



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : C.S.150

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12/BX/C.S.150

PRINCIPAL: MR. IRIZARRY

EMAIL: EIRIZAR2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

06-14-2013

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
Edwin Irizarry	*Principal or Designee	
Sharqueen Crudup	*UFT Chapter Leader or Designee	
Nadine Ayala	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Brenda Singpracha	Member/Teacher	
Neysa Lewis	Member/Teacher	
Iris Rivera	Member/ Para Professional	
Samir Toledo	Member/Parent	
Yaffri Reyes	Member/Parent	
Irene Troci	Member/Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To provide ESL and Bilingual teachers with a series of professional development on CCLS Language Standards and data driven instruction. ELL students will make 3% progress on the NYSESLAT as measured by the AMAO 1 by June 2013.

Comprehensive needs assessment

The NYSESLAT modality analysis indicates that in listening and speaking 40% of our students have reached English proficiency and only 12% have reached proficiency in reading/writing. There is a significant disparity between these strands. In our analysis of the data we find that the majority of our students in grades 1-5 performed at the advanced and proficient levels in listening and speaking. However, in reading and writing we have a decline in the number of students that reached the advanced and proficient level.

Instructional strategies/activities

- Meet with RBE-RN support staff throughout the school year to analyze ELL data and devise a plan of action for intervention.
- Meet with support staff from the Office of English Language Learners to develop an ELL inquiry team to provide targeted language instruction.
- Provide AIS services through a Title III after school program.
- Provide Immigrant students with an after school enrichment program.
- Assess ELL students throughout the SY in grades K-5 in Listening, Speaking, Reading, & Writing using the MONDO reading assessment.
- Provide ESL and Bilingual teachers with iPads, Smart Boards, and listening centers to support instruction through the use of technology.
- Provide students with dictionaries and thesauruses to build oral language and vocabulary.
- ESL teachers will meet with teachers who have a large population of ELL students in their classrooms to align the classroom instruction with ESL instruction and the CCLS.
- Send ESL and Bilingual teachers to workshops provided by RBE-RN and the Office of English Language Learners and turn- key during grade level meetings.
- ESL teachers will develop a tracking system based on NYSESLAT strands and proficiency levels in order to differentiate instruction for ELLs.
- ESL teachers will provide direct instruction in oral language development, reading/decoding, reading comprehension, writing mechanics, listening comprehension.
- ESL teachers will use MONDO bookshop program to support reading and writing instruction.
- Implementation of Imagine Learning software in grades K-5. Imagine Learning has been installed in bilingual classrooms and the computer lab so that students can access and utilize daily.
- Teachers will develop an Imagine Learning schedule for students with licenses to ensure daily use.
- ESL small group services

- Coaches and PD Staff will model, co-teach, and serve as a support in classrooms

Indicators	Measures of Interim Progress	Implementation Timelines
Professional Development and Collaboration	-Logs of ELL inquiry team meetings with team members. -Implementation of methods learned as noted during informal and formal observations.	September through June
AMAO 1	Progress towards second language acquisition.	September through June
The use of technology in the classroom	Logs of technology workshops, informal and formal observations and collection of data.	September through June
Student work	Using a protocol to analyze inquiry student work and development of next steps to bridge gap.	September through June

Strategies to increase parental involvement

- Provide opportunities for parents to participate in English as a Second Language (ESL) classes to improve communication and educational experiences through Thursday sessions.
- Host Learning Leaders training sessions for sister schools and local community in which breakfast and raffles are provided to encourage parent participation in our schools.
- Host Family Reading Night with a focus that will increase students and parents' love for reading. Parents participate in the reading event and workshop and receive books to enjoy with their children.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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 Title I Title IIA Title III X Grants X Other

If other is selected describe here:

- CCLS aligned Literacy Curriculum Maps
- Spanish and English classroom libraries
- Spanish and English Dictionaries
- DRA 2 and ELL Trackers
- ESL Coordinator / Literacy Coach will provide: professional development, schedules for PD, and teacher support in classrooms.
- *Imagine Learning English* a software program for ELLs to support English language acquisition.

- *MONDO Literacy Programs* selected teachers in grades K-5 will receive MONDO guided reading and shared reading materials.

Service and program coordination

- School based inter-visitation program (Pre-k visits K classes)
- CS150's pre-school recruitment Program
- Title III ELL after-school program
- Title III Immigrant after School Program
- Breakfast and snacks in the classroom program

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To have all instructional staff work collaboratively and align two units in ELA to the Common Core Learning Standards with a task, in order to meet the Citywide Instructional Expectations for 2012-2013 school year. These two units will be administered in grades K-5, by June 2013.

Comprehensive needs assessment

Our NYS ELA results from 2012 indicated that 22% of our students performed at level 1, 42% performed at level 2, 35% performed at level 3 and 1% performed on level 4. When comparing achieving performance levels of 1 and 2 and 3 and 4, only 36% of our students in grades 3-5 performed on or above grade level. After a careful analysis of our Literacy Curriculum Maps in grades K-5, we have found that there is a need to align our units of study with the Common Core Learning Standards in order to bridge the achievement gap. As the NYS ELA begins to align itself with the Common Core Learning Standards, we at CS 150 also need to align our Literacy Curriculum to the CCLS to better prepare our students for academic success. A Literacy Curriculum Mapping Team will develop a nonfiction unit of study and rigorous task in grades K-5. These units will support our school wide initiative to develop a curriculum that will support our students to be college and career ready.

Instructional strategies/activities

- Teacher teams in grades K-5 will work with the Literacy Coach and Grade Leaders to create two units with tasks that are aligned to the CCLS.
- Teachers in grades K-5 will work within teacher teams to analyze the Common Core Learning Standards and develop tasks that support higher order thinking.
- All instructional staff will receive a drive with the Common Core Learning Standards and a binder to organize the unit.
- In the Fall & Spring, the literacy team will provide professional development on an ELA unit and support the classroom teachers in administering the task in grades Pre-K-5.
- Staff developers will use a protocol to analyze student work and develop next steps in bridging the gap to meet the CCLS.
- Administration will schedule common planning time in grades Pre-K-5 for teachers to meet and plan.
- Network 607 will provide school team leaders with professional development on the use of Common Core Learning Standards and the Teacher Effectiveness Program.
- Provide teachers with smart boards, iPads and computers in the classroom to meet the CCLS in technology.

- Student in Grades 3-5 will participate in a Test Prep After School Program to support mastery of CCLS.

Indicators	Measures of Interim Progress	Implementation Timelines
Professional Development and Collaboration	-Logs of PLT meetings with team members. -Implementation of methods learned as noted during informal and formal observations.	September through June
ELA Units of Study	Implementation of two Nonfiction units of study and CCLS aligned tasks.	September through June
Student work	Using a protocol to analyze task and development of next steps to bridge the gap	September through June

Strategies to increase parental involvement

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home.
- Host Family Reading Night with a focus that will increase students and parents’ love for reading. Parents participate in the reading event and workshop and receive books to enjoy with their children.
- Develop and distribute a periodic parent newsletter with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress.

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 Title III Grants X Other

If other is selected describe here:

- Selected professional books and articles will be provided for teachers in grades K-5.
- Administration will schedule common planning time in grades Pre-K-5 for teachers to meet and plan.
- Time for Kids non-fiction kits will be purchased.
- 6+1 Trait Crates have been purchased for teachers in grades K-5.
- Network 607 will provide support to the school and instructional staff.

- Substitute teachers will be hired to cover classes during scheduled meetings.
- Materials on the Common Core Learning Standards

Service and program coordination

- SES Programs
- The Cook Shop Program
- Family Reading Night sponsored by Target
- CS 150 Book Club
- Author Talks
- Great Adventure Read-A-thon
- School based inter-visitation Program (Pre-k visits K classes)
- CS150's pre-school recruitment Program
- Breakfast and snack in the classroom program

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To create a vertical math team to develop two CCLS based units of study that teach fewer topics and allow for more time to focus on the major work of the grade, by June 2013.

Comprehensive needs assessment

Our NYS Math results from 2012 indicated that 18% of our students performed at level 1, 39% performed at level 2, -35% performed at level 3 and 8% performed on level 4. When comparing achieving performance levels of 1 and 2 and 3 and 4, only 43% of our students in grades 3-5 performed on or above grade level. After a careful analysis of our Mathematics Program in grades K-5, we have found that there is a need to develop rigorous tasks that are aligned to the Common Core Learning Standards in Mathematics in order to bridge the achievement gap.

As the NYS Mathematics exam begins to align itself with the Common Core Learning Standards, we at CS 150 also need to align our Mathematics Program to the CCLS to better prepare our students for academic success. A Math Task Team will develop tasks in grades K-5 for EDM units to support the alignment between EDM and CCLS in mathematics. These tasks will support problem solving skills and strategies in math.

Instructional strategies/activities

- Create a vertical math task team that will develop a series of tasks for each grade that are aligned to EDM and the Common Core Learning Standards.
- To have all instructional staff work collaboratively in grades K-5 during common planning time to create two math units that include tasks that are aligned to CCLS,
 - Math coach and Network 607 will provide teachers with professional development on Common Core Learning Standards in mathematics.
 - Math coach will work with teachers in grades K-5 to align a math task to an EDM unit.
 - Professional Learning Teams (PLTs) will work together to align math lessons to the CCLS.
 - Math Coach and teachers will analyze math data and regroup students according to need during PLT sessions. Teachers will utilize mathematics data to drive instruction.
 - Teachers will work with performance indicators in math to provide rigorous instruction that is aligned with CCLS.
 - Math Coach will model, co-teach, and serve as a support in classrooms.
 - Administration will schedule common planning time in grades Pre-K-5 for teachers to meet and plan.
 - Teachers will implement CCLS aligned modules that will teach fewer topics and allow for more time to focus on key concepts that help teachers prioritize where to spend most of their instructional time.
 - Teachers will focus their instruction on math questions that require students to take multiple steps in order to solve them.
 - Teachers will work with CCLS aligned modules in mathematics to provide rigorous instruction, using EDM.

