



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S.50Q

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

PRINCIPAL: RINA MANJARREZ

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SUPERINTENDENT: DR. BEVERLY FFOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

ANNUAL GOAL #1

To Improve teacher effectiveness towards implementing pedagogical practices that incorporates the instructional shifts that are necessary to engage students with the Common Core Learning Standards, by providing feedback that is momentous, scaffold and targeted through frequent short cycles of observation where precise next steps are generated and implemented.

- **By June 2013 Principal and Assistant Principals will conduct at least 4 classroom visits for each of their grades supervised over the course of the year.**
- **By June 2013 Principal and Assistant Principals will conduct at least 3 classroom visits as a team across grades supervised**

Comprehensive needs assessment

Upon reviewing our 2011/2012 Learning Environment survey, in the area of Teacher Communication we were rated 6.5 out of 10 on the following question: School leaders give me regular and helpful feedback about my teaching. As a result, we have made it our goal provide helpful and effective feedback to teachers in a timely manner. This addresses Citywide Instructional Expectations, communicating what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching.

Instructional strategies/activities

- In consultation with the Principal and Assistant principals 90% of teachers will develop an Individual Professional Development plan for two targeted areas using the Danielson Framework
- Administrators will conduct a walkthrough using the target areas selected in each teacher's Individual Professional Development plans.
- Administrators will use information gathered from the first walkthrough and PDP plans to look for patterns and trends in areas of development across the school community
- Administrators will align and revise the school's Professional Development opportunities to align with patterns and trends from PDP plans and walkthroughs so practices are moving towards students engaging successfully with the CCLS
- Teachers and administrators will engage in PD sessions to support their growth and practice towards the rigor of the CCLS
- Administrators will continue to conduct walkthroughs and feedback cycles to support the teachers with next steps to improve the targeted areas.
- Administrators will ensure consistency in language of feedback through engaging in administrative team walks where debrief sessions will help norm what practice towards the CCLS goals look like
- Teachers will receive all feedback within a week of the classroom visit for 70% of all observation

Target Population: All classroom teachers

Responsible Staff Members: Principal, Assistant Principals, Coaches

Implementation Timeline: September 2012 through June 2013

- Extended day (Tuesday and Wednesday) Thursday Inquiry Team Meetings
- Weekly Professional Development provided by coaches, Aussie Consultant and or Network instructional specialists

November 2012 – April 2013

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

Steps for Including teachers in the decision-making process:

- Teachers will complete a needs assessment that will determine their individual level of professional needs in regards to developing rigorous task connected to the Common Core Learning Standards and students' individual needs.
- Teachers will participate in learning walks to view classroom practice relating to students engagement in rigorous tasks.
- Teachers will share the responsibilities, throughout the year, of facilitating Teacher-Team sessions as Grade Leaders
- Teachers will meet with Principal and Assistant Principals in grade level conferences to discuss goals established based on observations and feedback
- Teachers will meet with Principal and Assistant Principals to discuss best practices

Strategies to increase parental involvement :

- The school's administration team, along with the Parent Association, will conduct parent workshops throughout the year outlining school-wide initiatives. One of the initiatives is the Danielson Framework and presenters during the parent workshop will outline how PS 50 is using this supervisory tool to enhance teacher practice.
- Parents are informed regularly during parent workshops. Handouts include information about instructional programs.
- Students participate in planning publishing parties in which parents and staff members are invited to attend.
- Parents receive progress reports informing them of students' academic and social progression with practical strategies to implement at home.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

- TL Fair Student Funding – Administrators,
- Title 1 SWP – Teachers College Professional Developments coaches, Lower grade coach, per diem for professional devolpment
- Contract for Excellence – Administrator, Upper Grade Literacy and Math Coaches
- TL Children 1st Network – Administator, CFN 207 support

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Our guidance counselor provides training to all staff to be sensitive to the needs of students
- Ongoing support is offered to teachers in dealing with anger management and conflict resolution
- Respect for All team members are available throughout the day to assist students

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To strengthen mathematics instruction by developing teachers' practice in mathematics and by deepening their understanding of the "major works of the grades" as expressed in the Common Core Standards in Mathematics

- **By June 2012, 100% of school-wide Mathematics curriculum maps will be revised to reflect the Math Content Emphases for grades K-5.**
- **By June 2012, 100% of classroom teachers will engage students in the mathematics curriculum through implementing a revised version of the school's Math Workshop model that will reflect best pedagogical practices for engaging students in activities/tasks aligned to the CCLS.**
- **At least 70% of students meeting or exceeding the CCLS in math as evidenced by results of formative and summative assessment tasks that push students to apply math concepts to real-life situations**

Comprehensive needs assessment

Upon reviewing the 2011-2012 math performance task assessment data, 54% of our students were not meeting the expectations of the CCLS. As a result we revised our current curriculum to fully align with the CCLS and performance task expectations. We expect to see an increase to student performance on 2012/2013 math performance tasks.

