



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 150Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q150

PRINCIPAL: CARMEN PARACHE

EMAIL: CPARACHE@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DR. PHILIP COMPOSTO**

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 |
|-----------------------|--|-----------|
| Carmen Parache | *Principal or Designee | |
| Joann Rodeschin | *UFT Chapter Leader or Designee | |
| Beatrice Gomez | *PA/PTA President or Designated Co-President | |
| Nicole Kroski | Member/Teacher | |
| Jaimie Jensen | Member/Teacher | |
| Mark Lilakos | Member/Teacher | |
| Amy Kline | Member/ Teacher | |
| Karen Schumacher | Member/ Parent | |
| Kim Hirsch-Mennicucci | Member/ Parent | |
| Pricilla Ortiz | Member/ Parent | |
| Paul Cynamon | Member/ Parent | |
| Deborah Alexander | Member/ Parent | |
| Rachael Janowitz | 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

By June 2013, each teacher will have participated in goal setting meetings and feedback sessions with supervisors regarding the selected Citywide-Danielson Framework domains. 75% of teachers will progress one level using this framework and will adjust their goals accordingly.

Comprehensive needs assessment

- Based upon feedback reviewed from the 2011-2012 school year, additional competencies within the *Danielson Framework* will help support teachers' next steps toward development.

Instructional strategies/activities

- Teachers will develop two instructional goals aligned to the sections from the *Danielson* rubric: Planning and Preparation; Designing Coherent Instruction; Using Assessment in Instruction and Questioning and Discussion.
- Administration will provide materials and professional development using the *Danielson Framework* aligned to teachers' goals
- Teachers will use professional development time to reflect on their goals.
- Administration will provide rounds of support, feedback from observations and walkthroughs
- Administration will track teacher development at the beginning, middle and end of school year, using a spreadsheet.

Strategies to increase parental involvement

At coffee with the Principal and PTA meetings, the principal will address teacher effectiveness with parents and solicit feedback.

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.

X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Setting aside per diem to allow teachers to attend professional development or hold meetings regarding their goals.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By the end of the 2012-2013 school year, all students will have experienced a minimum of two ELA units aligned to the Common Core Learning Standards and produce evidence based writing. 75% of students will meet standards as evidenced by work products and task rubrics.

Comprehensive needs assessment

Based upon our student performance on school based and NYS exams, we identified areas of need within our current curriculum maps, pacing calendars and units of study and their alignment to the Common Core Learning Standards. On our progress report, ELA continues to be an area that needs continued support.

Instructional strategies/activities

- Teachers will create lesson plans, projects and assignments and rubrics specific to the units.
- Teachers will have students write evidence-based essays throughout the year and record student scores on a spreadsheet. Student work will be kept in a folder.
- Teachers will combine current curriculum maps and ELA task assignments in the units.
- Teachers will meet with each other during professional planning periods, work with the TC staff developer, attend professional development and collaborate with each other to develop the aligned units.
- Teachers will further utilize professional planning periods to analyze student work and modify instruction to ensure that students are meeting the standards.
- Teachers will continue to develop the units and reflect on progress throughout the year.
- Teachers will implement these units throughout the course of the 2012-2013 school year.

Strategies to increase parental involvement

The school will include parents by hosting information sessions about the curriculum and NYS testing. We will continue to have events such as Literacy night and publishing parties to provide parents with insight into how the Common Core Learning Standards are being implemented.

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:

Service and program coordination

- We have hired an additional specialty teacher, so teachers get a weekly professional period. This time may be used for the development of the performance tasks and assessment of student work.
- Purchased "Mastering the Standards" by Triumphlearning as a way of continuing to expose students to curriculum that is aligned with the Common Core Standards and expectations.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, all students will have experienced a minimum of 2 common core aligned units that focus on using the common core mathematical practices to problem solve, through rigorous performance tasks and summative assessments. 75% of students will meet standards as evidenced by work products and problem solving rubrics.