Indicators	Measures of Interim Progress	Implementation Timelines
Professional Development and Collaboration	-Logs of PLT meetings with team members. -Implementation of CCLS aligned modules in math	September through June
CCLS Math Unit	Development of CCLS aligned units in Mathematics	September through June
Student work	Using a protocol to analyze unit tasks and development of next steps to bridge the gap	September through June

Strategies to increase parental involvement

- Providing access to online resources such as ARIS and ACUITY.
- Providing materials and training to help parents work with their children to improve their achievement level in mathematics and use of technology.
- Host Learning Leaders training sessions for sister schools and local community in which breakfast and raffles are provided to encourage parent participation in our schools.
- Math Coach will provide parents with workshops on how to support students with EDM.

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 _____ Title III _____ Grants X Other

If other is selected describe here:

- Administration will identify classroom teachers that model best DI practices and arrange inter-visitation between teachers.
- In house Math Coach to support mathematics instruction.
- Materials on the Common Core Learning Standards.

Service and program coordination

- SES Programs
- The Cook Shop Program
- Chess in the Schools Program
- School based inter-visitation Program (Pre-k visits K classes)
- CS150's pre-school recruitment Program
- Breakfast and snack in the classroom program

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To continue to launch phase I of Response to Intervention (RTI) and address individual needs of at-risk students in order to decrease by 5% the number of at risk students in ELA & Math, as measured by Literacy and Math assessment trackers, by June 2013.

Comprehensive needs assessment

Our NYS ELA results from 2012 indicated that in ELA 64% of our students performed at level 1 & 2. Our NYS Math results from 2012 indicated that 57% of our students performed at level 1 & 2. The data shows that more than 50% of our students in grades 3-5 are performing below grade level in ELA and Math. These students have been identified as at risk students and require Academic Intervention Services. Our school is currently launching phase I of Response to Intervention and will provide at risk services in literacy and math.

Instructional strategies/activities

- Teachers will provide small group instruction during literacy and math.
- Teachers develop individualized action plans with short and long term goals for students.
- Teachers identify interventions provided to individual students.
- Teachers differentiate instruction through product, process, and content to meet the needs of all students.
- Students that are identified in need of academic intervention services will receive pull out and push in support with an AIS teacher.
- Special Education Support Services (SETTS) teacher will provide academic intervention services for at risk in grades K-5.
- Provide students with an extended day program that services students in need of AIS in grades 1-5.
- An IEP teacher on staff that provides teachers with professional development on RTI and SESIS (Special Education Student Information System) .
- Mainstreaming students to a less restrictive environment.
- Adjust individual student schedule to enhance interventions and instruction.
- Counselors will provide students with individual and group counseling.
- Special Education teachers will use Wilson & Foundations programs daily during the literacy block.
- Reading Tracker and Math Tracker databases will be developed in order to monitor student progress. Students will be identified by sub-groups such as Special Education students.
- Personalized instruction based on IEP will be provided by a resource room teacher, Special Education teacher, and/or IEP teacher.
- IEP teacher will be trained during the 2012-2013 SY to become an in house coach for the Wilson Reading program.
- IEP teacher will work collaboratively with Network 607 support staff to create a case study of a child while training to become a certified coach.

Measures

- Increase in student performance as measured by the NYS ELA assessment.

- Increase in student performance in grades K-2 as measured by DRA2.
- Increase in promotion rate in grades K-5
- At-risk services in grades K-5 by SETTS teacher, AIS teacher, and reading teacher as evidence by teacher program cards and assessment binders.
- IEP teacher will become a certified Wilson coach.

Strategies to increase parental involvement

- Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- Develop and distribute a periodic parent newsletter with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

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:

- Thematic-based Literacy Curriculum Maps
- Math and Reading Assessment Tracking System
- Trips to NYC Library
- Math manipulatives and EDM materials for small group instruction
- *Foundations and Wilson* Program Materials
- *Reading A-Z* online program will be purchased for teachers to use daily, during Reading Workshop.
- PD staff will provide: professional development, schedules for PD, and teacher support in classrooms.
- *Reading Reform* consultants will be contracted for the 2012-2013 SY.
- *Words Their Way* supplemental phonics program for grades K-3.

Service and program coordination

- SES Programs
- The Cook Shop Program
- Family Reading Night sponsored by Target
- CS 150 Book Club
- Author Talks
- Great Adventure Read-A-thon
- Fire Department Program
- The Renaissance EMS Program
- Community Service Squad Program
- Breakfast and snack in the classroom program

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	<u>AIS Literacy Intervention:</u> The Literacy Coach, SETTS teacher and our AIS team will provide academic intervention services through a guided reading approach.	Push-in and pull-out small group	During the school day
	Co-teaching Model in Literacy	Push-in model	During the school day
	Wilson, Foundations, Leveled Literacy Intervention, MONDO Bookshop Reading Program, Reading Reform, Words Their Way, Award Reading, Imagine Learning English software	Whole class & Small Group	During the school day
	<u>Title III ELL After-school Program:</u> ELL students in grades K-5 attend an after-school program. The ELL program focuses on developing proficiency in the English language.	Small groups: Students are grouped according to their proficiency level	After school: Tuesdays, Wednesdays, & Thursdays 3:10-5:10 pm
	<u>Title III Immigrant After-school Program:</u> ELL Newcomers and Beginners in grades K-5 attend an after-	Small groups: Students are grouped according to their proficiency level.	After school: Tuesdays, Wednesdays, & Thursdays 3:10-5:10 pm

	<p>school program. The Immigrant After-School Program focuses on developing English proficiency through a technology approach. Students receive instruction from two ESL teachers. The program uses Imagine Learning software, ESL iPad applications and an oral development program from MONDO Publishing.</p>		
	<p><u>Test Prep After-School Program:</u> Students in grades 3-5 will be provided with academic intervention services through an after-school program. Level 1 & 2 students will develop reading and test-taking skills using test-sophistication materials that are aligned to the Common Core Learning Standards.</p>	<p>Small Group</p>	<p>After school: Tuesdays, Wednesdays, & Thursdays 3:10-5:10 pm</p>
	<p><u>Mandated Extended Day Grade K-5:</u> The extended day program serves students who have been identified for academic intervention services in literacy, math, science, & social studies for grades K-5.</p>	<p>Small group & one-to-one</p>	<p>Tuesdays, Wednesdays, & Thursdays, 2:20 – 3:10</p>

Math	<u>AIS Math Intervention Program</u> : The math coach provides small group math instruction for students that have been identified in need of AIS in math.	Small group & one-to-one	During the school day
	<u>Test Prep After-School Program</u> : Students in grades 3-5 will be provided with academic intervention services through an after-school program. Level 1 & 2 students will develop mathematics skills and test-taking skills using test-sophistication materials and math manipulatives.	Small Group	After school: Tuesdays, Wednesdays, & Thursdays 3:10-5:10 pm
Science	The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students.	Whole class & small group	During the day Tuesdays, Wednesdays, & Thursdays, 2:20 – 3:10
Social Studies	Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade.	Whole class & small group	During the day Tuesdays, Wednesdays, & Thursdays, 2:20 – 3:10

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Our school psychologist provides support services to at-risk students within inclusion and self-contained special education classes in grades K-5.</p> <p>Social Workers meet twice a week with identified students and provide counseling and training in conflict resolution. Students are pulled out for counseling sessions to discuss any behavioral problems they may have. Students also have an opportunity to learn how to resolve conflict productively.</p> <p>The School Nurse meets with an identified group of students for small group instruction about health issues, predominantly managing asthma.</p>	<p>Small group & one-to-one</p>	<p>During the day</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.

In order to ensure that our school will have 100% highly qualified teachers for the 2012-2013 school year, we will begin to provide teachers with high quality professional development from highly qualified personnel (e.g.: Literacy Coach, Math Staff Developer, ESL/Staff Developer). Teachers will have various opportunities throughout the school year to join institutes, workshops, and lunch & learn activities to develop themselves professionally. There will be weekly grade planning meetings, during which senior teachers can mentor new teachers. Inter-visitation sessions will take place during which veteran / highly qualified teachers can mentor and train non-highly qualified teachers in order to meet certification requirements. In addition, teachers will be provided with the following services and resources:

- Provide teachers with curriculum maps and pacing charts aligned to Common Core Learning Standards.
- Non-highly qualified teachers will also receive materials to prepare for certification exams as well as reimbursement for NYS teacher certification exams.
- Provide teachers with high quality professional development from highly qualified personnel.
- Hiring and recruiting certified teachers to provide the children with quality instruction.
- Provide teachers the opportunity to reflect on best teaching practices during common grade planning time.
- Planning throughout the content areas in an integrated fashion.
- Book Study Institutes
- Using CCLS aligned curriculum maps to guide standards-based instruction.
- Literacy and Math professional development for the Reading and Mathematics programs.
- Professional development that will help teachers focus on ELA, Math strategies and skills needed to meet the CCLS standards.
- Science professional development that is aligned to the New York State and City standards
- Social Studies integrated into thematic units embedded in daily instruction
- Professional Development opportunities provided through Network 607, NYC Office of English Language Learners, BETAC, Protrax, and other agencies.