Instructional strategies/activities

- The Instructional Cabinet and Grade Leaders will meet to discuss and study the shifts in mathematics instruction outlined by NYS Dept of Ed. Team will look at the shifts in the standards alongside its current math program to identify gaps and strengths.
- Grade leaders will share information from the meetings with their teacher teams to begin revising school-wide math curriculum maps to reflect the shifts while researching supplemental materials to address the gaps or strengthen content that needs to be covered.
- Administrative team and math lead teachers for K-2 and 3-5 will revise Mathematics Workshop model to reflect rigor identified in CCLS Math standards and brainstorm best pedagogical practices to support this work.
- Teacher teams will engage in monthly PD sessions with math lead teachers to review curriculum maps, study revised Math Workshop Model, plan lessons/learning activities and assessment checklists that will support the content emphases and rigor of the math CCLS.
- Students will engage in formative and summative assessment tasks that push them apply what they have learned in math to real-life, real world situations.
- During teacher team meetings, staff members will study the results of the math tasks to decide which practices were most effective in supporting student with the CCLS or practices that need to be developed further. Teams will also use this information to further revise tasks, lessons and curriculum maps
- Studies of Units will include multiple entry points for all children and allows for authentic work that asks children to understand text and respond thoughtfully
- Specific attention will be given by the coach and teacher teams to the guidance and expectations written for SpEd children in their IEPs, cross-referencing these goals with the math differentiation will be considered by the teaching team and the coach

Target Population: All classroom teachers

Responsible Staff Members: Principal, Assistant Principals, Coaches, Data Specialist and RTI Teachers

Implementation Timeline: September 2012 through June 2013

Steps for Including teachers in the decision-making process:

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

Timeline:

September 2012 - June 2013

- Daily 90 minute math block
- Extended day (Tuesday and Wednesday) Thursday Inquiry Team Meetings
- Weekly Professional Development provided by coaches, Aussie Consultant and or Network instructional specialists

November 2012 – April 2013

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

Strategies to increase parental involvement

- Information about performance tasks will be disseminated to parents via the teachers' monthly newsletter
- Teachers will communicate results of performance tasks to parents with feedback as to how students can do better
- Parent workshops will be provided throughout the year at different times to accommodate parent schedules. Translators will be present at workshops to accommodate our non-English parents, Workshop topics will include:
Current Curriculum
Common Core Standards
Skills and strategies they can use at home to help their children
Homework help
NYS Math exam
- Parents will be provided with internet access information for the following: Quality Reviews, Common Core State Standards Learning Environment Survey and Annual School Report Card
- The school will provide parents with comprehensive individualized narratives to accompany report cards including specific strategies

- to support student achievement
- The school will foster a caring, effective home school partnership by maintaining an effective parent coordinator

Budget and resources 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.
 x _____ Tax Levy x _____ Title I _____ Title IIA _____ Title III _____ Grants x _____ Other

If other is selected describe here:

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

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **Our guidance counselor provides training to all staff to be sensitive to the needs of students**
- **Ongoing support is offered to teachers in dealing with anger management and conflict resolution**
- **Respect for All team members are available throughout the day to assist students**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To engage students in literary and writing tasks across disciplines with a focus on information and argument writing.

- By June 2013, 100% of students will engage in at least 2 Common Core aligned summative tasks in subjects areas English Language Arts
- At least 70% of all students will show progress towards meeting or exceeding the identified CCLS as evidenced by task results.

Comprehensive needs assessment

Upon reviewing the 2011-2012 performance task assessments, 49% of our students were not meeting the expectations of the CCLS. As a result we revised our current curriculum to fully align with the CCLS and performance task expectations. We expect to see an increase in student performance on the 2012/2013 ELA performance tasks.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- During monthly and weekly planning meetings, teacher teams will revisit/revise at least 2 CCLS tasks and units in each content area to ensure they are aligned and appropriately address the rigor outlined in the CCLS. Teams will use the Teachers College Calendars, Curriculum Exemplars on Engageny.com and the Depth of Knowledge to support this work.
- Teacher teams will develop checklists/rubrics baseline and formative assessments to ensure students master the skills and strategies needed to successfully engage with the content area summative tasks.
- In monthly PD sessions teacher teams will study best pedagogical practices and strategies to support students in reading, understanding, generating and comparing ideas across multiple complex texts to prepare for the writing of argument and informational essays or research papers.
- Students will study the genres of argument and informational writing during Writer's Workshop prior to engaging in the content area tasks.
- Teachers will engage students in at least 2 Common Core aligned summative tasks across all subject areas, ELA, Math, Science and Social Studies.
- All content area tasks will include components that push students to engage with complex text and explain their thinking through writing argument or information research papers or essays
- During Inquiry teacher teams will study the results of the content area tasks to decide which practices were most effective in supporting student with the CCLS or practices that need to be developed further. Teams will also use this information to further revise tasks.
- Collaboration with Staff Developer from Teachers College

Timeline:**September 2012 - June 2013**

- Extended day (Tuesday and Wednesday) Thursday Inquiry Team Meetings
- Weekly Professional Development provided by coaches, Aussie Consultant and or Network instructional specialists

November 2012 – April 2013

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

Steps for Including teachers in the decision-making process:

- In teams, staff will work closely to create tasks that align with the Common Core standards
- In collaboration with the Network, Coaches and support staff will provide professional development.
- Monthly teacher-led professional development workshops focusing on CCLS, curriculum alignment and student task performances analysis
- Teacher-to teacher classroom inter-visitations for peer sharing of outstanding lessons and/or instructional strategies
- Inquiry team formation to identify, monitor, address and assess areas of concern regarding student performance, tasks and curriculum alignment

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Information about performance tasks will be disseminated to parents via the teacher's monthly newsletter
- Teachers will communicate results of performance tasks to parents with feedback as to how students can do better
- Parent workshops will be provided throughout the year at different times to accommodate parent schedules. Translators will be present at workshops to accommodate our non-English parents, Workshop topics will include:
 - Current Curriculum
 - Common Core Standards
 - Skills and strategies they can use at home to help their children
 - Homework help
 - NYS ELA exam
- Parents will be provided with internet access information for the following: Quality Reviews, Common Core State Standards Learning Environment Survey and Annual School Report Card
- The school will provide parents with comprehensive individualized narratives to accompany report cards including specific strategies to support student achievement
- The school will foster a caring, effective home school partnership by maintaining an effective parent coordinator

Budget and resources alignment

- Indicate your school's Title I status: 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- TL Fair Student Funding – Administrators, supplies
- Title 1 SWP – Teachers College Professional Developments coaches, Lower grade coach, per diem for professional development
- Contract for Excellence – Administrator, Upper Grade Literacy and Math Coaches
- TL Children 1st Network – Administrator, CFN 207 support

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Our guidance counselor provides training to all staff to be sensitive to the needs of students**
- **Ongoing support is offered to teachers in dealing with anger management and conflict resolution**
- **Respect for All team members are available throughout the day to assist students**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To continue to improve communication with parents and offer appropriate feedback on each student's learning outcomes

By June 2013, there will be a .2 increase in parent engagement and communication as measured by the Learning Environment Survey

Comprehensive needs assessment

Upon reviewing the 2011/2012 *Learning Environment Survey* with respect to how the school is engaging and communicating with parents we still find a need to continually improve in this area.

Instructional strategies/activities

- School will provide technology training in completing the Learning Environment Survey.
- School will provide an ELA and math prep course to empower parents in supports their children's academic growth.
- School will invite parents to Class Parent Day where parents will be asked to volunteer in their child's daily class activities in order for Parents to gain knowledge of academic expectations.
- Parental attendance at celebrations of students' success including Student of the Month program will be encouraged
- School will encourage attendance at both the fall and spring Parent- Teacher Conferences including Open School Week.
- Progress reports in between report cards to update parents as to how students are doing both academically and behaviorally
- Each grade will host a curriculum meeting for parents in October
- Monthly newsletters informing parents of what the students will be studying
- School will encourage attendance at our annual Back to School/Meet the Teacher Night.
- School will provide an adult ELL Class to facilitate ongoing communication and knowledge between home and school.
- Encourage attendance at three Town Hall meetings to establish school priorities and goals
- Quarterly family and staff events will be held

Timeline:

September 2012 - June 2013

Strategies to increase parental involvement

- Information about school and parent related programs will be shared with families through monthly PTA meetings, newsletters, bulletins and a school website translated into necessary languages.
- We will maintain a calendar online of all school events
- Parents will be provided with internet access information for the Quality Review and Learning Environment Survey
- The school will provide parents with comprehensive individualized narratives to accompany report cards including specific strategies to support student achievement
- The school will foster a caring, effective home school partnership by maintaining an effective parent coordinator

Budget and resources 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.
x _____ Tax Levy x _____ Title I _____ Title IIA _____ Title III _____ Grants x _____ Other

If other is selected describe here:

- TL Fair Student Funding – Administrators,
- Title 1 SWP –per session for teachers to have afterschool workshops
- Contract for Excellence – Administrator, Upper Grade Literacy and Math Coaches
- TL Children 1st Network – Administrator
- Translation funding – per session for translating verbally and written, hiring consultants to translate, materials

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Our guidance counselor and parent coordinator provides training to all parents**
- **Ongoing support is offered by our parent coordinator**

At-risk Services provided by the School Psychologist	Services provided are agency referrals, educational, social and personal services. The psychologist identifies emotional, social, neurological factors that impede on student performance and provides prescriptive measures that address student needs by suggesting additional student support services.	One-to-one	During the school day and after school
At-risk Services provided by the Social Worker	The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline. The social worker also provides referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers.	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.

- P.S. 50Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee.
- Professional Development is coordinated by the Coaches, Administration, Aussie Consultant, Networks Support Specialists and Classroom Teachers.
- Teachers are provided with planning days to work together to combine ideas and to provide vertical articulation for effective planning, the use of authentic assessment tools, and to develop curricula and instructional materials.
- The Professional Development Team meets once a month to reflect and refine school-based practices and update the weekly professional development plans.
- A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere. When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates.

All students at P.S. 50Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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;
- encourage child to school's dress code

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5		

D. School Demographics

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

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

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

Paste response to questions 1-6 here

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

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

reschedule another Orientation meeting.

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

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

Question #2-

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

- To ensure parents of new entrants understand the three programs available for them to choose from: Transitional Bilingual Education, Dual Language and English as a Second Language, ongoing orientation sessions are held throughout the school year.
During the heaviest time of registration, end of August and September, sessions are held in the library and are targeted to accommodate groups of 10-15 parents at a time. If necessary, sessions are held one-on-one with parents.
- At these orientation sessions, the ELL program requirements, expectations, assessments and standards are explained. Parents have an opportunity to view a video in their native language, about the program choices available.
- The Orientation-Video sessions are organized so that a member of the LAP Committee is present at the Orientation. Consequently, one of the Assistant Principals, an ESL Teacher, or the Parent Coordinator are present at the given session. There is always a pedagogue present during the orientaiton meeting.
- After viewing the video, parents receive a Parent Survey and Program Selection Form, which enables them to indicate the program they would like to request for their child. Translation is provided for parents who do not speak English in order for them to answer questions. The forms are always provided in their native language.
- If P.S. 50 does not have the program choice the parent has selected for their child, the staff explains why the program is not available in the school and the requirements for the creation of the program.
- Parents requesting a particular parent choice are provided with a list of schools that have the program.
- The Staff of P.S. 50 is sensitive to the fact that parents want only what is best for their children and makes it clear to the parent that they are more than welcome to register their child at P.S. 50 for the that program is available.
- Parents that miss a scheduled orientation session are accommodated by re-scheduling the sessions at a later time.

Question # 3

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

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

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

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

Question # 4

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

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

Question # 5

Trends in Parent choices have revealed the following:

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

Provide Numbers here: TBE: Dual Language: ESL:

Question # 6

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	0								5
Push-In	2	2	2	3	2	3								14
Total	3	3	3	4	3	3	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	109	1	7	29	0	7	0	0	0	138
Total	109	1	7	29	0	7	0	0	0	138

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	24	17	19	15	15								108
Chinese				1		1								2
Russian														0
Bengali	5	7	3	1	0	2								18
Urdu														0
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi	2	1		2										5
Polish														0
Albanian														0
Other		1	0		1	2								4
TOTAL	25	33	20	24	16	20	0	0	0	0	0	0	0	138

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here Question # 1

Instruction is delivered in the following manner:

Question # 1

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

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

Question #2

A. Programming and Scheduling Information

a. To ensure that compliance with the required number of units students are mandated to receive a schedule is created to service the students; i.e. Beginners and Intermediate students receive two units of ESL, the equivalent of 360 minutes per week. Advanced students receive one unit of ESL, the equivalent of 180 minutes per week.

Question #3

In the various content areas the ESL teacher(s) make use of realia and varied instructional approaches to enrich language development. Manipulatives are used on a regular basis. Total Physical Response is emphasized in the lower grades. The use of technology, audiovisual equipment, and hands-on learning is stressed. Students do projects and research based on thematic units and content areas, which stress all four modalities of the ESL classroom (listening, speaking, reading, and writing). The content areas are taught in the ESL classroom with an emphasis placed on grammar, academic language, specialized vocabulary, and comprehension of nonfiction texts.

Question #4

English Language Learners who only speak Spanish as their native language are tested in Spanish LAB. In addition ELL students in the testing grades 3-5 have access to translated versions of the Math and Science Standardized State Exams if it's to the student's best interest.

Question #5

a. SIFE students are informally assessed by the ESL teachers upon returning to the NYC Public School System. The ESL teachers meet with the classroom teachers to provide additional help for the SIFE students within the classroom. Upon acclimation, the students continue with the regular classroom curriculum.

b. Newly admitted ELL students are taught test-taking strategies in preparation for the ELA and Math State Exams. For example, they learn about the test format, how to bubble in their answer sheets, what is a multiple-choice question, etc. Sample exams are also given to familiarize students with the exams and to test for their strengths and deficiencies. A heavy focus is placed on listening and speaking skills for newcomers. Newly admitted ELLs are also invited to attend Saturday and after school ESL classes. Reading strategies are taught targeting all the necessary skills needed for the ELA exam. Each classroom teacher is supplied with ELA practice booklets which focus on such skills as: making predictions, cause and effect, making inferences, finding the main idea, etc.

c. For those ESL students receiving services from 4-6 years, the NYSESLAT scores are closely looked at to determine which areas of weakness each student has encountered in the four modalities. Those students then receive differentiated instruction based on their needs. An Intervention Plan is created for this subgroup to supplement their instructional learning. The deficiencies exhibited in any of the four modalities are targeted to ensure the students achieve proficiency and are able to test out in the NYSESLAT.

d. Long-term ELL students are given language enrichment to polish their English skills. Also, because of fossilization, target areas are focused on pinpointing deficiencies they still have in certain English skills. Reading comprehension and writing is heavily emphasized, and the content areas are greatly stressed. Because many Long-term ELL students have plateaued in the ESL classroom, a heavier emphasis is placed on academic language in both written and spoken form. Grammar lessons are fine tuned to focus on specific language issues the students may be having. In addition, Long-term ELL students are given the opportunity to attend both Saturday and after-school classes for ESL enrichment.

Question # 6 -Special needs ELL students are given individualized instruction based on their academic deficiencies in the four modalities. Instruction is driven mostly by the use of hands-on activities and manipulatives, as well as audio-visual materials. Listening skills are emphasized by the use of books on tape, dictation lessons, and repetition games. Students may listen to a story read to them two or three times, then be asked to answer comprehension questions based on the passage. Reading materials are paired with visuals to ensure comprehension of texts, and vocabulary is taught in context. Word walls and personal word walls are made available to the students to help with both reading and writing. Speaking skills are reinforced in several ways. Students are paired with partners for turn-and-talk throughout the lessons, and are encouraged to read aloud their writing to their partners. In addition, accountable talk is stressed and promoted in the balanced literacy program, so those special needs ELL students may practice their speaking skills with their peers as well as with the teacher. Grade Level resources are available for the students through non-fiction books, science and social studies tradebooks, magazines such as National Geographic, Scholastic News, etc. These resources are used to build concepts and academic vocabulary.

A. Programming and Scheduling Information

Students also have access through technology which is available to in their classrooms, in the Computer Lab, and Smartboards in the classroom.

Question # 7- ELL-SWDs students are closely monitored so that ESL instruction is aligned with their IEP goals. The schedule includes mainstreaming in the content areas and small group instructions is delivered through the ESL Pull-out/Push-in model. Time is provided for the ESL teacher, Service Provide, General Education teacher and/or Special Education Teacher to articulate regarding the student's strengths and weaknesses and monitor student's progress. ELL-SWDs are included in all school activities that the General Education population participates in.

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	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			
N/A	N/A			

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

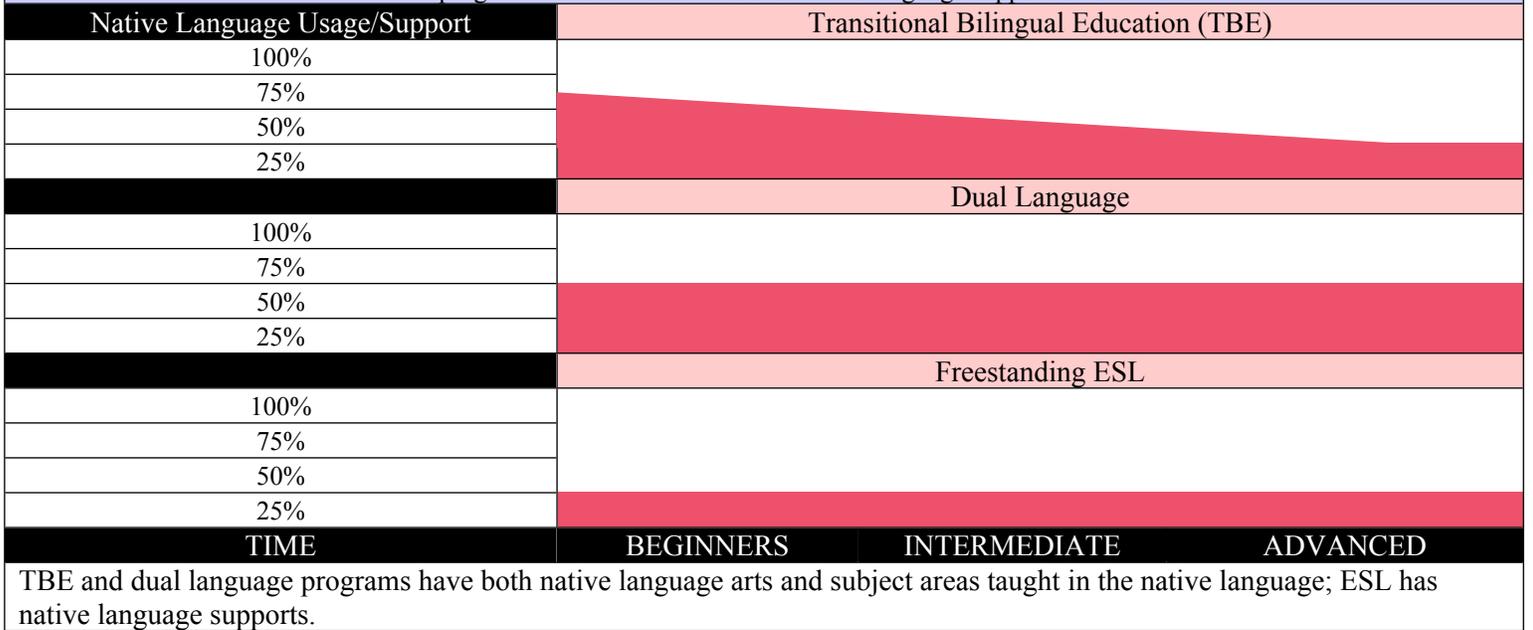
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Question #8

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

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

Grade specific trageted programs/intervention taught in English follow:

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

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

Second Grade Students are serviced through a self-contained certified ESL Teacher. Teacher plans instruction to address all the teaching strategies encompassing all the modalities listen/speaking, reading/writing. In addition students are provided with technology intervention

through the use of Imagine Learning and Headsprout. The ESL Teacher plans with the Social Studies Specialist to instruct students in the content area of Social Studies, using ESL strategies and build Academic Language. The ESL Teacher also adapts the curriculum in Math and Science to provide instruction for the ELLs that incorporates basic language and vocabulary, building academic language, and utilizing picture supports.

Third Grade Students are serviced through a self contained certified ESL Teacher. Teacher plans instruction to address all the teaching strategies encompassing all the modalities listen/speaking, reading/writing. The ESL Teacher plans with the Science Specialist to instruct students in the content area of Science, using ESL strategies and build Academic Language. The ESL Teacher also adapts the curriculum in Math and Science to provide instruction for the ELLs that incorporates basic language and vocabulary, building academic language, and utilizing picture supports. In addition students are provided with technology intervention through the use of Imagine Learning. The literacy coach and AIS teacher provide targeted intervention by pushing in to provide extra support and small group guided reading and math lessons incorporating ESL strategies, academic language and test sophistication skills.

Fourth Grade Students are serviced through a self contained certified ESL Teacher. Teacher plans instruction to address all the teaching strategies encompassing all the modalities listen/speaking, reading/writing. The ESL Teacher plans with the Science Specialist to instruct students in the content area of Science, using ESL strategies and build Academic Language. The ESL Teacher also adapts the curriculum in Math and Science to provide instruction for the ELLs that incorporates basic language and vocabulary, building academic language, and utilizing picture supports. The Math coach provides targeted intervention by pushing in to provide extra support and small group guided reading and math lessons incorporating ESL strategies, academic language and test sophistication skills.

Fifth Grade Students are served through a push in/ pull out model provided by a certified F-status teacher, 3 days a week. ESL teacher collaborates with classroom teacher to provide support and specific ESL strategies. The F-Status ESL teacher concentrates on teaching in all modalities and focuses on reading and writing using the Shared Read Model / Writing Model in the content areas. The ESL and classroom Teacher also adapts the curriculum in Math and Science to provide instruction for the ELLs that incorporates basic language and vocabulary, building academic language, and utilizing picture supports. In addition students are provided with technology intervention through the use of Imagine Learning. The literacy coach and AIS teachers provide targeted intervention by pushing in / pull out to provide extra support and small group guided reading and math lessons incorporating ESL strategies, academic language and test sophistication skills.

Question #9

English Language Learners who reach proficiency level on the NYSESLAT and test out of NYSESLAT are monitored closely and are provided academic support to ensure they transition well without ESL services. To ensure their continued academic success, as needed, they may be placed in the AIS program which gives them additional help by targeting the content areas and focusing on their specific strength and weakness.

These students are also entitled to the following testing accommodations: 1) Use of Bilingual Glossaries 2) Extended Time during tests, 3) The option to take tests in a separate location 4) They are also entitled and are given a third reading of the listening passages. These options are discussed with classroom teachers, students and parents to determine the best accommodation for that individual child.

Question #10

Consideration is being given to the possibility of using Title III funds to create a Saturday Academy per session program in which a licensed ESL teachers will give small group instruction to at-risk ELL students who scored below standards on the citywide exams, both the ELA and Math as well as NYSESLAT. For this purpose NYSESLAT test-prep materials will be purchased during this school year. Depending on funds, we are also considering the possibility of purchasing licenses in the Achieve 3000 and/or Read 180 software programs for our ELLs in the upper grades; we will continue with Imagine Learning for students in the lower grade and new entrants.

Question #11

During 2011-2012 we are no longer using the push-in model in the Sixth Grade since we have truncated our Sixth Grade population. However, the Fifth Grade ELL students will participate in a Push-in/Pull-out model of instruction.

Question #12

Because P.S. 50 is also a Title I School, there are several school programs offered to our ELLs. All English Language Learners are afforded the same opportunity to take part in all after school programs. All ELL's are invited to our Saturday Test Sohpistaction Program, All at risk ELL's will be invited to our After school AIS Program and the Extended Day Program. During the day at risk ELL students are targeted and provided AIS instruction and Wilson. All Ell's will be included in grade specific art residency programs, for example, fifth grade ELL's will participate in Ballroom Dancing. Supplemental programs, through Title III funds, are also made available to all ELL students to come and receive ESL services afterschool or during a Saturday Program. English Language Learners also participate in the After-School Plus program sponsored by Catholic Charities, a non-profit organization.

Question #13

In order to help support ELL students, instructional materials and technology geared towards their needs are used. In the ESL self-contained classrooms, Headsprout, Leap Frog are used as an instructional supplement. Content area flash cards are used to teach ELLs in contenta area specialized vocabulary. This is very helpful for those ELLs who will be taking the science and social studies citywide exams. In addition, classroom teachers use computer technology to also support their ELL students. Programs such as National Geographic, AAA Math, Colorin Colorado, etc., are useful tools for the development of strong language, math, and content area skills.

Question #14

Native language support is very important as a foundation on which ELL students can build their new language learning. If the ESL or classroom teacher is able to communicate in the ELL students' language this is encouraged. Classroom instructions is delivered in the students' native language, as needed; and ELL students are also paired with another student who speaks the same language. They work together as a collaborative team, with the more advanced student helping the less proficient student with translation, comprehension, etc. In this way, native language support is stressed in an ESL environment. English Language Learners are afforded the opportunity to express themselves both orally and in written form in their native language. The native language and culture of the ELL student are also celebrated during multicultural lessons taught throughout the school year. Cultural festivals and assemblies to celebrate the rich mosaic of cultures at P.S. 50 is encouraged and enjoyed by all English Language Learners and non-English Language Learners.

Question #15

All students are placement in jthe appropriate programs allotted as per their LAB-R and/or NYSESLAT results. Freestanding ESL classes were created so that students can receive ESL modification/ESL strategies by ESL Certified Teachers throughout the day. The F-Status ESL Teacher pushes-in to support the ELLs in the regular classroom environment and pulls-out beginners to work on basic skills. P.S. 50 ensures that required services and resources support and are relavent to our ELLs' development ages and grade levels. Every effort is made to provide all ELL students with the necessary high-interest books and supplies to pique their interest and encourage learning. Teachers are encouraged to adapt the curriculum and research materials that are developmentally appropriate for ELLs. Through the use of the Smartboard,the Internet and all the software programs available at P. S.50 students are able to log-on to age appropriate programs of high interest and challenging content that can be used to promote their progress.

Question #16 - N/A

Question # 17 - N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not Applicable to P. S. 50 Q

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Question #1

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

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

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

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

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

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

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

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

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

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

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

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

Question #2

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

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

that enhance language development.

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

- The guidance counselor also holds parent workshops to facilitate the process of selecting a middle school for ELL students. All communication during parent interactions are held in the parents native language through in-house translators and/or through the use of DOE Translation services.

Question #3

P. S. 50 Teachers receive Professional Development on a weekly basis. The PD is conducted by the Literacy and Math Coaches. During Professional Development topics that address the needs of the ELLS and the Special Education students are presented to help the Teachers who deal with this population to modify and adapt their curriculum to address their needs.

To ensure General Education Teachers are trained and receive the required 7.5 hours of ELL training sign-in sheets, agendas of topics discussed/presented during weekly Professional Development are maintained. These records are maintained in a three-ring binder and kept in the Principal's office.

E. Parental Involvement

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

Paste response to questions 1-4 here Question #1

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

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

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

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

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

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

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

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

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

Question #2

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

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

Question #3

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

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

The Spanish speaking Parent Coordinator maintains open communication between the school staff and the parents. There is an open door policy for all parents, especially for those parents of ELL students.

Parents are encouraged to make appointments and visit the school to address any concerns they may have. Parent Concern forms are made readily available to those parents who wish report a concern they might have concerning their children. They may write their concerns in their native language and a member of the Staff reads it and answers the concern within 48 hours after receipt of the written concern. The Parent Concern form can also be used to set up an appointment to meet with a member of the Administration and/or a Classroom Teacher. The parent is then called to select a time and place convenient for the parent to meet with the person they wish to meet with.

Question #4

ELL Parents are encouraged to become Learning Leaders and to become active members of the school community. The Parents are trained and they in turn volunteer within the school in different areas, i.e. cafeteria, reading to students in the classroom, volunteer when we have special activities.

Parents are involved as members of the SLT, parents become participants in school policy and decision making, thereby having a voice in their child's education. This fosters school unity between both ELL and non-ELL parents, as well as between the school staff and the parents.

ELL Parents are also encouraged to be members of the Parent Teacher Association and translators are also present to translate during parent teacher conferences. Using the survey they ELL parents fill out the parent coordinator does the workshops based on their needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	16	5	4	2	3								43
Intermediate(I)	1	5	7	12	3	3								31
Advanced (A)	11	12	8	8	11	14								64
Total	25	33	20	24	16	20	0	0	0	0	0	0	0	138

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I		9	8	11	3	2							
	A		8	8	8	11	14							
	P		0	3	0	0	0							

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		15		7		1		24
5	1		13		5		3		22
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

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

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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Question # 1

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

The results of the TCRWP running records reveal that in grades Kdgn-First Grade have made little or no progress in Reading and Writing.

P.S.50 ESL Teachers in Self-Contained Classes and ESL Teacher servicing students through the Push-in/Pull-out program plan to differentiate instruction, additional Academic Intervention will be provided through the P.S.50 Academic Interventon Program; plus a new literacy intervention program (Leveled Learning Intervention) has been purchased to implement additional support to 20% of the First Grade ELL population to ensure these students make progress in the area of Reading and Writing.

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

Data for the Second Grade students indicate that 65% are below grade level standards (Level 1); 23% are approaching grade level standards (Level 2);12% are meeting grade level standards (Level 3).

Question #2

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

Question # 3

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

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

Question # 4

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

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

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

4b. Professional Development is planned for teachers across the testing grades to enable them to access ELLs' data, analyze the data, and plan for instruction based on the results of the ELL Periodic assessment.

4c. Results of the ELL Periodic Assessment show that ELLs scored higher on the ELL Periodic assessement than they did on the NYSESLAT. However, we must bear in mind that the ELL PeriodAssessments only test the student in reading skills not writing skills;

whereas the NYSESLAT test both skills, consequently we feel the ELL students are approaching the standards but writing is definitely an area that we need to focus on and strengthen our ELL population.

4.2c - N/A - The Periodic Assessment is only administered in English to our ELL population. The Period Assessment is not administered in the student's native language.

Question # 5 - N/A

Questions # 6

Throughout the year the ELL/LAP Team meets to ascertain if the students are progressing and to make adjustments to the programs being administered in the school. Based on the data analyzed, we realize that Reading and Writing is the primary focus of improvement for our ELLs. With that information, ESL Teachers are receiving Professional Development on the use of the various language strategies that enable the ELLs to acquire language development in a second language. A major focus will be on academic language, phonetic awareness and basic skills in Reading and Writing. The services of the Network ESL Liaison will be utilized to provide additional Professional Development to our teachers in addition to the P.S. 50 Literacy and Math Coach.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: Talfourd Lawn Elementary School

School DBN: 28Q050

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jillian Vonness	Coach		10/28/11
	Guidance Counselor		
	Network Leader		
Janine Bordo	Other <u>Speech Teacher</u>		10/28/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** 207

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

Part A: Needs Assessment Findings

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

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

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

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

Major findings reveal the following:

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School:	PS 50
	DBN: 28Q050
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: 80
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 5
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:

The Supplemental program is to help English Language Learners achieve/acquire English proficiency in the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State English Language exam. Although we had made gains in State Testing from 2010-2011, data indicates that in 2011, 76% of English Language Learners did not reach proficiency levels on the Reading and Writing portion of the NYSESLAT. Also, in grades 3-5 73% of English Language Learners did not meet proficiency levels on the NYS ELA exam.

Our goal is to supplement and provide additional services to English Language Learners to improve reading and writing skills.

This program will target English Language Learners in grades 1-5.

The after school program will be conducted by 5 highly qualified certified ESL teachers and 1 content specialty teacher. Grades 3, 4 and 5 will meet for 2 hours twice a week for a total of 30 sessions beginning in December and concluding in April. All students in grades 3-5 will be served by an ESL certified teacher. Grade 1 and 2 students will be served by certified ESL teachers and a content specialty teacher will push-in for 1 hour per session in each grade. This program will begin in February and conclude in April for a total of 15 sessions.

The major focus will be to improve reading and writing skills and build academic language through a comprehension monitoring, assessment and teaching system. The resources we will use are Jennifer Serravallo's Independent Reading Assessment, iReady and National Geographic by Reach. Students will be serviced by ELL teachers to build academic language and basic skills. Content specialists will assist ELL students in building content knowledge and navigate through complex texts and writing that adhere to the CCLS. Students will also be exposed to the NYSESLAT format using Attanasio and Associates Getting Ready for NYSESLAT. A beginner class will target new admits to the United States in grades 3-5, to build basic language acquisition and academic language.

Placement within a supplemental program will be determined by:

- NYSESLAT data
- NYS ELA data
- Teacher recommendation
- Periodic Assessment Data

Students will be taught in english and instruction will be aligned with the CCLS and Citywide expectations.

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:

Professional Development will be provided to ELL teachers by Literacy Coach, Math Coach, Teachers College Expertise Day, Supporting ELL Students in Literacy Work, one for primary grades and one for upper grades, Network ELL Staff Developer who specializes in methodologies which improve reading and writing skills in English Language Learners. We plan to conduct 1 workshop a month beginning in October and concluding in May during school year. Workshops will be approximately 45 minutes to 90 minutes depending on topic. Workshops will be facilitated by ESL teachers, Literacy coaches, math coach and or administrators.

All communication and materials will be in the parents preferred language and translators will be available during workshops .

- Building Academic Language
- Working with students in small groups
- Using your data to drive instruction
- Using data to create groups
- Differentiating instruction in the ELL classroom
- Uncovering the Math Curriculum Using Vocabulary and Reading Comprehension
- Using Simple Solutions to enhance English learning through grammar instruction
- Formative and Summative Assessments

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

A series of workshops will be conducted on Saturdays, during the school day and or after school throughout the year on various topics such as:

- The Nuts and Bolts of the NYSESLAT Exam
- What Students are Expected to Know in a Particular Grade

Part D: Parental Engagement Activities

- ARIS Workshops
- Preparation for the NYS ELA and Math Exams
- Strategies to help your child navigate through complex texts
- Activities to Help Parents Help their Children at Home
- Creating Picture Dictionaries and using a Thesaurus
- Family Math and Literacy Night

We plan to conduct 1 workshop a month beginning in October and concluding in May during school year. Workshops will be approximately 1 - 2 hours in length depending on topic. Workshops will be facilitated by ESL teachers, Literacy coaches, math coach and or administrators.

All communication and materials will be in the parents preferred language and translators will be available during workshops .

Part E: Budget

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

Allocation Amount: \$17116

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

Part E: Budget

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

Allocation Amount: \$17116

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		