Comprehensive needs assessment

Based upon an assessment of student problem solving performance in the 2011-2012 school year, school-based unit tests, and a review of 2011-2012 pacing calendars and curriculum maps, we identified that students needed more experience with curriculum, instruction, assessment, and problem solving that is aligned to the Common Core Learning Standards.

Instructional strategies/activities

- One professional planning period per month will be dedicated to gathering materials and developing strategies to implement common core aligned units.
- Teachers will collaboratively develop lessons that teach students how to use the mathematical practices to problem solve.
- Initial, formative, and summative assessments will be administered and evaluated through a problem-solving rubric and used to develop strategies to teach common core standards content.
 - Performance assessment problem solving work samples will be collected for each child in October, December, February, and May and evaluated based on the problem-solving rubric. After the collection of each sample, the grade will meet to discuss the progress towards the goal and develop appropriate instructional next steps.
 - A spreadsheet will be developed with the collection of data for student work samples.
 - Math grade leaders at each grade will evaluate assessments and suggest edits to align with the Common Core Learning Standards.
 - The math coach will meet with teachers to provide them with instructional support.
 - The math coach will provide professional development on PD days and through voluntary “lunch and learns” to explore mathematical practices, problem solving and to unpack the learning standards.
 - Math leaders will attend professional development around the Common Core Learning Standards in math.

Strategies to increase parental involvement

- Math coach will provide several parent workshops explaining Common Core Learning Standards in mathematics and how these are being implemented in the classroom.
- Math coach will attend periodic PTA meetings to address parent concerns/questions around the mathematics curriculum.
- Math nights will be held to show how mathematical practices are used and mathematics content is presented through games.
- Parents as Learning Partners sessions will be conducted to bring parents into the classroom for math games.

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.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- In order to provide students with additional math problem-solving skills, we have hired a specialty teacher.
- We continue to have a math coach who provides support to teachers and students.
- Utilize per diem to analyze Acuity assessment results and align our math program to the Common Core Learning Standards.
- Once a month, the math coach meets with teachers during their professional periods.

ACADEMIC INTERVENTION SERVICES (AIS)

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

| Type of Academic Intervention Services (AIS) | Description | | |
|--|--|--|--|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | <p>Embedding lessons from “Mastering the Standards” by Triumphlearning within daily ELA program</p> <p>Shared reading and analysis of complex texts</p> <p>Guided reading in both fiction and non-fiction</p> <p>Utilizing i-Ready software targeted lessons and assessments in ELA</p> <p>Utilize the books from the Ready program In ELA for the afterschool sessions</p> <p>Utilize the Fountas and Pinnel Leveled Literacy Intervention</p> <p>Conducting more in-book assessments that target specific reading skills</p> | <p>Small group tiered 2 instruction</p> <p>Individualized tutoring and conferencing</p> <p>Tier 3 small group instruction with a specialist</p> <p>SETTS – outside classroom support in ELA</p> <p>Small group targeted instruction related to test and CCLS-specific domains.</p> | <p>During the day and in the classroom</p> <p>Extended Day</p> <p>Afterschool</p> <p>Saturdays</p> |
| Mathematics | <p>Embedding lessons from “Mastering the Standards” by Triumphlearning within daily ELA program</p> | <p>Small group tiered 2 instruction</p> <p>Individualized tutoring</p> <p>Tier 3 small group support</p> | <p>During the school day</p> <p>Extended Day</p> <p>Afterschool</p> |

| | | | |
|--|---|--|--|
| | <p>Guided math practice</p> <p>Shared experiences in math similar to shared reading</p> <p>Utilize i-Ready software to target instruction in math</p> <p>Utilize the books from the Ready program In Math for the afterschool sessions</p> | Tutoring services provided by the math coach | Saturdays |
| Science | <p>The Science specialty teachers have small group instruction during the Science period to support the Science instruction. Students document their work in their FOSS notebooks. The ESL teachers are pushing into the Science classroom to support the students with vocabulary work-"Juicy Sentences" to enhance and further develop academic language in the content areas for grades 4-5.</p> | Small group instruction | During the school day |
| Social Studies | <p>During the social studies period, teachers have small group instruction to target and support Social Studies content.</p> | Small group instruction | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>Guidance counselors provide at-risk and mandated counseling services to our students. Sessions target social and behavioral goals.</p> | <p>Individual</p> <p>Small groups</p> | <p>During the school day</p> <p>Lunch time</p> |