- Providing teachers with appropriate resources and material to effectively teach students.
- A series of ELL and technology workshops provided by Title III funding.
- Using the Common Core Learning Standards to modify instruction for ELLs and provide standards-based instruction.
- Working in Professional Learning Teams to develop a literacy curriculum map and units that are aligned to the Common Core Learning Standards.
- Professional development to create tasks that are aligned to the Common Core Learning Standards.
- Opportunity to use a protocol when looking at student work and developing next steps to bridge the gap to meeting the CCLS.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING

THE PARENT INVOLVEMENT POLICY

(PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- provide opportunities for parents to participate in English as a Second Language (ESL) classes to improve communication and educational experiences through Thursday sessions;
- host Learning Leaders training sessions for sister schools and local community in which breakfast and raffles are provided to encourage parent participation in our schools;
- host Family Reading Night with a focus that will increase students and parents' love for reading. Parents participate in the reading event and workshop and receive books to enjoy with their children;
- classroom teachers also host monthly publishing parties that are listed on the school calendar. Publishing parties celebrate students' academic success in writing and offer a forum in which parents and the school community can interact, celebrate, and participate together.

C.S.150's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the C.S.150 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, C.S.150 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

C.S.150 will further encourage school-level parental involvement by:

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- establishing a Library Media Center / lending library with open access hours for parents;
- develop and distribute a periodic parent newsletter with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and providing access to online school website(s) designed to keep parents informed about school activities and student progress <http://www.cs150.org/home.aspx> as well as academic sites such as ARIS and ACUITY.
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

C.S.150, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. C.S.150 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- participate in classroom events such as publishing parties and other academic celebrations.

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz/ Elmer Myer	District 12	Borough Bronx	School Number 150
School Name Charles James Fox			

B. Language Allocation Policy Team Composition

Principal Edwin Irizarry	Assistant Principal N. Sanchez / N. Rodriguez
Coach Miriam Torres	Coach
ESL Teacher Miriam Garcia/Vanessa Paulino	Guidance Counselor
Teacher/Subject Area Jennie Delpino / Bil. 1st grade	Parent Daisy Munoz
Teacher/Subject Area Mercedes Rodriguez/Bil. 3rd gr.	Parent Coordinator Cassie Rodriguez
Related Service Provider	Other Dale Freitas/Data/ELL Coord.
Network Leader	Other

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	5	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	4	Number of special education teachers with bilingual extensions	4	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	899	Total Number of ELLs	231	ELLs as share of total student population (%)	25.70%
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Part II: ELL Identification Process

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

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

The process of identifying English Language Learners (ELLs) begins at P.S.150X during registration. There are 4 pedagogues* in our school who have been trained and are familiar with correct HLIS completion, informal identification of ELLs and OTELE determination. Whenever a student is a new admit to the NYC Public Schools, Ms. Freitas, ELL Coordinator/ Compliance, is called to the main office to assist parents/guardians complete the Home Language Identification Survey (HLIS) in their native language. We have copies of the HLIS in all languages in which they are available. If Ms. Freitas is unavailable, one of the other 3 pedagogues is called upon. All four staff members who assist with the HLIS speak Spanish, which is helpful, as the vast majority of the student population at P.S.150X is Hispanic. Within the past 2 to 3 years however, our community has seen a large influx of newly immigrant families from Western Africa and the Middle East whose native languages are French and Arabic. For these families we call on two other staff members who speak these languages. (Ms. Shleiwet speaks Arabic and Ms. G. Rivera French.) Regardless of the parent/guardian's responses on the Home Language survey, an informal oral interview is conducted with the student in English, and in whatever other language(s) may have been indicated on the HLIS, whenever possible. A prescribed grade appropriate questionnaire is used to guide the interview. Slight deviation from the questionnaire is inevitable and invited as long as the type of questions asked require more than one or two word utterances, ones that can determine oral fluency. If the HLIS form indicates that the student's OTELE code is one other than English, but the interviewer, through the informal oral interview deems the student English proficient, the OTELE determination of the interviewer will override the responses on the HLIS and an OTELE code of "NO" will be entered on the HLIS and into ATS, and the interviewer will note how she determined home language with the use of the informal questionnaire on the HLIS form in the area next to the OTELE code. By the same token, if the HLIS indicates an OTELE of English (NO), an informal interview will still be given. If the student does not seem to be English proficient, the interviewer will try to determine which other language the child speaks, if it hasn't already been indicated on the HLIS and the interviewing process will be given in that language if possible. In this way the interviewer can determine the student's language of dominance. If it is other than English, the interviewer will override the "NO" OTELE in the same manner as described above. Copies are made of all HLIS. The original is placed in the student's cumulative folder and a copy is kept on file. **

After the completion of the HLIS and the oral interview, the LAB-R is administered to all students with any OTELE code other than "NO" within 10 school days of their admission. Vanessa Paulino, Miriam Garcia and Dale Freitas, all TESOL certified teachers, work as a team administering the LAB-R and Spanish LAB. The test is hand-scored immediately and if the student does not reach the proficiency cut off and their native language is Spanish, the Spanish LAB follows. That too is immediately hand-scored.

Parents of students who score below the proficiency cut score on the LAB-R are then sent ELL program entitlement letters, the brochure describing the 3 programs for ELLs NYC has to offer, and are invited in for individual or small group parent orientations with Ms. Freitas. For those parents who cannot make this orientation, an invitation is sent for a larger group orientation which we hold at the beginning of each month. The school calendar also alerts parents to the orientation dates. All group orientations are documented and kept in Ms. Freitas' office, along with the agenda and sign-in sheets for each orientation session.

These orientations are run by the ELL Coordinator, Dale Freitas; the ESL teachers, Vanessa Paulino and Miriam Garcia; and our Parent

Coordinator, Cassie Rodriguez. For parents that speak a language other than English or Spanish, we find a translator to assist. The typical orientation runs as follows:

After a brief welcome and introduction, the parents receive the ELL Program brochure, are informed of their children's LAB-R & Spanish LAB (if applicable) test results, and watch the DVD/ or online orientation (in their native language, if available) describing all three programs: TBE, ESL and Dual Language. After the video the three programs are summarized again, questions are answered and parents complete the Parental Choice Form. The meeting's facilitators circulate and help the parents who need assistance in filling out the form. Parents are only told about which programs we offer at P.S.150X after they have indicated their program preferences. In this way we can use this knowledge in programming for the future. All Parental Choice Forms are kept in a folder in a file cabinet in Ms. Freitas' office after being entered into the new ATS screen, ELPC.

The trend we've seen in Parental Choice throughout the years has been approximately two-thirds to one-half of the new admits choosing the TBE program, and the majority of the remainder choosing the Freestanding ESL program. For these parents their program choice can be honored. There have always been enough students (15+) per grade to open one Spanish TBE on each grade level but never enough for two. For the remaining children we offer the Freestanding ESL program. When a parent indicates a dual-language program preference, or a non-Spanish speaking parent a TBE preference, neither of which are available at 150, we explain their transfer options to them. Until now though, all parents have opted to keep their children in P.S.150X, in one of our two programs. If a parent fails to fill out a Parental Choice form or attend an orientation, an ELL Parent Brochure and Parental Choice form is sent out requesting immediate completion and return. If it is not returned, their child is automatically placed in the TBE program (if previously in a monolingual classroom), if applicable, or continues in the freestanding ESL program. Students new to the school, but not new to NYC Public Schools, who are eligible for ELL services, are identified by weekly RLAT reports. Interviews with the parent/student/former school help to determine the proper placement and services for the student.

In the Spring of each school year, parents are advised of the upcoming NYSESLAT, which NYS students take to measure their progress towards English proficiency. Afterwards, when the NYSESLAT results are released, we inform parents of their child's continued entitlement or non-entitlement status for ELL services the following school year. If a parent wants to opt their child out of a TBE class they complete an Opt-Out form.

*The 4 pedagogues who assist with the HLIS at registration are:

- Dale Freitas (ELL Compliance/Coordinator),
- Vanessa Paulino (ESL Teacher / Professional Developer)
- Miriam Garcia (ESL Teacher)
- Brenda Singpracha (IEP Teacher)

**All copies of HLIS, Informal Questionnaires, Parent Orientation materials & sign in sheets, hand scored LAB-R/LAB results, Parental Choice Surveys, Placement Letters, Opt-Out forms and Continued Entitlement letters are kept on file in Ms. Freitas' office, room 213.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained														0
Push-In	5	1	3	2	1	1								13
Total	6	2	4	3	2	2	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	231	Newcomers (ELLs receiving service 0-3 years)	194	Special Education	50
SIFE	6	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	102	6	8	17	0	8	0	0	0	119
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	92	0	28	20	0	6	0	0	0	112
Total	194	6	36	37	0	14	0	0	0	231

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	27	18	19	17	21	18								120
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	27	18	19	17	21	18	0	120						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	16	23	15	14	11								94
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	2	1	1	0								7
Haitian														0
French	1	0	2	1	1	0								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	1	1	2	0								5
TOTAL	18	18	28	18	18	11	0	111						

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?

1. Delivery of Instruction, and Organizational and Program Models:

At P.S. 150X, one-quarter of our K - 5 student population is comprised of English Language Learners, and a large majority of these students are native Spanish speakers. To meet these students' needs, we have one Spanish Transitional Bilingual Education (TBE) class per

A. Programming and Scheduling Information

grade. Approximately half of our ELLs are in the TBE program. The other half of our students receive ESL instruction through either a Push-In or Pull-Out model. Both programs follow the guidelines provided by Part 154 of the Commissioner's Regulations and the New York City Chancellor's Recommendations for ELLs, ensuring that all ELLs receive their mandated 360 minutes of ESL/ELA instruction (and NLA where necessary). (See question #2 for more a more detailed description of the CR Part 154 breakdown.)

Students in our TBE classes are grouped heterogeneously, in terms of academic strengths and weaknesses, as well as English proficiency levels. Therefore, differentiation and instructional modifications based on consistent monitoring of student progress, are key to meeting the needs of every child. The teacher plans instruction according to their students' proficiency levels. For beginning level English learners, a 60-40 model is used; 60% of instruction is given in the native language, in this case Spanish, and 40% in English. As the students become more fluent in English, the instruction in Spanish decreases while instruction in English increases. (See question #3 for a more in depth explanation of instruction.)

Our ESL program serves ELLs in monolingual English classes. These students' parents/guardians have opted them out of the bilingual program. That includes a few students who speak a language other than English or Spanish, after their parents turn down the option, if available, to place their child in an appropriate bilingual program in another NYC public school. Grouping for ESL instruction is homogeneous, based on level of English proficiency.

We also use Imagine Learning English (ILE) computer software in many classrooms, both monolingual and TBE, where ELLs in need get tutorial sessions in ESL. Teachers have a schedule to ensure that students use this program daily. Imagine Learning English monitors each student's language development and will not let students advance to the next lesson until they have mastered the current one. ILE gives the teacher important feedback to guide their instruction. (More instructional resources are discussed in Part B.)

2. Ensuring the mandated number of instructional minutes as per CR Part 154:

We have six Transitional Bilingual Education (TBE) classes, two of which are inclusion, taught by 8 certified ESL/Bilingual teachers. All bilingual teachers develop their literacy and ESL schedules according to the mandatory number of instructional units, dictated by CR Part 154, for the various levels of ELL proficiency in their classrooms.

The amount of time bilingual students get ESL instruction, varies according to proficiency level. Beginner and intermediate level ELLs receive 360 minutes of ESL per week and advanced students receive 180 minutes of ESL and 180 minutes of ELA per week. There is a converse relationship between the amount of time students are exposed to their native language and NLA and their English proficiency levels. Instruction in Native Language Arts and instruction with native language support decreases as English proficiency levels increase; beginners getting the most support and instruction in NLA, intermediate students a bit less, and advanced less still. This lessening of native language support leads to the expected transition from Spanish to English.

Our "ESL" students (ELLs in monolingual classrooms) receive the same breakdown of ESL/ELA minutes as those students in bilingual classes, that is, based on their proficiency level. These students get their instruction from one of our two certified TESOL teachers, who follow either the Pull-Out or Push-In model. They do not receive any Native Language Arts instruction, but whenever possible their ESL or classroom teacher can support their learning with their native language. (Our greatest ELL population consists of Spanish speakers, and both ESL teachers, as well as many other teachers in our school, speak Spanish).

3. Content area instruction in each program model:

Based on Cummins' BICS and CALP distinction, we are cognizant of the difficulty ELLs have with the academic English found in content area studies. Cognitive academic language is quite different than interpersonal language skills, requiring higher order thinking skills so students are given as much support as possible in the content areas.

The content areas of ELA, Mathematics, Science and Social Studies are taught using English textbooks and leveled readers in both monolingual and bilingual classes. ELLs use word-to-word translation dictionaries that support them in their learning of academic language. In our Transitional Bilingual program content areas are taught in both Spanish and English. The percentage of time using one language or the other depends on each student's proficiency level. The 60/40 model is used with beginner ELLs, 60% Spanish and 40% English, and somewhat of an inverse equation is used with more advanced ELLs.

In order to make content comprehensible for our ELLs in both monolingual and bilingual classrooms, teachers build on students' prior knowledge, and use scaffolding techniques to support student learning. Thematic units of study make each content area subject more meaningful, where students can see the interconnectedness of these different areas of study. Content area vocabulary is better developed in this way, where students repeatedly focus on the same theme, albeit in different subject areas. In the bilingual classrooms content area word walls are in both languages, each language color-coded. In both bilingual and monolingual classrooms LEA charts hang from light

A. Programming and Scheduling Information

fixtures and on walls, and because teachers know how important it is contextualize language with visuals, so as to facilitate language acquisition.

Teachers design lessons so that students at all levels of English proficiency can participate meaningfully and can demonstrate their knowledge in level appropriate ways. There is ongoing articulation among cluster teachers and classroom teachers. Before a cluster teacher gives a lesson, the bilingual classroom teacher provides a brief overview of the topic the cluster will be converging, usually in Spanish, to activate the student's prior knowledge and to introduce necessary vocabulary. this technique helps boost students' self esteem, and gives them the tools necessary to be able to participate in the lesson. The importance of the constant integration of the four strands of language, listening, speaking, reading, and writing, is recognized and present in all content areas lessons.

4. Ensuring that ELLs are appropriately evaluated in their native languages:

The Spanish LAB, administered to Spanish speaking ELLs upon entry to the NYC Public School system, is the first native language evaluation given. In the case of kindergarteners, it assesses the child's verbal skills in their native language. For older children entering the NYCDOE for the first time, the Spanish LAB provides a snapshot of their native language literacy skills. The DRA 2 in Spanish is used to evaluate progress in the native language by tracking reading progress and determining students' strengths and weaknesses periodically throughout the year. These assessments also help to drive instruction for students in their native language. Students in grades 3-5, in Spanish TBE classes, take the NYC ELE, a Spanish reading test, in the Spring of each school year and have the option of taking the NYS standardized content area exams in their native language. Other students in monolingual classes that speak a language other than Spanish have the opportunity to take the test in their native language, whenever that language edition is available, or as has been done in the past, through an interpreter, when there is no written form of the test in their language. These translated editions, or those given through an interpreter, are generally used with beginner ELLs who are recent arrivals in this country and are in the testing grades.

5. Differentiation of instruction for ELL subgroups:

Our Newcomers in testing grades are transitioned into a Balanced Literacy approach to reading English within their first year. This is to prepare them for the NYS ELA exam for the next school year as well as to develop proficiency in the English language within the four modalities of language acquisition (speaking, listening, reading, & writing). In order to build language, newcomers will be provided instruction using Mondo Educational Publishing's "Let's Talk About It". This program allows students to engage in oral language activities and explore reading and writing skills like making predictions, grammar usage, analytical thinking, and linking new learning experiences to what is already known. In addition, newcomers in grades 3-5 have received Imagine Learning English licenses. This computer software will allow students to log onto the program daily and receive instruction in language vocabulary and reading. Our ELLs with disabilities are placed based on their IEP program recommendation. Some are placed in one of our two bilingual inclusion classes, others in self-contained monolingual special education classes, and still others in monolingual or bilingual general ed. classes with related services. These students in monolingual classrooms receive ESL services from a certified ESL teacher. In inclusion classes, there are 2 teachers collaborating daily to provide quality instruction and modifying lessons to meet diverse learning needs. Our two inclusion classes in grades 3 and 5 have Imagine Learning English licenses for two thirds of their students. Teachers ensure that students log-on daily and analyze Imagine Learning English student progress reports. Special Education students in grades K-2 receive instruction through a pull-out ESL program with a 1:10 teacher-student ratio. Teachers will analyze student progress periodically and re-issue licenses throughout the year based on the students' needs. LEP students in grade K-2 use the Award Reading program which includes a word study component and computer software that focuses on narrative and informational texts to develop academic English. ELLs receiving services 4-6 years benefit from being in monolingual and bilingual classes. Those in bilingual classes receive their ESL instruction from their classroom teachers that are certified and plan for this time which is embedded in the school day. Those in monolingual classes receive their ESL instruction from a certified ESL teacher via an ESL program. The ESL teacher ensures students receive their appropriate amount of ESL instruction. These teachers also collaborate with the monolingual classroom teachers in order to support these students academically. Both classroom teacher and the ESL provider meet periodically to discuss lessons to be taught and to review student progress. The ESL teacher also focuses her lessons on English Language Arts (ELA) as it relates to the reading and writing strands of the NYSESLAT exam. Some of the materials used with this sub-group include: Wilson, Foundations, Reading Reform, and Imagine Learning English. Our primary goal for our SIFE students is to identify their areas of strengths and weaknesses and evaluate and place students in the program that best fits their needs. In aligning resources to students, we are able to maximize academic potential for our SIFE students. SIFE are invited to participate in our ELL after school programs where the teachers providing instruction are certified in ESL and Bilingual education. These students are included in our school-wide data based system for literacy. This allows us to monitor progress and drive rigorous instruction that

A. Programming and Scheduling Information

meets their needs (through the use of guided reading groups, differentiated task, and individualized action plans). One of the programs that are used to provide instruction in reading and writing, is Mondo's guided reading program, which is aligned to New York State Performance indicators in ELA. This allows teachers to provide systematic instruction in reading and writing that is standards based.

6) Accelerating English language development and providing access to academic content areas and grade level materials for our ELLs with Disabilities (ELL-SWD):

P.S.150X has always tried to place our ELL-SWDs in the least restrictive environment, whenever appropriate. In the past, on most grade levels, students that were eligible for this sort of placement had been placed in bilingual inclusion classes. In recent years the number of bilingual inclusion classes has decreased due to a decrease in students who are recommended for this type of placement. Many of our ELL-SWDs who can benefit from the least restrictive environment are placed in one of the two bilingual inclusion classes we have available this year and others in monolingual inclusion or monolingual self-contained special ed. classes. For students whose IEPs indicate placement in self-contained bilingual classrooms and none are available, an alternate placement para is assigned. For those students who are in monolingual self-contained classes, a certified ESL teacher provides ESL instruction. Classroom teachers work in conjunction with the ESL teacher to plan lessons and find the most effective way to meet the needs of the ELL-SWD. Many teachers who work with special ed. ELLs have attended professional development sessions offered by our CFN 607. These workshops deal with a variety of issues, from learning how to improve instruction for our ELLs with disabilities to learning to distinguish whether ELLs have a difference or a disability. Special Education teachers collect data periodically based on simulated test and diagnostic reading assessments to develop small group/individual instruction for students based on academic needs. Throughout the school year, teachers reassess groups and adjust placement accordingly. These students are provided with academic intervention during extended time. Materials include NYSESLAT and Beyond workbooks, ELA Kaplan test prep book, and Math Coach workbooks. ELL-SWD students have been issued Imagine Learning English Licenses. This software will provide students with differentiated instruction in listening, speaking, and reading. It is design to develop English proficiency. Students with licenses will use the program daily and teachers will analyze student progress periodically and re-issue licenses throughout the year based on needs. In addition, Imagine Learning English will provide students with a pretest to evaluate strengths and weaknesses in literacy and English. Teachers will use this data to assign independent skill practice and small group instruction. There are numerous approaches and strategies that teachers of ELL-SWD are using to increase language acquisition:

BICS (Cummins)- Basic Interpersonal Communications Skills: it takes 1-3 years to develop interactions.

