking the state ELA exam. Kindergarten through fifth grade are also using the Words Their Way/Spelling program to target spelling and phonics skills through homogenous groupings. Last year, three assessment systems- The Everyday Math Program (RSAs), unit assessments, and the ACUITY Fall predictive- were used to track student progress in math. Based on findings the school piloted the Voyager Math Program with fourth and seventh graders. The positive results of this program have led to school-wide implementation. Students are selected based on need according to assessments. Students work in small groups with a specially trained teacher three to four periods a week. In these groups student progress is carefully monitored.

4c. The interim assessments have shown that students do not rapidly progress from one level to the next in reading and writing across all grade levels. In the third and fourth grades, there is a dramatic deceleration in reading level advancement. This trend is consistent with that of the general education student population. In order to effectively combat this trend, the school has introduced a school-wide program targeting independent reading and skills monitoring. These programs are delivered both in the ELA classroom and mirrored and extended in ESL pull-out classes and the after school program.

4d. In addition, in order to further support ELLs, several techniques are employed to use students' native language to support English language instruction. Native languages are used in peer groups and by teachers to provide support and clarification when needed. Bilingual materials, including books and glossaries are used in the ESL classroom.

6. Success of our program for supporting ELLs will be determined through both informal and formal assessments. The ability of students to understand lessons, participate in class and complete assignments will be evaluated through teacher anecdotes and analyses of student portfolios. Student performance on interim assessments as well as state tests will continue to be examined to evaluate the effectiveness of school and support programs.

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>PS/IS 50 Vito Marcantonio</u>		School DBN: <u>04M050</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Rochez	Principal		11/2/11
Ayo Mendez	Assistant Principal		11/3/11
Lisette Rios	Parent Coordinator		11/2/11
Scott Fried	ESL Teacher		11/3/11
	Parent		1/1/01
Noelle Dunn	Teacher/Subject Area		11/3/11
Renee Cordova	Teacher/Subject Area		11/3/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
M.S. Elliott	Other <u>Assistant Principal</u>		11/3/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 05 **Network:** DSSI

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 50 Vito Marcantonio	DBN: 04M050
Cluster Leader: Debora Maldonado	Network Leader: Gerard Beirne
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: There will be an ESL afterschool program for ELLs and former ELLs to aid them in preparation for the NYSESLAT and the ELA exam in April and May. The rationale for this program is that students need to work on their reading and writing skills because they were the weakest areas on the NYSESLAT last spring. Many students are proficient in listening and speaking but remain at an intermediate or advanced level in reading and writing. The students will be using Reader's Theater to improve their reading skills. Based on the stories in Reader's Theater, the students will sharpen their writing skills by writing persuasive pieces and comparative essays as well as creating their own screenplays.

The students served in this afterschool program range from grades 3 to 8.

The class will take place on Tuesday and Wednesday from 3:15-4:45, starting in November and continuing to the end of April. It will take place in the ESL teacher's classroom.

The language of instruction will be English. In addition, there will be some Spanish language support for the newcomer ELLs. Both of the teachers in this program are fluent in Spanish, and both of them are certified in ESL. One of the teachers is the school's ESL teacher and the other one is a second grade homeroom teacher.

The teachers will use Reader's Theater materials as well as storybooks during the class. The teachers will develop writing assignments based on these materials.

There will also be a Spanish language heritage program for ELLs and former ELLs in grades 3-8 who are native speakers of Spanish to improve their reading and writing skills in Spanish. Several students' parents have requested that their children have a program to improve their literacy in their native language. Much research has shown that strengthening first language skills dramatically improves students' reading and writing skills in their second language.

The program will be conducted by the ESL teacher, who is fluent in Spanish.

The materials used for this program will be Spanish language Reader's Theater as well as fiction and non-fiction books in Spanish.

It will be conducted Mondays (except when there is a monthly meeting) and Thursdays from 3:15-4:45 starting in November and continuing through April.

Part B: Direct Instruction Supplemental Program Information

In addition, the school will use some money to purchase review books for the NYSESLAT. Because a fairly large order was placed last year, this year's one will be minimum - one or two review books per grade.

Since at least 60% of the funding must go towards direct instruction, most of the money (roughly 80%) from the Title III budget will be allocated to teacher per session. The ESL teacher will be conducting four sessions a week from November to April (ESL and Spanish) and the homeroom teacher will be conducting two sessions a week (jointly with the ESL teacher) during that same timeframe. The remainder of the money will be used to purchase supplies including the Reader's Theater materials and some review books for the NYSESLAT.

Part C: Professional Development

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

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

Begin description here: Teachers need professional development so that they know how to work with the ELLs in their classrooms in terms of their specific needs as English language learners. Nearly all of the teachers in the school have ELLs in their classrooms so all teachers will receive the training.

The professional development will consist of three workshops geared to all teachers in the school due to the fact that nearly all teachers have ELLs in their classrooms. The workshops will focus on best practices in assisting ELLs in the classroom including how to provide scaffolding and visual support, how to simplify text, and how to create an environment where the ELLs are welcome and feel that they are a part of the community.

The ESL teacher will lead all the sessions, which will take place on Thursdays during extended day in January and February 2012.

The titles of the workshops are below with the times and dates:

"Providing scaffolding and visual support for ELLs" 1/10/13 2:25pm-3:10pm

"Helping ELLs master the Common Core Learning Standards" 1/24/13 2:25pm-3:10pm

"Working with newcomer ELLs" 2/7/13 2:25pm-3:10pm

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

Part D: Parental Engagement Activities

Begin description here:

There will be an open house for the parents of all ELLs so that they are familiar with the ESL curriculum and learn what they can do to help their children with their academic needs. The ESL teacher will inform the parents of the ELLs about this program through letters home and phone calls. The open house will be co-led by the the ESL teacher and the parent coordinator.

The open house will take place on Thursday, January 17, 2013 from 5:30-6:30.

The open house will cover the following topics:

- * Basics on the ESL program
- * ESL curriculum
- * NYSESLAT and how to exit the ESL program
- * Ways that parents can support their children at home
- * Question and answer session

There will be a workshop for parents of ELLs in which the parents cook with their children and learn how to attach it to literacy (reading and writing skills). The ESL teacher will co-teach the workshop with the parent coordinator. It will take place in the cooking room on Wednesday, May 8 from 5:30-7:00. Parents will be informed about the workshop through letters and phone calls home.

Part E: Budget

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

Allocation Amount: \$0

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		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		