| | | | |
|--|--|--|--|
| | <p>Use data to set goals and monitor student progress</p> <p>Use data to set goals and monitor student progress.</p> <p>Participate in Response to Intervention(RTI) team meetings.</p> <p>Participate in Positive Behavior Intervention Support(PBIS)</p> <p>If needed, the school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The school psychologist also participates in RTI meetings and provides suggestions for behavior plans and behavior/ social intervention.</p> | | |
|--|--|--|--|

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.

The following strategies and activities are used to recruit highly qualified teachers:

- Thorough review of resumes and cover letters, which outline skills and certification(s) needed for vacant positions
- Comprehensive interview process in which teaching and interpersonal skills are assessed
- Provide a demonstration lesson in which teaching and classroom management are assessed
- Debriefing session with principal and Assistant Principal to assess teacher's ability to be reflective and self-assess areas that need to be strengthened

Strategies for retention

- Mentors are assigned to new teachers
- Teachers receive a grade buddy who works closely with new staff and provides ongoing support
- Math coach works closely with newly hired teachers
- Danielson Framework is utilized to self-assess and come up with professional goals that will increase teacher effectiveness
- Principal and Assistant Principal provide ongoing support and feedback through walkthrough rounds, informal and formal observations and grade meetings
- Ongoing professional development provided by Teacher's College both in-house and outside the school
- Variety of opportunities for teachers to share best practices
- Provide teachers with professional development opportunities as much that match their professional goals
- Provide leadership opportunities for teachers who are ready to further excel and expand their professional skills
- Recommend teachers who are ready to attend further professional development that will help them build leadership skills

Assignments

- Provide new teachers with assignments in grades t\with which they are familiar and that match their certification
- Match teachers to assignments as much as possible within their three choices
- Encourage teachers to indicate new grade assignments as a way of helping teachers grow and refresh their teaching skills

**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:

School Vision

Parents are their children's first and most important teachers. When our school welcomes families, we establish personal relationships among families and staff, we help parents understand how the system works, and encourage family-staff collaboration to improve student achievement. By developing these relationships, students do better in school and our school continues to improve.

Our school is committed to being family-friendly and to working as partners with our families to help all our students learn.

Our school encourages families to be:

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

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

- The school will implement programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated in meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111

of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand. Bilingual speakers are available to help families.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.
 - The school will conduct the yearly Title 1 parent meeting
 - The school will provide parents with information about how the school is supporting and maintaining teacher effective and highly qualified teachers.
 - The school will provide parent workshops and information sessions about the ELA Common Core Requirements and ELA State Exam requirements.
 - The school will provide parent workshop and information sessions about the Math Common Core expectations and ELA State Exam requirements
 - Math coach will provide several parent workshops explaining common core learning standards in mathematics and how these are being implemented in the classroom.
 - Math coach will attend periodic PTA meetings to address parent concerns/questions around the mathematics curriculum.
 - Math nights will be held to show how mathematical practices are used and mathematics content is presented through games.
 - Parents as Learning Partners sessions will be conducted to bring parents into the classroom for math games.
 - Parents and students will participate in math night activities.
 - Parents and students will participate in literacy night activities.

 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - Parents play an integral role in assisting with their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.

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

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

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

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

- Teachers and families meeting face-to-face and get to know each other through class meetings, breakfasts, and class observations.
- A parent coordinator helps teachers connect to families and bridge barriers of language and culture

Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 150 Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- The school will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the requirements, and right of parents to be involved. All parents will be invited to attend, and notification will be given well in advance of the meeting.
- The school will hold further meetings to review and revise the current Parent Involvement Policy, School-Parent Compact, and allocation of Parent Involvement funds.

2. P.S. 150 Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents will develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.