CALP (Cummins)- Cognitive Academic Language Proficiency: It takes 5-10 years to develop, the development is directly correlated to higher order thinking skills. Language development is connected to explaining, clarifying, generalizing, and manipulating ideas. Over time, students can apply knowledge learned and demonstrate an understanding of vocabulary.

In addition, in order to sustain programs and resources provided through the ELL summer enrichment program we will continue implementation of the following for the 2011-2012 school year:

- Mondo Bookshop Reading Program for grades 2,3,4
- Mondo Guided Reading book sets for first grade; Guided Reading small group instruction
- iPads will be used for research, reteach, and guided practice through the use of educational appts.
- Dictionaries and thesaurus will be used to support vocabulary development for ELLs.
- Classroom libraries in Spanish and English will be utilize to support native language and develop English proficiency.

7) How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

In our school for many of our ELL (English Language Learners)-SWD (Students with Disabilities), when recommended are placed in inclusion classes. These classes have two certified teachers, one bilingual teacher and one special education teacher. Students in these settings benefit from a lower student to teacher ratio and a diverse student population (mainstreamed students and students with needs are placed together), it provides students with an optimal learning environment. There is more opportunity for smaller group activities and much easier for teachers to identify areas of weakness and target instruction to correct these weaknesses. This year, our literacy staff developer wrote a grant for the school and we were granted funds to better be able to help our ELL-SWD population. This ELL Enrichment grant allowed our school to run a summer enrichment program specifically for this targeted group. Teachers in the summer program were able to attend numerous workshops and thus learn about optimal strategies to better help our students. The professional development workshops that teachers attended this summer as part of the ELL enrichment program will be turn keyed to bilingual and ESL teachers to improve and support best practices at our school. We have been able to sustain this grant. We use many resources to meet the

A. Programming and Scheduling Information

diverse needs of ELL-SWDs. Students will be provided with instruction using Reading/Writing A-Z. Reading and Writing A-Z provides teachers with guided reading books, word study activities, and writing lessons for small group instruction. These resources will be used by our AIS, ESL, and SETTS teachers to provide at risk students with instruction in literacy. In addition, teachers will use Mondo Educational Publishing “Let’s Talk About It” oral language development program to allow students to engage in oral language activities and explore reading/writing skills like: making predictions, grammar usage, analytical thinking, and linking new learning experiences to what is already known.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

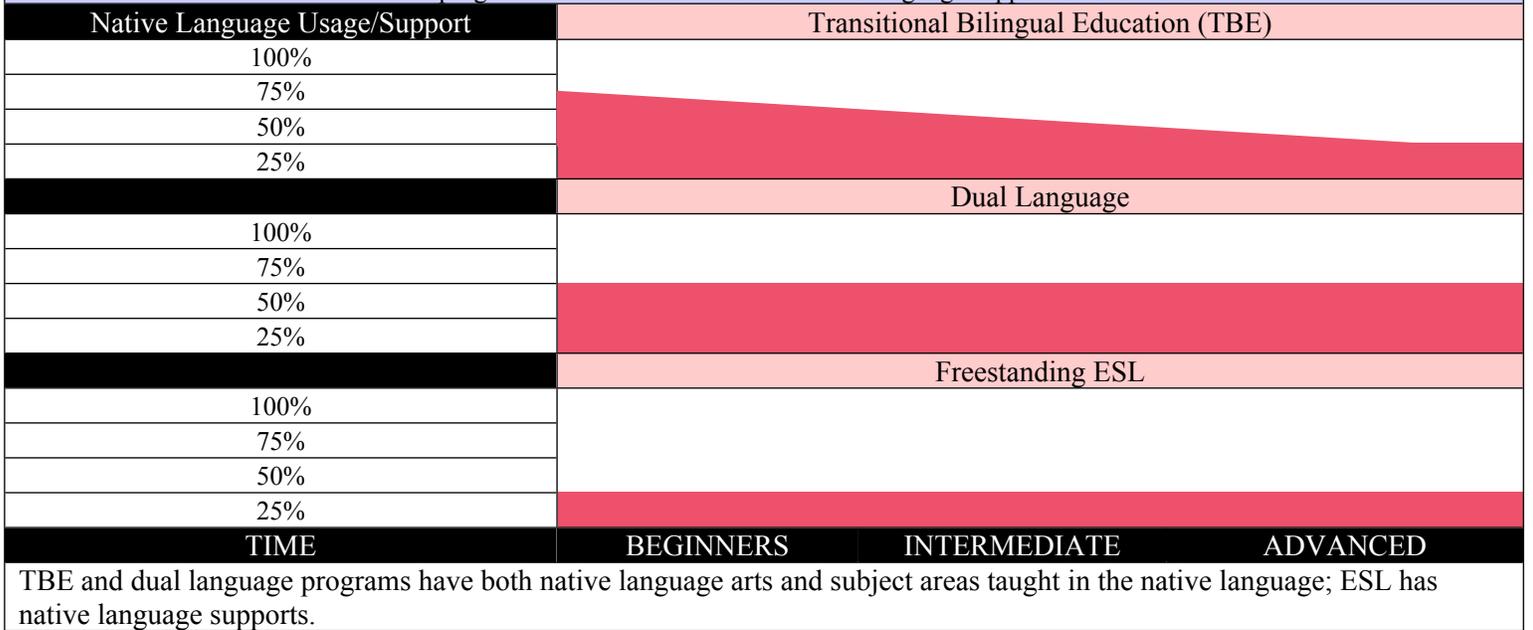
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs:

The following is a description of targeted intervention programs provided and materials used to service our general education monolingual students, ELL students, and Special Education Students at CS150. Due to the large number of ELL students at CS150 which consists of about ¼ of our population, they are serviced in all AIS services provided in ELA, Mathematics, Science, and Social Studies. In TBE programs students are provided with AIS in their native language for Mathematics, Science and Social Studies.

ELA: During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with ESL teachers or AIS providers in grades K-5. In 3rd and 5th grade, AIS teachers provide academic intervention services throughout the Literacy Block. The Literacy Coach and Intervention Specialist provide additional support utilizing a push-in model.

Programs used include: Wilson, Foundations, Words Their Way, Award Reading, and Imagine Learning English software.

ELL After-school Program: ELL students in grades 1-5 attend an after-school program from 3:15 pm – 5:15 pm. The ELL program focuses on developing proficiency in the English language. Students are grouped according to their proficiency level and small group instruction is provided. **AIS Literacy Intervention:** Literacy Intervention Specialist, Literacy Coach and ESL Teachers provide services in grades K-5 utilizing a pull-out or push-in model. They teach guided reading skills and test sophistication strategies in small groups, working primarily with Level 1 and 2 students. These providers push-in or pull-out five days a week from their assigned classes during the literacy block.

Mandated Extended Day Grade K-5: The extended day program serves students who have been identified for academic intervention services in literacy, math, science, & social studies for grades K-5. Two days a week, Tuesdays and Wednesdays students remain until 3:10 p.m. to receive additional support and focus instruction.

Mathematics: During the school day, students in 3rd, 4th and 5th Grade receive additional support for Math from February through May. As well, the students receive push-in and small group instruction from the Math Staff Developer. Small group instruction is provided for the identified students.

Science: The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students.

Social Studies: Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade. The Social Studies cluster teacher also works with identified 5th grade students in small-group instruction using both push-in and pull-out methods during extended day time.

9. Planning for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT:

Students that have reached proficiency on the NYSESLAT are monitored on a school-wide database which tracks their assessment results in ELA, Mathematics, Science, and Social Studies. Each student also has an individualized Literacy Action Plan which teachers develop and adjust periodically to identify short and long term goals. In addition, former ELLs get testing accommodations for two years after passing the NYSESLAT. They receive time and a half for assessments given throughout the year, ELL students are grouped together for testing, spanish/English translation dictionaries are provided, and listening selections are read aloud three times.

10. What new programs or improvements will be considered for the upcoming school year?

This school year, we will expand our ESL program to include two ESL teachers. In addition, we will offer an ESL after-school program for grades K-5 that will service our bilingual students by providing instruction in ELA, language development, and test sophistication for

NYSESLAT. Also, as part of our 2011 summer school program for ELLs, we are sustaining program use of the MONDO ESL Reading Program (Guided reading books, big books for shared reading, read alouds, audio CDs, phonics intervention kit, and instructional guides). We are also expanding Imagine Learning by providing licenses to lower and upper grade ELL and bilingual students.

11. Discontinuation of programs or services for ELLs:

There are no programs/services for ELLs that have been discontinued this year.

12. Affording ELLs equal access to all school programs:

ELL students are afforded equal access to all school programs. All ELL students regardless of level are given applications to all after school programs and given the opportunity to participate. We also include ELL students in our extended day program which is based on student need. We provide numerous workshops for parents of ELL to keep them informed on the latest programs available for ELL students and the opportunity to have their child partake in programs available at our school.

A variety of methods are used according to the English level of proficiency of the students by incorporating more educational trips, more literacy integrated into the content areas, as well as the established variety of methods such as TPR, Natural approach, and Calla. Also incorporated into our plan for meeting individual needs of our students' proficiency levels are individualized instruction based on specific language deficits, small group instruction, and extended day focusing on literacy in both the native language and English for all the content areas but especially reading and math. Our literacy coach and staff developer wrote a grant Some of the teachers who taught in this summer program attended two workshops:

1) Distinguishing between Learning Disabilities and Language Acquisition: The Teacher's role and

2) Using ELA and NYSESLAT Data to make Informed Decisions for ELLs.

Professional Development (PD) for all staff (excluding teachers holding ESL / Bilingual licenses) will be provided by in-house our ESL Coordinator and outside consultant for a total of 7.5 hours. Topics will include: Understanding Second Language Acquisition, Effective ESL/Bilingual strategies, Identification of ELLs and Support Services Provided. Throughout these workshops attendance will be monitored and logged to ensure completion of 7.5 hours by all staff members.

Outside workshops are also offered during the school year by the OELL. Many of our staff members are sent to a variety of these workshops, especially those who work directly with the student ELL population.

13. Instructional materials that support ELLs:

Both our ESL and Bilingual Programs in grades K-5 utilize the following programs and materials:

- On Our Way to English
- Imagine Learning English –computer software program (K-5)
- Reading & Writing A-Z (K-5)
- NYSESLAT & Beyond test prep books
- Award Reading (K-2)
- Award Reading computer software
- Harcourt Science Textbooks (ELL component)

The following are resources that have been provided to our school as an extension of the ELL Summer Enrichment Program 2011:

- MONDO ESL Reading Program (Guided reading books, big books for shared reading, read alouds, audio CDs, phonics intervention kit, and instructional guides)
- Spanish libraries for grades K-5
- Spanish dictionaries
- Ipads

Native language/Content Area/Language Material include:

- * Classroom libraries in Native language including big books
- * Every Day Mathematics books
- * Core curriculum materials in Science and Social Studies(Harcourt Brace)
- * Test Ready Plus

* Imagining Learning English- Computer software program (Native Language Mode)

* Mondo Let's Talk about it (Language Development)

*Measuring Up Science Workbooks by People's Publishing

14. How is native language support delivered in each program model?

The transitional bilingual program provides native language support through content area instruction in the student's native language. In our Transitional Bilingual program beginners students receive native language arts through thematic content area unit in science and social studies for 2 periods a day. Intermediate students receive native language arts through thematic content area unit in science and social studies for 1 period a day. The advanced students in our TBE program receive one 45 minute period of NLA daily. Materials used within our Transitional Bilingual Program include: Imagine Learning English, Every Day Mathematics Program, Core Curriculum Science/Social Studies, and Classroom Libraries in Native Language. According to the native language program models, if the teacher speaks the students's native language and communication in the child's native language is required, the ESL provider should shift to this language and speak to child in their native language.

15. Required service support, and resources that correspond to ELLs' ages and grade levels:

At our school we work within two different bands. The first is a K-2 band and the second is a 3-5 band. Each band has a certified ESL teacher that specializes in Early Childhood/ESL for the lower grade and an ESL teacher for upper grades that specializes in Reading/ESL. These two teachers work cooperatively in planning differentiated instruction for students in each band. Grades K-2 use the Award Reading program and utilize the computer software program that individualizes instruction. In addition, grades K-2 uses Mondo Language Development program for ESL students "Lets Talk About It" to build vocabulary. In grades 3-5 students are serviced by a certified ESL teacher that is certified in reading as well.

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)?

N/A

D. Professional Development and Support for School Staff

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

1. Describe the professional development plan for all ELL personnel at the school.
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 of ELL training for all staff (including non-ELL teachers) as per Jose P.

In our efforts to provide quality staff development for all ELL personnel we offer different professional development opportunities. Teachers attend various workshops through our CFN (Child First Network), BETAC, NYC office of English Language Learners, outside consultant, Imagine Learning English tech support and other organizations. Bilingual inclusion teachers attend team teaching workshops that help their instruction practices and support ELL students. In addition, there is an ELL Coordinator on site to support teachers and provide professional development in the area of ESL.

Selected instructional staff will receive two hour training on the implementation of Award Reading/Mondo/Imagine Learning in the classroom. These programs are currently used in our ESL program and TBE program.

A contracted outside consultant will provide ESL professional development for the following staff members: Assistant Principals, common branch teachers, subject area teachers, guidance counselors, secretaries, and our parent coordinator. These professional development opportunities will include workshops on the following topics: Ways to differentiate instruction for ELL students, Effective ESL/Bilingual Strategies for English Language Learners, Effective Teaching of Writing to English Language Learners (ELLs), NYSESLAT Training, How to develop oral retelling of stories and Extending students writing/transferring ideas and thoughts into writing. In addition, teachers will receive professional development on the Danielson Framework to improve teaching practices.

Our professional development team at each grade level are meeting to develop a literacy curriculum map that is aligned to the Common Core Learning Standards. Teachers are meeting on a weekly basis on their common planning time to plan rigorous instruction and to use data gathered and student work to drive instruction.

In order to support ELLs transitioning from elementary school to middle school, C.S.150 provides various support systems for parents as well as students. Our Assistant Principal arranges inter-visitations with neighboring middle schools to provide a forum for students to learn about neighboring schools and make informed decisions. Our Parent Coordinator and school social workers monitor and support the middle school selection and application and process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selecting appropriate schools to meet individual student needs as well as to complete necessary forms.

This year our school was able to provide a summer program for our ELLS. Our literacy coach and staff developer wrote a grant Some of the teachers who taught in this summer program attended two workshops: 1) Distinguishing between Learning Disabilities and Language Acquisition: The Teacher's role and 2) Using ELA and NYSESLAT Data to make Informed Decisions for ELLs.

Professional Development (PD) for all staff (excluding teachers holding ESL / Bilingual licenses) will be provided by in-house ESL Coordinator and outside consultant for a total of 7.5 hours. Topics will include: Understanding Second Language Acquisition, Effective ESL/Bilingual strategies, Identification of ELLs and Support Services Provided. Throughout these workshops attendance will be monitored and logged to ensure completion of 7.5 hours by all staff members.

E. Parental Involvement

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

1) Describe parent involvement in your school, including parents of ELLs.

One of our major goals is to involve parents of ELL students in their child's education, and provide support services for parents. Our work with our parents involves our Parent Coordinator who works to conduct outreach to engage parents in our community as learning resources for literacy, math, science and social studies.

Our parents have the opportunity to be a part of our Meet the Teacher Night. Parents are able to visit the school and their child's classroom. They can visit with the teacher and are able to view some of the programs that their child's teacher uses in the classroom.

2) Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We will partner up with Ponce De Leon Health First to provide parents in our community with workshops. A banker will be available to explain about resources within the community. The banker will explain how to open a student account and how to begin saving money for college. A health insurance representative will be available to provide insurance applications, answer questions and provide giveaways to all participants. The New York City Public Library will be on site to provide parents and students with library cards.

Our school in partnership with Target provides an evening of that is both fun and educational. Students and parents are part of a workshop and children receive free books.

3) How do you evaluate the needs of the parents?

In the beginning of the year we have informal discussions with parents about topics of interest and areas of need. The feedback given by parents is analyzed and discussed with administrators to plan for future workshops and services for parents.

4) How do your parental involvement activities address the needs of the parents?

Parents will be invited to attend a number of workshops given by our staff development team, which will include the following:

- C.S.150 ELL program overview/selecting a program that meets the needs of each individual student (Parent Choice)
- ESL Program Showcase (Parents will get an opportunity to learn about all of the ESL programs currently being implemented in ESL classes eg. Award Reading, and Imagine Learning English, Mondo).
- Learning about NYS assessments in ELA, Math, Science, & Social Studies
- Criteria for promotion and ELL student regulations for testing.
- Using technology to improve academic performance through the use of computers and Ipads and Smartboards.
- NYSESLAT assessment criteria
- Celebrating Multiculturalism of our ELL population
- Community Support Services (community organizations will be invited to meet with parents)

We will also be providing a workshop for our Pre-Kindergarten parents in Literacy and Math to support young learners. We will provide parents with hot breakfast and giveaways.

In addition, we will provide parents with an opportunity to join an ESL class. Our parent coordinator will support parents with translation services and opportunities for parents to become Learning Leaders.

We provide our parents with on site translation for all workshops.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	9	1	8	6	6								43

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	12	17	23	15	4	6								77
Advanced (A)	3	16	8	11	14	9								61
Total	28	42	32	34	24	21	0	0	0	0	0	0	0	181

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	2	1	1	1	3							
	I	8	4	3	4	5	5							
	A	13	28	14	18	6	8							
	P	4	8	19	15	23	15							
READING/ WRITING	B	13	9	3	6	7	6							
	I	12	17	23	15	4	6							
	A	3	11	8	9	13	8							
	P	0	4	2	2	12	11							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	13	6	0	33
4	8	21	6	0	35
5	8	8	10	0	26
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	2	28	14	4	1	0		59
4	4	0	18	3	12	4	3		44
5	6	0		0	16	0	1		23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	3	1	5	3	14	4	2	2	34
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)	8	6	19	20				
Chinese Reading Test								

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights do the data provide about your ELLs? How can this information help inform your school instructional plan? Please provide any quantitative data available to support your response.

For grades K-5, DRA 2 in English and Spanish is used to assess literacy skills. The ESL Teachers also use the Rigby ELL Assessment Kit to assess ELL students in the four skill strands of Listening, Speaking, Reading and Writing. The result that the ESL teachers gather from this assessment is used to guide their instruction and identifies students strengths and weaknesses. This school year in order to support our ELLs in literacy we will work with the Common Core Learning Standards in literacy. We will modify writing tasks that are aligned to the CCLS to support our ELL students within the ranges of proficiencies. We will include opportunities for students to engage in language rich activities that will enable them to develop reading and writing skills.

2. What is revealed by the data patterns across proficiency levels and grades?

The NYSESLAT modality analysis indicates that in listening and speaking 39% of our students have reached English proficiency and only 14% have reached proficiency in reading/writing. There is a significant disparity between these strands. In our analysis of the data we find that the majority of our students in grades 1-5 performed at the advanced and proficient levels in listening and speaking. However, in reading and writing we have a decline in the number of students that reached the advanced and proficient level.

3. How will patterns across NYSESLAT modalities reading/writing and listening/speaking affect instructional decisions?

A. Assessment Analysis

NYSESLAT

Tracking our ELLs' progress over the past few years indicates growing proficiency in all 4 communicative strands measured on the NYSESLAT. Those students who do not reach English proficiency in all 4 strands within 3 years require extension of services. Almost all students in our school receiving ESL services for 4 – 6 years have an overall NYSESLAT proficiency level of advanced. Although the majority of ELLs at this stage have achieved proficiency in the Listening & Speaking modalities, they have not yet reached proficiency in Reading & Writing. Generally after 4 or 5 years most of them are at the advanced level in those strands. ELLs who have not yet reached at least an advanced level of reading & writing by their 6th year are for the most part students with IEPs. At this point the CSE may exempt them from ESL or bilingual services if they feel that their difficulty in passing the NYSESLAT does not stem from a second language acquisition issue but rather a learning disability. As a preface to the following content area State assessments, we made AYP for our ELLs (as well as all our 5 other subgroups) on all exams in 2011.

After careful analysis of NYSESLAT data in all 4 modalities we have concluded that reading/writing continues to be a great challenge for our ELL students. As a result CS150 is working in grade bands to develop a Literacy Curriculum Map that is aligned to the Common Core Learning Standards and development of literacy tasks that support a rigorous curriculum. A team of ESL and bilingual teachers will modify writing lessons for ELL students based on levels of proficiency.

4. For each program answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades?

How are ELLs faring on test taking in English as compared to the native language.

- b. Describe how the school leadership and teachers are using the result of the ELL Periodic Assessments.

- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

a)

NYSESLAT

In the Modalities of Listening/Speaking and Reading/Writing there are various patterns across proficiencies. In the Modalities of Listening/Speaking 5% of ELL students are at the beginning proficiency levels, 14% at the intermediate, 41% at the advance level, and 39% are proficient. In the Modalities of Reading/Writing, 21% of the students are at a beginner level, 36% are intermediate, 24% are at advance and 14% are at proficient. Across proficiency levels we notice that there is a larger number of students at the advanced and proficient levels in listening/speaking in comparison to reading/writing. In reading/writing 35% of students are at the beginner and intermediate levels, as compared to 39% in advance and proficient. In listening/speaking, there are 20% at the beginner and intermediate levels. There are 60% at the advance and proficient levels. We can conclude that students score higher in listening/speaking across the grades as compared to reading/writing. In the beginner, intermediate and advanced levels in reading/writing there is a similar percentage of students at each proficient level.

In the Modalities of listening/speaking and reading/writing, there are various patterns across grades. In listening/speaking, there is a steady increase in advance levels from kindergarten to first grade from 13 to 28. In second grade, there is a significant decline to 14. The number increases to 18 in third grade. When students reach 4th and 5th grade numbers decrease to 6 and 8 respectively. In the same modalities of listening/speaking in the proficient level, the greatest gains are in the second grade at 19 and 23 for 4th grade. On the other hand, in the Modalities of reading/writing, the data shows that there is a large number of students in the intermediate levels in first grade at 17, in second grade at 23, and a slight decline to 15 for the third grade. This analysis of the NYSESLAT modalities shows that academic English is a challenging aspect of reaching a proficient level in the NYSESLAT for a large number of our students.

ELA

The outcome of the 2011 NYS ELA showed that 33 of our ELLs took the ELA in third grade. There were 14 students who scored level 1, 13 students scored level 2, and 6 students scored level 3. In fourth grade 35 ELL's took the ELA. There were 8 students who scored level 1, 22 students scored level 2, 6 students scored level 3. In fifth grade, 8 students scored level 1, 8 students scored level 2, 10 students scored level 3. This percentage decrease is a result of NYS changes within scale scores and performance levels. Factors that influenced performance were: the amount of time students had been receiving Bilingual/ESL services, their proficiency levels on the Reading and Writing strands of the NYSESLAT and whether or not a student had an IEP.

ELE

The outcome of the 2011 ELE showed that 8% of the students scored in quartile 1, 6% scored in the quartile 2, 19% scored in quartile 4 and 20% scored in quartile 4.

MATH

The outcome of the 2011 NYS Math showed that 42 of our ELLs in third grade took the Math test. There were 10 students who scored level 1, 28 students scored level 2, and 3 students scored level 3. In fourth grade 37 ELL's took the Math test. There were 4 students who scored level 1, 18 students scored level 2, 12 students scored level 3. In fifth grade 34 ELLs took the Math test, 6 students scored level 1, 11 students scored level 2, 16 students scored level 3, and 1 student scored level 1. For the last few years, all students in grades 3-5 used a Spanish edition and a Spanish/English glossary during their Math test. In third grade, 16 out of 34 students took the test in Spanish. In fourth grade, 8 out of 19 students took the test in Spanish. In grades 3-5, when compared to last year, there was a significant decrease in the levels 3 & 4 and a higher number of students scoring 1 & 2. This percentage decrease is a result of NYS changes within scale scores and performance levels. That may have accounted for the lesser percentage of ELLs scoring at or above grade level when compared to English Proficient students.

SCIENCE

24 4th grade ELLs took the state Science exam. 15 performed on or above grade level. Students in the bilingual classes took the test in either English or Spanish, referencing a Spanish/English glossary and copies of the exam in both English and Spanish. Those that performed below were either relative newcomers to the system, leaving them with a great disadvantage in terms of prior science curriculums which vary not only from different states but from different countries as well. Our NYS Science exam is based on a foundation of cumulative knowledge that students have been taught since Kindergarten. The other group that performed below grade level had IEPs and in their cases a variety of factors led to their low performance.

b&c) The English Language Learner (ELL) Periodic Assessment is a test administered to students whose first language is not English. This exam measures student's progress toward reaching English proficiency.

The strands assessed are reading, writing, and listening. The main goal of the teachers and school leadership team is to ensure that an appropriate educational plan is put in place to meet the weaknesses identified by this exam. They want students to be provided with the appropriate learning environment thus increasing their chances to be successful in school.

READING

Students who are unable to meet the performance standard in reading log on to Acuity in both the classroom and technology class. One of the benefits of this program is that it provides differentiated instruction based on the student's need. BookShop Reading from Mondo Educational Publishing is another tool that provides materials for guided reading, and shared reading. It also gives teachers lesson plans.

All the components of this program will help students develop fluency, comprehension, vocabulary, and critical thinking. Award Reading is another program that has been of immense help to students. This program focuses on oral language development. Students benefit from an assortment of narrative/informational text, big books, guided reading in both textbooks and CD-room used for shared reading, and word study. The pre and post assessment help teachers drive instruction and make adjustments to what the students learned as needed.

WRITING

For those students who have not met the standards in writing, ESL and Bilingual teachers will be part of Professional Learning Teams (PLT) for grades K-5. The goal of this team is to develop a variety of writing tasks that is aligned to the Common Core Learning Standards (CCLS). We will also use Scholastic Trait Crate in grades K-5 to provide students with additional lessons in writing.

LISTENING

The students who scored low in this strand of the test will benefit from Imagine Learning English. This technology program offers students an audio recording of books and various reading comprehension activities. The students with the most needs in listening are chosen to receive a license. Students log on daily and progress is tracked through a periodic report that teachers can print. These reports are used by the teachers to plan instruction.

6. Describe how you evaluate the success of your program.

Through out the school year, we review on a quarterly basis our ELL subgroup through our literacy data base system. Identifying students who are at risk for academic intervention services is an essential component to the success of our program. At the end and beginning of each school year, we analyze student performance across the grades. At this point, we identify areas of strengths and areas that need improvement. We continue instructional practices that have proven to be successful in the past. We also analyze our areas of challenge and collaboratively identify change strategies that can be implemented to improve student performance. The two ESL certified teachers each use a Rigby ELL Assessment Kit, in order to assess students in the four skills areas of: Listening, Speaking, Reading, and Writing. We have identified all ELLs in monolingual classrooms and placed them in one classroom where the ESL certified teachers push in throughout the week and provide differentiated and small group instruction. We also hope to implement the Reading Tracker application. This application allows teachers to capture data associated with reading assessments, provides reporting and analytics on and across this data. Reading Tracker also enables users to monitor student progress, instructional next steps, and the effectiveness of specific instructional strategies. Teachers will be able to obtain real-time reports on reading assessment data and can be easily generated and shared in order to help inform and differentiate instruction.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Charles James Fox</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edwin Irizarry	Principal		11/4/11
N. Sanchez/N.Rodriguez	Assistant Principal		11/4/11

School Name: Charles James Fox**School DBN:****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cassie Rodriguez	Parent Coordinator		11/4/11
M.Garcia/V.Paulino	ESL Teacher		11/4/11
Daisy Munoz	Parent		11/4/11
Jennie Delpino	Teacher/Subject Area		11/4/11
Mercedes Rodriguez	Teacher/Subject Area		11/4/11
Miriam Torres	Coach		11/4/11
	Coach		11/4/11
	Guidance Counselor		11/4/11
Elmer Myers	Network Leader		11/4/11
Dale Freitas	Other		11/4/11
Jose Ruiz	Other <u>Cluster Leader</u>		11/4/11
	Other		11/4/11
	Other		11/4/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **12X150**

School Name: **Charles James Fox**

Cluster: _____

Network: **607**

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.

Generally our school uses Part 3 of the Home Language Identification Survey (HLIS) to determine the written translation and oral interpretation needs of our parents. Since the HLIS form is a part of every first time NYC Public School student registrant, the adult's preferred language (APL) is known immediately. If the child is transferring from another NYC public school, and the student's records containing their HLIS haven't yet arrived, then the APL is informally ascertained immediately by the staff members that handle registration. The APL is then noted on the child's registration materials. All APLs are then put into ATS using the UPPG function, at the same time that other registration information is being entered.

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 findings indicate that we need translation and interpretation services for approximately one-third of our parents/guardians. 99% of these non-English speaking adults are Spanish speaking. The other 1% speak French, Arabic and a variety of African dialects. The aforementioned findings are shared with the school community in a variety of ways; school newsletters, staff conferences, professional development sessions, parent workshops and parent orientations. Parents are informed about our school CEP and report card's availability on the NYCDOE website, where they can find out many other statistics concerning our school as well.

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.

P.S.150X is fortunate enough to have staff members that are proficient in a variety of languages. For each of the languages that we need written translations for, we have a staff member who is able to do this translation proficiently. We have one teacher who is proficient in Arabic, another in French and a large number of staff members are proficient in Spanish. Although there are parents who prefer to speak African dialects, for which we do not have in-house translation, these parents can understand and speak French or English, as well. We have at times used the better translation websites, when a teacher is not available to assist, but we have never had to look for outside vendors. In order to ensure a timely provision of translated documents, teachers that are needed for written translations are either excused for a period from their assignment or paid per-session to stay after school. Generally, these translations are for school memos sent to parents as well as individual student-specific memos, parent workshop and orientation invitations, and permission slips.

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

Oral interpretation services are provided during school hours by the same staff members referenced above, as well as our Parent Coordinator who speaks Spanish. These services are needed for registration, parent workshops and orientations, meetings with the teacher, Parent/Teacher Conferences, and CSE meetings.

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>.

Chancellor's Regulation A-633 requires that parents who are not proficient in English are given the opportunity to participate in programs critical to their children's education. Towards that end, the NYCDOE multilingual poster, hanging in the vestibule of the main entrance of our school, notifies parents of the availability of translation and interpretation services. Our parent coordinator, Cassie Rodriguez, also informs parents of their right to these services during meetings and workshops at school.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: C.S.150	DBN: 12X150
DBN: 12BX150	
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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:

At CS150, our ELL population represents one fourth of our student body. Both students and staff represent a diversity of backgrounds that add to a very rich and accepting school culture. The school is located in a high-poverty area of the Hunts Point section of the South Bronx.

Data

At C.S.150 there is a trend in the way ELL students perform in the four competences, as per the NYSESLAT. In the strands of Listening and Speaking students seem to perform significantly better than Reading and Writing. The Data below shows that students Basic Interpersonal Communicative Skills are far more developed than their Cognitive Academic Language Proficiency. In order to become English proficient ELL students must develop their academic English.

NYSESLAT Data

The NYSESLAT Modality Analysis indicates that in Listening & Speaking 40% of our students have reached English proficiency and only 12% have reached proficiency in Reading & Writing. There is a significant disparity between these strands. In our analysis of the data, we find that the majority of our students in grades K-5 perform at the Advanced and Proficient levels in Listening & Speaking. However, in Reading & Writing, we have a decline in the number of students that reach the Advanced and Proficient level.

Rationale for proposed program:

Based on our needs assessment findings of English Language Learners, we have concluded that the major deficiencies are in reading, writing and vocabulary development. Our goal is to provide enriched support for struggling ELLs, which include students with Interrupted Formal Education and special education ELLs.

We will design a program for our First through Fifth Grade Bilingual/ESL population that will provide support in English Language Arts. The language of instruction will be English with an academic intervention approach. Instructional staff will provide opportunities for students to learn academic English, writing, syntax, grammar, vocabulary, and usage of the English language. The after school program will run from November 2012 through March 2013 on Tuesdays, Wednesdays, and Thursdays from 3:10 to 5:10pm. It will be offered to ELL students in bilingual classes and selected ESL students that are in need of academic intervention services. We estimate the program to have 5 groups of 15 students taught by 5 licensed Bilingual/ESL teachers. An Assistant Principal will oversee the program to ensure its

Part B: Direct Instruction Supplemental Program Information

correct implementation as well as monitor student progress and attendance.

Another goal of this program is to strengthen the students' English language skills by providing additional support using ESL methodologies through a thematic approach. The language of instruction will be primarily English with appropriate language scaffolding. During the two hours of instruction students will work on listening, speaking, reading, and writing activities, with a greater focus on Reading & Writing. Students will be engaged in whole class shared reading, guided reading, and writing strategies and techniques. In addition, all students who are beginners or intermediate as determined by the NYSESLAT will have an Imagine Learning English license. This license will allow the students to have daily access to Imagine Learning lessons and pre & post assessment via Imagine Learning English software.

We will use Mondo's Pathways to Writing in grades 1-5. Pathways to Writing offers engaging resources to support students in writing and help teachers model and explicitly demonstrate the steps of the writing process. Pathways to Writing uses modeled and shared writing to demonstrate, teach, and practice the steps of the writing process while focusing on a specific text type. Each lesson provides specific suggestions for supporting English language learners. In addition, we will use the guided reading program from Mondo Bookshop. This program provides students will the opportunity to read in a small group, on how to talk, read, think purposefully about text. Each guided reading book collection includes a collection of brand new, carefully leveled books to provide enough support and a small amount of challenges and make small steps toward grade level goals. There is an assessment component to the program that will be used periodically to assess students' progress in the program. This reading and writing intervention program will support our ELL students in learning the skills and strategies they need to become better readers and writers. In addition, we will provide students in grades K-5 NYSESLAT & Beyond workbooks to prepare for testing in the Spring.

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:

C.S.150 will provide a strong professional development program for all teachers who have direct contact with ELLs and are part of the Title III after-school program. Our ESL coordinator, Literacy Coach and ESL teachers will provide professional development on instructional strategies to support English Language Learners, curriculum supports for ELLs and second language acquisition theories. Due to our large ELL population, teachers have expressed the need for professional development in the areas mentioned below. The following professional development program has been designed with these needs in mind:

Topic:	Provider	Scheduled Date
• Analysis of NYSESLAT Data using	ESL Coordinator	November (2012)

Part C: Professional Development

AMAO Tool

- Mondo Guided Reading/Pathways to Writing Literacy Coach November (2012)

Program Training

- iPad Training for ESL/Bilingual Technology Teacher November (2012)

Teachers

- Aligning Classroom Instruction to Literacy Coach December (2012)

The Common Core Learning Standards

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:

We will provide parents with the opportunity to join an ESL class. Providing ESL classes to parents will help support parents in their journey to assist and develop proficiency in English. There will be 20-25 parents invited to attend our ESL Adult classes. Parents will be registered on a first come first served basis. The program will take place at C.S.150 for 12 Wednesdays from 3:10 – 5:10 pm. The program will begin on December 2012 and end in February 2013. Our Parent Coordinator will provide parents with registration forms and participation information. One NYS certified ESL teachers will provide instruction for our ESL Adult class. These two teachers will provide parents with differentiated ESL instruction based on need. One key component of the program is to provide parents with survival English classes to support their communication with the school and community. We will work closely with our bilingual staff to provide additional translation support to parents. In return parent communication will be enhanced and student performance will improve.

Part E: Budget

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

Allocation Amount: \$28484

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 	\$22,408.96	<p>The following is a breakdown of the sessions and per-session allotment:</p> <p>5 Teachers x 36 sessions x 2 hours x \$50.02 = \$18,007.20</p> <ul style="list-style-type: none"> •Per session rate with fringe: \$50.02 •November 2012 – March 2013 •Program hours: Tuesday, Wednesday, & Thursday <p>Time: 3:10pm – 5:10 pm</p> <ul style="list-style-type: none"> •Grades 1- 5 (one teacher per grade) <p>Adult ESL Classes</p> <p>The following is a breakdown of the sessions and per-session allotment:</p> <p>1 Teachers x 12 sessions x 2 hours x \$50.02 = 1,200.48</p> <ul style="list-style-type: none"> •Per session rate with fringe: \$50.02 •December 2012 – February 2013 •Program hours: Thursdays <p>Time: 3:10 - 5:10</p> <p>Instructional staff will receive a series of professional development sessions provided by ESL Coordinator, Literacy Coach, and Technology Teacher. These sessions will focus on NYSESLAT Data, Mondo programs, technology, and CCLS.</p> <p>The following is a breakdown of the sessions and per-session allotment:</p> <p>8 Teachers x 4 sessions x 2 hours x \$50.02=3,201.28</p>
Purchased services		

Part E: Budget

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

Allocation Amount: \$28484

<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$5,500	Mondo Guided Reading & Mondo Pathways to Writing program: A guided reading and writing program that supports literacy instruction and helps teachers provide powerful daily, small group instruction. In addition, we will purchase NYSESLAT & Beyond workbooks for students in grades K-5.
Educational Software (Object Code 199)	\$575.04	Imagine Learning English Software: to develop English proficiency through ESL software Student Licenses for Imagine Learning
Travel		
Other		
TOTAL	\$28,484	