P.S. 150 Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Facilitation of parent driven events provided by the school includes:
 - Flyers
 - Funds for refreshments
 - Use of rooms
 - Materials
 - Computers

P.S. 150 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs: Universal Pre-K, Title I Project Intervention Afterschool program. The Family Room, housed in the annex, which serves Pre-K parents, provides ESL classes, as well as arts and crafts, and social activities for parents.

P.S. 150 Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

- Parents will develop school improvement projects and do action research, including:
 - survey other families, including a Needs Assessment Survey and a School Climate Survey
 - Other actions under consideration are:
 - Observe in classrooms.
 - Review materials.
 - Visit other schools and programs.

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

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as,
 - I. The State's Common Core Standards.
 - II. The State's student academic achievement standards – what children should know and be able to do at each grade level.
 - III. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - IV. Explain what the state tests measure and how the results are used.

V. Explain how students' report card grades are connected to standards.

- b. The school provides opportunities for families to develop their skills, self-confidence, and contacts:
- Families are involved in planning how they would like to be involved at the school.
 - School committees and PTA reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.
 - The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.
 - Parents develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.
- c. The school offers programs and activities to engage families in improving student achievement:
- Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.
 - Programs and activities help families understand what their children are learning and promote high standards.
 - Workshops, interactive learning kits, curriculum nights, exhibitions of student work, and other family learning activities show families how to help their children at home and respond to what families say they want to know about
 - The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.
- d. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Math night, Literacy Night and other parent workshops
 - Other parent workshops under consideration related to specific programs, including Talented and Gifted, Dual Language, Integrated Collaborative Teaching, and Chess in the Schools
- e. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- f. The school will provide professional development for families and staff on how to work together productively, with the following goals in mind:
- Families learn how the school system works and how to be effective advocates for their children.
 - Teachers learn about successful approaches to working with families of diverse cultural backgrounds.
 - Families and staff can learn together how to collaborate to improve student achievement.
 - The school reaches out to identify and draw in local community resources that can assist staff and families.
- g. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children well in advance, and in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
- h. The school will consider and/or further develop the following actions, in the interest of furthering communication and partnership with their families:
- Publish a catalog of all the programs in the school, describing how to apply and who is eligible. This will include Title I, special education, gifted programs, dual language, bi-lingual, and Prep for Prep, Saturday Academy, afterschool programs, and Project Read.

- Update the school's website on a regular basis, at least monthly. Include a calendar of events and meetings, add a "How Parents Can Help" section with volunteer opportunities, and include links to free events and discounts to museums, etc. Reach out to parents to assist in management of website.
- Reach out to parent leaders from each ethnic group to communicate with their communities.
- Expand use of email throughout the school, including encouraging teachers to use this as a means of communicating with families. Encourage parents to form communication circles within their class, grade or other community.
- The principal has initiated a parent email list as a way of increasing communication with parents.
- Families will feel more confident and informed if they can easily identify school staff members. The school will begin to develop a school directory, including photos of all staff members, including teachers, administrators, aides, custodians and lunchroom staff, and/or post photos in school lobby to be accessible to families.

III. Discretionary School Parental Involvement Policy Components

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Carmen Parache. This policy was adopted by PS 150Q on September 2012 and will be in effect for the period of one year or until the end of June 2013. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 17, 2013. We will re-evaluate the parent involvement policy by June 2013.

SCHOOL-PARENT COMPACT

School Responsibilities

P.S. 150 Q will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

Teachers will:

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

The School will:

- Monitor student progress in all content areas and provide parents with updates regularly.
- Provide parents with an overview of the curriculum, describing content being covered in all subject areas.
- Create a partnership with every family in our school and provide parents reasonable access to staff. Administration can be reached by phone, email or by appointment. Teachers can be reached by written correspondence through the student, and by appointment as needed. Teachers are encouraged to form email lists with their families.
- Provide parents opportunities to volunteer and participate in their child's classroom, and to observe classroom activities, as follows: Curriculum night, publishing parties, family activities, and chaperoning fieldtrips.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development planning of any Title I School-wide Programs.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Ample notification will be given.
- Provide parents with information in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Send home learning materials in all content areas, and provide parents with information about the curriculum, so that families can supplement classroom learning. Materials could include: study materials, links to relevant websites, suggested reading lists and other publications.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessments in math and literacy.

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

Parent/ Guardian Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Ensure that my child is at school and on time.
- Assist my child with daily homework, and use the learning materials the school sends home.
- Incorporate word lists and math games into our routine.
- Let the teacher know if my child has any problems with learning, or is having any difficulties in school.
- Read to my child at least 20 minutes daily or ensure that my child reads independently, and discuss what we have read.
- Limit my child’s television viewing.
- Volunteer in my child’s classroom, and attend family activities that are organized by the school.
- Participate, as appropriate, in decisions relating to my child’s education.
- Promote positive use of my child’s extracurricular time.
- Stay informed about my child’s education by promptly reading all notices from the school or the Department of Education.
- Participate, to the extent possible, on policy advisory groups This can include: Title I, Part A parent representative on the school’s School Improvement Team; the Title I Policy Advisory committee; the District wide Policy Advisory Council; the State’s Committee of Practitioners; the School Support Team or other school advisory or policy groups.
- Attend PTA Meetings

Student Responsibilities

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

- Come to school every day, on time and ready to learn.
- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time, on our own or with our family.
- Resolve disagreements or conflicts in a respectful and peaceful manner.
- Give to our parents or the adult who is responsible for our welfare all notices and information received by us from our school every day.
- Work on our math, reading and writing skills at home, using the materials our teacher sends home.
- Limit our television viewing to one hour per day.

Signatures:

School

Parents

Student

1. _____ Date _____ Date _____ Date _____

(Please note that signatures are not required)

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 CFN204 | District 30 | Borough Queens | School Number 150 |
| School Name P. S. 150 | | | |

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

| | |
|---|---|
| Principal Carmen Parache | Assistant Principal Ismael Perez |
| Coach Mark Lilakos | Coach type here |
| ESL Teacher Naomi Parlitsis | Guidance Counselor Mark DeSillas |
| Teacher/Subject Area Margaret Suarez | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Geneva Pate |
| Related Service Provider type here | Other type here |
| Network Leader Diane Foley | 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 | 10 | Number of certified bilingual teachers | 7 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 5 | Number of special education teachers with bilingual extensions | 3 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | 1245 | Total Number of ELLs | 310 | ELLs as share of total student population (%) | 24.90% |
|------------------------------------|-------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
|--|------------------------------|--|-------------------------------|

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| 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 L | EP | EL L | EP | EL L | EP | EL L | EP | EL L | EP | EL L | EP | EL L | EP | EL L | EP | EL L | EP | EL L | EP |
| Spanish | 1 | 24 | 6 | 16 | 6 | 17 | 3 | 15 | | | | | | | | | | | 16 | 72 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 1 | 24 | 6 | 16 | 6 | 17 | 3 | 15 | 0 | 16 | 72 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|------------|
| Spanish | 26 | 31 | 27 | 23 | 38 | 31 | 14 | | | | | | | 190 |
| Chinese | 1 | 0 | 2 | 0 | 1 | 1 | 0 | | | | | | | 5 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 9 | 9 | 12 | 5 | 5 | 2 | 5 | | | | | | | 47 |
| Urdu | | 1 | | | | 1 | | | | | | | | 2 |
| Arabic | 2 | 2 | 1 | 3 | 2 | 2 | 1 | | | | | | | 13 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | 1 | 3 | 1 | 2 | 0 | 1 | 2 | | | | | | | 10 |
| Punjabi | | | | | 1 | | | | | | | | | 1 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 5 | 9 | 6 | 0 | 1 | 3 | 2 | | | | | | | 26 |
| TOTAL | 44 | 55 | 49 | 33 | 48 | 41 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 294 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

Strategies to employ with newcomer students will be AIS services, differentiating instruction, small group instruction, after school or Saturday programs geared toward newcomer students, accelerated or explicit teaching of academic language, and native language support when available.

A. Programming and Scheduling Information

Assessments in our ESL and monolingual programs are all done in English. They consist of running records, Unit assessments and teacher made tests. In our Dual Language program students are assessed in both English and Spanish for reading, writing, math, science and social studies. They consist of running records, Unit assessments and teacher made tests. We have also obtained the i-Ready program for our computer lab which will help to evaluate and support our ELL population.

Courses Taught in Languages Other than English i

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

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

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

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

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

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.

| Native Language Usage/Support | | Transitional Bilingual Education (TBE) | | |
|--|--|--|--------------|----------|
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | Dual Language | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | Freestanding ESL | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | | | |
| TIME | | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | | |

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

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

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

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

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

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

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

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

content knowledge in both languages. The goal of this program is to maintain, strengthen, and enrich mastery of a student's native language while developing proficiency in a second language.

P.S.150Q follows the 50/50 Alternate Day Model. The teachers in this program provide instruction in English on English days and in Spanish on Spanish days. Students receive instruction according to the language of the day, which is alternated back and forth. A Balanced Literacy approach is followed in both languages. Teachers have access to the Teachers' College workshop model units of study in both English and Spanish and develop lessons accordingly. In this 50/50 organizational design, the amount of instructional time is equally divided between the two languages.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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) | 9 | 8 | 6 | 1 | 0 | 1 | 0 | | | | | | | 25 |
| Intermediate(I) | 16 | 13 | 13 | 8 | 7 | 4 | 0 | | | | | | | 61 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Advanced (A) | 8 | 31 | 17 | 23 | 24 | 19 | 12 | 0 | | | | | | 134 |
| Total | 33 | 52 | 36 | 32 | 31 | 24 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 220 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 9 | 23 | 3 | 0 | 35 |
| 4 | 7 | 31 | 8 | 0 | 46 |
| 5 | 11 | 19 | 6 | 0 | 36 |
| 6 | 5 | 15 | 3 | 0 | 23 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 3 | 0 | 19 | 0 | 12 | 0 | 1 | 0 | 35 |
| 4 | 4 | 0 | 15 | 1 | 18 | 4 | 4 | 1 | 47 |
| 5 | 0 | 2 | 9 | 0 | 24 | 1 | 4 | 0 | 40 |
| 6 | 0 | 0 | 6 | 1 | 12 | 0 | 4 | 0 | 23 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 3 | 1 | 9 | 2 | 24 | 3 | 2 | 0 | 44 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** CFN 204

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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: P.S. 150-Q | DBN: 30Q150 |
| 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: ~65 |
| 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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 5 |
| # of certified ESL/Bilingual teachers: 3 |
| # of content area teachers: 2 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III supplemental services for ELLs for the 2012-2013 school year will be held after school. Beginning in November of 2012, the program will meet for 2 hours in the afternoon two days a week. This program will have a total of approximately 70 students in grades 1-6. The breakdown for each class is approximately as follows: 20, 10, 20, 10, 10. There will be 5 teachers instructing these students. The students will be grouped by grade, as well as, English Language proficiency level, derived from their NYSESLAT score. The certified ESL/Bilingual teachers will be working with the lower level ELLs and the 2 non-certified teachers who will be working with the advanced level students, but will be switching classes midway through the period with two of the Bilingual/ESL teachers. In this way all of the program students will be serviced by certified bilingual/ESL teachers. The language of instruction will be English. The teachers will meet to plan instruction that is aligned to our ELLs language needs and data. The rationale of the program is to improve language/literacy skills in each of the four modalities. In order to increase reading comprehension, teachers will plan read alouds with a vocabulary focus and language goals. In addition, teachers will also plan shared reading activities and interactive writing activities. They will also be using Empire State NYSESLAT ESL/ELL, these books are geared towards the NYSESLAT and provide students with the needed familiarity with the four modalities assessed. The program will end of the first week of May, 2013.

Part C: Professional Development

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

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

Begin description here:

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Items are available in most languages parents speak at the school and we have also set aside funds within our budget for translation services should the need arise where a translator or translation services are needed.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |