



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS 150 THE CHRISTOPHER STREET ELEMENTARY SCHOOL

DBN (i.e. 01M001): 23K150

Principal: PAMELA BRADLEY

Principal Email: PBRADLE2@SCHOOLS.NYC.GOV

Superintendent: MAUCIERE DE GOVIA

Network Leader: JOANNE BRUCELLA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Pamela Bradley	*Principal or Designee	
Elizabeth Green	*UFT Chapter Leader or Designee	
Parys Johnson	*PA/PTA President or Designated Co-President	
Yvonne Boney	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Linda Sargeant	CBO Representative, if applicable	
Tracy Stephens	Member/ UFT	
	Member/	
Yvette Eggleston	Member/ Parent	
Sabrina Grant	Member/ Parent	
Venus Vasquez	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 1. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 23K150

School Configuration (2013-14)					
Grade Configuration	OK,01,02,03,04,05,SE	Total Enrollment	213	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	91.8%	% Attendance Rate		87.6%	
% Free Lunch	97.9%	% Reduced Lunch		2.1%	
% Limited English Proficient	14.8%	% Students with Disabilities		23.3%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American		63.1%	
% Hispanic or Latino	32.2%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	2.5%	% Multi-Racial		0.4%	
Personnel (2012-13)					
Years Principal Assigned to School	2.17	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		N/A	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		6.3%	
% Teaching with Fewer Than 3 Years of Experience	10.0%	Average Teacher Absences		13.6	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.4%	Mathematics Performance at levels 3 & 4		10.7%	
Science Performance at levels 3 & 4 (4th Grade)	59.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

Goal 1- As per the 2012-2013 Quality Review report, the school purchased research based programs, Making Meaning/Being a Writer and enVisionMATH Common Core to support the school's instructional goals to increase positive social interactions and shift instruction to a student centered approach while deepening the alignment to the rigor of the Common Core Learning Standards (CCLS). As per interviews conducted by the Quality Reviewer, teachers indicated that the new programs have led to student growth on school based assessments as well as an increase in student engagement as evidenced by the levels of questioning and discussion during classroom observations.

Goal 2

As per the Quality Review Report, the school has partnered with their network and an AUSSIE consultant to support student achievement in both Math and English Language Arts. Teachers attended several Professional Development sessions throughout the year that focused on the implementation of rigorous instruction that aligned with the common core standards. A professional development period was imbedded into the teacher's weekly schedule. Teachers were provided with an additional prep period to participate in professional development. In addition, teachers were also programmed for weekly team meetings that focused on lesson planning, analyzing data and student work in order to improve student outcome.

Goal 3

Teacher College Reading and Writing Project (TCRWP) assessments were administered four times per year and results were entered into a Google online document that was accessible to all teachers and administration. The assessment information was utilized during the following: instructional team meetings, inquiry meetings, weekly professional development sessions and one on one conferences. In addition the principal analyzed the interim progress of students and as a result provided professional development to support pedagogues with strategies.

Goal 4

The information is used during instructional team meetings, inquiry meetings, weekly professional development sessions and one on one conferences with the principal to measure interim progress of students and implement data-based modifications to support concepts and skills where mastery has not been achieved. This plan also enables teachers and administration to monitor the school's Response to Intervention (RTI) plan which is reviewed every three weeks and to make timely adjustments to individual student action plans and strategies to address continuing areas of concern.

Goal 5

Parents had workshops more than once a month where parents were able to come into the school to learn more about the curriculum and implementations occurring in the school. The workshops also helped parents learned how to support their children at home with homework and better prepare them for a successful school year.

Describe the areas for improvement in your school's 12-13 SCEP.

According to the 2012-2013 Quality Review report, there are gaps between unit planning and rigor of academic tasks as evidenced in student work products as a result all students do not benefit from tasks that provide the cognitive engagement they need to improve their performance. Although the school is shifting its pedagogical practices, this focus has not yet been extended to include rigorous and challenging tasks for all students as evidence by student work products. Consequently, teaching practices do not adequately challenge students to produce high quality work products.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

Goal 1

Although the school had purchased a new reading program, Making Meaning, to help support the shift in instruction. The program didn't provide adequate resources with additional copies for students to reference. The approach, while deepening the alignment to the rigor of the Common Core Learning Standards, the text provided by the program was not as rigorous expected.

Goal 2

The RTI program was partially successful. In the classroom teachers were able to utilize data from various assessments to identify students strengths, weaknesses and next steps. The availability of staff and time restraints in SETTS and other special service providers schedule interfered with the level 3 RTI implementation.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

Goals 1, 2, 3 and 5 that were set out by the school were accomplished. Goal 4 was partially successful for levels 1 and 2. Level 3 RTI was challenging to implement do to scheduling of staff. The SETTS teacher and other special services providers had full schedules and were not able to accommodate level 3 RTI assignments.

Were all the goals within your school's 12-13 SCEP accomplished?

x

Yes

No

If all the goals were not accomplished, provide an explanation.

Did the identified activities receive the funding necessary to achieve the corresponding goals?

x

Yes

No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

- o Limited resources (human and financial capital)
- o Cultural shift/Learning curb- Staff returning after years away from PS 150 are not familiar with instructional expectations, the shift in school culture, new academic programs and norms established in their absences.

List the 13-14 student academic achievement targets for the identified sub-groups.

By June 2014 Black and Hispanic males will make a 5% increase on the NYS ELA exam.

By June 2014 English Language Learners will make a 5% increase in Listening and Speaking as evidenced by the New York State English as a Second Language Aptitude Test (NYSESLAT)

Describe how the school leader(s) will communicate with school staff and the community.

- o Provides monthly instructional foci posters and handouts to all constituents
- o Holds a weekly faculty conference with staff
- o Hosts monthly open houses for parents and the community
- o Provides progress reports to families 5 times a year
- o Provides report cards 4 times a year
- o Administrators attend PTA meetings and CEC meetings
- o Administrator meets monthly with PTA Executive Cabinet
- o Provides families with access to Pupil path- schools online grading system
- o Utilized School Messenger to communicate events to parents

Describe your theory of action at the core of your school's SCEP.

Our theory of action is to improve the quality of student work products.

Describe the strategy for executing your theory of action in your school's SCEP.

Extensive Staff Development and learning opportunities for parents and students.

List the key elements and other unique characteristics of your school's SCEP.

The school will host a Saturday Academy for parent so they can learn side by side with their scholar and learn what their scholar should know and be able to do. Our Rosetta Stone program will help of ELL parents learn English.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The schools schedule reflects Common Planning for Teachers and a "7th Prep" for classroom teachers that is used for mandated professional development on Mondays.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

6% of teachers disagree and 33% of teachers strongly disagree with the statement, "The principal communicates a clear vision for our school" and 58% of teachers either disagreed or strongly disagreed with the statement, "The principal encourages open communication on important school issues."

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	11	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader's vision	x	2.3 Systems and structures for school development
	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to ensure a clear instructional vision, the principal will improve communications with school staff by 20%, as evidenced by sign-in sheets and agendas from the Instructional Leadership Team meetings, SLT meetings, reflection sheets and agendas from professional development sessions, memos, and monthly instructional foci handouts.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Bi-weekly Instructional Leadership Team (ILT) meetings
2. Monthly consultation meeting with UFT consultation committee
3. Professional Development sessions that include team building activities
4. Teachers and Support Staff involved in turnkey information to colleagues from outside professional development sessions
5. Weekly Staff meetings
6. Monthly School-wide Instruction Foci posters
7. Daily Morning Message by principal to scholars, professors and visitors that include the school-wide focus and expectations

2. Key personnel and other resources used to implement each strategy/activity

1. Grade team leaders and the principal
2. UFT Consultation members and the principal
3. Teachers, Generation Ready staff developers, Morningside Staff Developer, Fordham staff developer and administrators
4. Teaching and Support Staff
5. All staff
6. Administrators and Instructional Leadership Team
7. Principal

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Agendas and minutes from grade team meetings will reflect that ILT members turnkey information from ILT meetings and ILT minutes will reflect that ILT members are sharing grade team concerns with the principal.
2. Agendas and minutes from UFT consultation meetings will indicate teachers concerns and principal's response
3. Teacher reflection sheet and observations will be used to measure the effectiveness of professional development sessions
4. Teachers will share what they learned at workshops as indicated by agendas and handout created by teachers who present
5. Agendas will reflect concerns presented at the UFT consultation meeting
6. Binder of monthly foci, foci posted outside of every classroom, in main corridor and at the main entrance
7. Classroom observations will evidence implementation and understanding of principal's vision

4. Timeline for implementation and completion including start and end dates

1. October 2013- June 2014
2. December 2013 – June 2014 (UFT Chapter Leader elected in November)
3. September 2013-June 2014
4. September 2013- June 2014
5. September 2013- June 2014
6. September 2013- June 2014
7. September 2013- June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Instructional Leadership team will meet before school from 7:30-8:30 or from 8:00- 8:30 on designated Tuesdays and Thursdays. Tax Levy \$
2. Committee members will meet in the teacher’s lounge or a classroom once a month
3. Professional Development (IDPD) will take place on Mondays and Wednesdays. Staff developers paid from Tax Levy, Title III, Title I SWP and Title I Priority \$
4. Substitute Teachers will be hired for teachers to attend professional development workshops during the school day. Substitutes will be paid with Tax Levy \$
5. Faculty Conferences will be held every Wednesday for 10 minutes before Professional Development.
6. Funding for supplies (color copier, binders, paper, ink)- Supplies will be paid for with Tax Levy \$
7. Principals salary is funded with Tax Levy \$

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Not applicable

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Although the curricula is rich in content and observations revealed high level of student discussions and questioning, there are gaps between unit planning and rigor of academic tasks as evidenced in student work products.”- page 5

“Although the school is shifting its pedagogical practices, this focus has not yet been extended to include rigorous and challenging tasks for all students as evidenced by student work products. For example, the majority of math portfolios across classrooms contained worksheets to practice basic computation skills.” Page 6

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5, 6	HEDI Rating:	Proficient Overall (Developing for this particular area)
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to ensure improvement of student performance in Mathematics, all students will demonstrated a 5 percent increase on the Envisions formative assessment rubrics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item

must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Saturday Academy
2. Teachers will administer performance tasks after every unit.
3. Extended Day Program using Test Ready material
4. Professional Development workshops
5. Grade team meetings

B. Key personnel and other resources used to implement each strategy/activity

1. Teaching staff, Test Ready Material, Envision material
2. Classroom teachers
3. Teachers
4. Generation Ready consultant (formerly the AUSSIES), Instructional Leadership team, administrators, CFN, teachers
5. Classroom teachers
6. Non-contractual services from Generation Ready used for the consultant. (related to S.O.P. 3.2)]
7. Teacher Per-Session used for data revision and teaching Saturday Academy. (related to S.O.P. 3.2)]

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Pre-tests, post tests and quizzes
2. Students' portfolios contain 1 performance task per unit of study
3. Pre-tests, post tests and quizzes
4. Agendas and reflection sheets, observation results
5. Minutes, agendas, lesson plans from grade teams

D. Timeline for implementation and completion including start and end dates

1. January 2014- April 2014
2. September 2013 – June 2014
3. September 2013-April 2014
4. October 2013-April 2014
5. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 11 sessions x 6 teachers x 3 hours; 11 sessions x 1 supervisor x 3 hours
2. The schedule will provide classroom teachers with 4-5 common planning opportunities per week to collaborate with grade team members , revise and analyze performance tasks
3. Substitutes will be hired to cover teachers who attend math professional development sessions; key teachers will turnkey information to the staff on Wednesday during Inquiry, Data and Professional Development sessions.
4. Instructional Leadership Members will meet on Tuesdays and Thursdays 5 teachers
5. The schedule will provide classroom teachers with 4-5 common planning opportunities per week to collaborate with grade team members , revise and analyze performance tasks
6. Non-contractual services = See Galaxy
7. Teacher Per Session = See Galaxy

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Continue to ensure the implementation of coherent pedagogical practices informed by a common teaching framework so that all lessons give students the opportunity to demonstrate higher order thinking skills in student work products. Although the school is shifting its pedagogical practices, this focus has not yet been extended to include rigorous and challenging tasks for all students as evidenced by student work products.							
Ensure effective implementation of challenging learning experiences across classrooms that result in cognitively engaging student work products: there are gaps between unit planning and rigor of academic tasks as evidenced in student work products.							
Review Type:	Quality Review	Year:	2013-2014	Page Number:	5,6	HEDI Rating:	Overall Proficient – particular area for improvement- Developing

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, in order to improve the quality of ELA student work products, 100% of ELA teachers will attend seven professional development sessions as evidenced by agendas, sign in sheets, and teacher feedback forms.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
1.	Professional Development by Generation Ready (formally AUSSIES)
2.	Teachers will meet with their grade team and analyze student work products as part of circular 6
3.	READ after school program for scholars in grades 1 and 2
4.	Saturday Academy
B. Key personnel and other resources used to implement each strategy/activity	
1.	Louis Pertile- Generation Ready consultant
2.	Classroom teachers and administrators
3.	Selected teachers, READ tutors and READ site coordinator
4.	Selected teachers, administrators, outside consultant
5.	Curriculum and Staff Development Contract with Generation Ready used for professional development. (related to S.O.P. 4.2)]
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1.	Rubrics aligned with CCLS and exemplars, student work products graded on aligned rubrics, lesson plans embedded with strategies acquired during professional development sessions
2.	Team meeting minutes reflect analysis of student work and subsequent lesson plans reflect implementation of learning
3.	Periodic assessments
4.	Pre and post tests
D. Timeline for implementation and completion including start and end dates	
1.	November 2013-February 2014
2.	November 2013 – June 2014
3.	January 2014 – April 2014
4.	January 2014 – May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1.	ReadyGen performance tasks- 1 task per unit of study
2.	The schedule will provide classroom teachers with 4-5 common planning opportunities per week to collaborate with grade team members , revise and analyze performance tasks
3.	READ Program \$10,000 1 teacher x 45 sessions x 1 ½ hours
4.	Saturday Academy 7 teachers x 11 sessions x 3 hours
5.	Curriculum and Staff Development Contract = See Galaxy

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the Learning Environment survey, 26 percent of parents indicated that students get into physical fights and 23 percent of parent indicate that students harrass or bully other students.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	7	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
x	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to increase positive behavioral interactions, the school will implement a PBIS program, as measured by a 5 percent decrease in Superintendent and Principal Suspensions, as evidenced by OORS data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Boys rights of passage- Saturday Academy Extension
- Holistic Discipline Professional Development by Morningside Center for Teaching Social Response
- Monthly PBIS incentives
- Conflict Resolution classes by the SAPIS Worker

B. Key personnel and other resources used to implement each strategy/activity

- Teaching staff, consulting writer Jason Spencer,
- Emily Feinstein- Morningside Center for Teaching Social Responsibility, selected teaching staff
- PBIS Team led by Evette Robinson the SAPIS Specialist and Attendance Family Workers

4. SAPIS Worker
 5. Educational Consultants used for professional development for the staff and the students for Saturday Academy (related to S.O.P. 5.2)]
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Tests, quizzes and writing samples; attendance
 2. Teacher and teacher feedback via reflection sheets and surveys
 3. Improvement in attendance for targeted students; attendance sheets at incentive rewards events and reflect an increase presence of students who have had multiple infractions in previous months; a decrease in the number of infractions by scholars who have had multiple infractions
 4. Attendance sheets at incentive rewards events and reflect an increase presence of students who have had multiple infractions in previous months; a decrease in the number of infractions by scholars who have had multiple infractions

- D. Timeline for implementation and completion including start and end dates**
1. January 2014- May 2014
 2. August 2013 – December 2013 September 2013- June 2014 September 2013 – June 2014

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. 16 sessions conducted by writer Jason Spencer
 2. 10 sessions
 3. On the first Friday of every month, the school conducts “First Fridays” a school wide assembly in which students received incentive awards for good behavior; the PBIS team also conducts monthly incentive parties and activities for scholars who have earned the top points for the month, for scholars who have improved attendances and fore scholars chosen by classroom teachers to be student of the month.
 4. SAPIS worker funded via OASIS funds
 5. Educational Consultants = See Galaxy

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

On the Learning Environment Survey Under Parent Engagement, when asked, “How often during the school year have you been invited to an event at your child’s school (workshop, program, performance, etc.) 13% responded that they have only been invited 1-2 times or never.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to improve parent engagement, the school will engage the community including English Language Learners by increasing monthly parent workshops, meetings and events as evidenced by agendas and sign-in sheets.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Grandparents Support Group (2x a month)
2. Saturday Academy for Parents
3. Rosetta Stone for Parents
4. Monthly Open House
5. Monthly Parent Academy

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Association and District Parent Advocate
2. Teaching staff
3. ELL Teacher
4. Parent Coordinator and classroom teachers
5. Parent Association

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Agendas, sign-in sheets, feedback forms
2. Sign-in sheets, parent feedback forms, surveys
3. Sign-in sheets, parent feedback forms, surveys
4. Sign-in sheets, parent feedback forms
5. Sign-in sheets, parent feedback forms, surveys

D. Timeline for implementation and completion including start and end dates

1. November 2013 – June 2014
2. January 2014 – June 2014
3. January 2014 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Parent Association sponsored event- funded by Title I SWP \$
2. 1 teacher x 11 sessions x 3 hours ; 1 supervisor x 16 sessions x 3 hours
3. 1 teacher x 22 sessions x 3 hours
4. Parent Coordinator funded from Tax Levy Parent Coordinator funding
5. Parent Association sponsored events- funded by Title I SWP \$

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	x	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	x	PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ol style="list-style-type: none"> 1. RTI- grades K-2 SIPPS program 2. RTI- Intense Guided Reading (3x a week) 3. READ – grades 1-2 4. BELL- grades K-5 5. Saturday Academy (Academic Advantage) 6. Extended Day Program- grades 3-5 7. Reading Specialist Rtl push in support 	<ol style="list-style-type: none"> 1. Small group 2. Small group and one-to-one 3. One-to-one 4. Small group 5. Small group 6. Small group 7. Small group 	<ol style="list-style-type: none"> 1. During the day 2. During the day 3. After school 4. After School 5. Saturdays 6. During the day 7. During the day
Mathematics	<ol style="list-style-type: none"> 1. BELL- grades K-5 2. Extended Day Program- grade 3-5 3. Push-in remedial instruction 	<ol style="list-style-type: none"> 1. Small group 2. Small group 3. Whole group 	<ol style="list-style-type: none"> 1. After school 2. During the day 3. During the day
Science	<ol style="list-style-type: none"> 1. Saturday Academy (grade 4) 2. Extended Day (ELA/Science)- grade 4 3. Focus on content vocabulary and comprehension strategies 	<ol style="list-style-type: none"> 1. small group 2. small group 3. whole group 	<ol style="list-style-type: none"> 1. After school (Saturday) 2. During the day 3. During the day
Social Studies	<ol style="list-style-type: none"> 1. Extend Day- grades 3, 5 2. Focus on content vocabulary and comprehension 	<ol style="list-style-type: none"> 1. small group 	<ol style="list-style-type: none"> 1. During the Day

	strategies		
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ol style="list-style-type: none"> 1. Lunch time At-risk counseling 2. Future Leaders Youth Development 3. Character Education 4. At-risk counseling 5. Crisis counseling 	<ol style="list-style-type: none"> 1. small group/one-on-one 2. small group 3. whole class 4. one-on-one 5. one-on-one 	<ol style="list-style-type: none"> 1. During the day 2. During the day 3. During the day 4. During the day 5. During the day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

All teachers at PS 150 are highly qualified. To assist in our recruitment efforts we utilize New Teacher Finder, Open Market Candidates and recommendations from teaching staff. To support high quality professional development that ensures staff is highly qualified we hire outside consultants from Fordham University, Generation Ready (formally known as the AUSSIES), and Morningside Center for Teaching Social Responsibility. We also send teachers to professional development sessions offered by CFN 210, the District, the city, the UFT and other outside agencies.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Each Monday classroom teachers attend Inquiry, Data and Professional Development (IDPD), our in house training sessions which are conducted by the principal and staff developers/consultants. One of the many foci for the school year is "Improving the Quality (and Quantity) of Student Work Products." At the heart of these sessions is a study of CCLS, state exemplars, and performance tasks. During PD sessions and during grade team meetings, teacher teams analyze students work products and discuss lessons that need to be taught to improve the product. Teachers who exhibit difficulties are provided with job-embedded one-on-one staff development.

PD for Implementing the enVisions Math Program will be provided by NYCDOE, Pearson, and visiting staff Developers.

PD for Reaching Special populations (Special Needs, ELL, AIS) will be provided by a Fordham staff developer, CFN 210, Instructional support staff, and the school psychologist.

PD for Understanding the new Teacher Effectiveness and Development System will be provided the Administrative Team, the MOSL team and Support Staff from CFN 210.

PD for the Integration of ReadyGen program into Making Meaning and Being a Writer will be provided by NYCDOE and visiting staff developers

PD for the Reinforcement of the Instructional Shift Campaign will be provided by the Administrative Team and staff developers.

PD for Establishing Positive Classroom Management and School Culture will be provided by Morningside Center for Teaching Social Development.

Our teachers will attend weekly ID/PD meetings on Mondays with a focus on improving the Quality and Quantity of student work. These PD sessions will be facilitated by CFN 210, AUSSIE staff developers and/or Administrative staff.

Our teachers will attend weekly ID/PD meetings on Wednesdays during extended time to support our School-wide foci. These PD sessions will be facilitated by Administrative Staff and Classroom teachers who will 'turn-key' information from PD workshops they have attended outside of the school.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our school's funds are combined to provide instructional, social and emotional, remediation and enrichment opportunities for

our school community. Our funds allow us to provide AIS services (via the Reading Specialist) during the school day. In addition, our extended day program for all scholars in grades 3-5 and our BELL OST program allow us to provide additional academic and enrichment (OST-BELL) support to all scholars. Our teachers have the opportunity to improve their practice via extensive in-house professional development. We address the social/emotional needs of our students with the support of the Positive Behavior Intervention Support Program (PBIS).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Our school works closely with our neighborhood daycare centers to provide inter-visitations for incoming pre-school students. This year we will conduct monthly Open House visitation opportunities for parents of pre-school children in the community.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school has a MOSL Team and Instructional Leadership Team (ILT) where the teachers review prerequisites for the implementation of and effectiveness of assessments. These teams evaluate student assessment results and work data to revise and modify lesson plans along with the reading program to address the needs of all students as diverse learners.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy 2013-2014

I. General Expectations

PS150 the Christopher Street School agrees to implement the following statutory requirements:

- The school will put into effect operational programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section

- 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA;
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 150 The Christopher Street School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: discuss at leadership team meetings, PA Executive Board Meetings, PA Meetings.
2. PS 150 The Christopher Street School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: schedule a Quality Review, have SCEP training and planning sessions.
3. PS 150 The Christopher Street School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: discussions at school leadership meetings, workshops on the interpretation and utilization of data, workshops on study skills and standardized testing.
4. PS 150 The Christopher Street School Careers will coordinate and integrate Title I with parental involvement strategies under the following programs: Super Saturday Program, After-school and morning programs, tutorials, Title II, Reading/Math push in program, SES, Test preparation workshops in literacy and math.
5. PS 150 The Christopher Street School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Evaluations will be conducted through surveys that will be distributed to all parents through mailings and student handouts. Parent Coordinator along with the PA will be responsible for creating, distributing and collecting the surveys. Parental roles will be determined by the results of the survey. The survey will be collected by the homeroom teachers and submitted to the leadership team. The leadership team members will compile the results into a table. Results will be discussed, a list of conclusions will be drawn and an action plan devised.
6. PS 150 The Christopher Street School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement.
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: standardized test workshops, parent teacher conferences, dissemination of the Grow Report, utilizing of the BELL program.
 - b. The school will provide materials and workshops to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster academic parental involvement.
 - c. P.S. 150 will educate school staff concerning the value and utility of contributions of parents as well as implement and utilize programs such as: ARIS, DataCation and School

Messenger to enable teachers and staff to reach out to, communicate and work with parents as equal partners.

- d. The school will provide opportunities for learning how to implement and coordinate parent programs and build ties between parents and schools, by offering workshops to parents by the parent coordinator.
- e. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Saturday Academy Program, After-school and morning programs, tutorials, Title II D, Reading/Math pull-out/push-in program, SES, Lunchtime help, Test preparation workshops in literacy and math, and conduct other activities, such as parent workshops and early morning ELL classes (Rosetta Stone), that encourage and support parents in more fully participating in the education of their children. This is done by communicating with the home through the school messenger, notices, phone calls and direct mailing.
- f. The school will utilize the Translation Committee and the Parent Coordinator to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The school, in consultation with its parents, will build parents' capacity for involvement in the school and school system to better support their children's academic achievement, by integrating the following discretionary activities listed under section 1118(e) of the ESEA by:

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Meetings. This policy was revised and adopted by the PS 150 The Christopher Street School on 10/18/13 and will be in effect for the period 2013-2014 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2013.

1. **School-Parent Compact** –

PS 150 The Christopher Street School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2013-2014.

SCHOOL-PARENT COMPACT

The Christopher Street School and the parents of the students participating in activities, services, and programs funded by Title I of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2013-2014.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The Christopher Street School (PS 150) will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
 - *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Anthony Alvarado states, “How well the teachers are learning determines how well the students are learning.” Our teachers will meet weekly with coaches and the administration to develop teaching skills and stay current on new standards.*
 - *Teachers on each grade level/subject area will follow a curriculum map developed by appropriately licensed classroom teachers, using Common Core State Learning Standards (CCLS) as a guide.*
 - *Teachers will create 4 rigorous end of unit tasks (2 in ELA and 2 in Math) that all students must complete to demonstrate independent mastery of the skills acquired.*
 - *Teachers will use assessments as a guide to plan instruction according to their students’ needs. Our students will be instructed within their “zone of proximal development.”*
 - *Teachers on each grade level/subject area will develop lesson plans to meet the needs of diverse learners by including differentiated activities/tasks appropriate for students’ varied levels of learning.*

- *Teachers will include student-centered instruction that is aligned with curriculum maps, using Common Core Learning Standards (CCLS) as a guide.*
 - *Teachers on each grade level will include the use of 'authentic texts' in ELA lesson plans to enhance and support students' learning.*
 - *The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to laptop computers and computer based software, etc.*
- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - November 14, 2013
 - March 12, 2014
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - 1st marking period ends 11/8/2013
 - Progress Report #1 distributed 10/11/13
 - report cards distributed 11/14/13 (at Parent-Teacher Conference)
 - 2nd marking period ends 1/10/14
 - Progress Report #2 distributed 12/6/13
 - report cards distributed (backpack home) 1/17/14
 - 3rd marking period ends 3/5/13
 - Progress Report #3 distributed 1/31/14
 - report cards distributed 3/11/13 (at Parent-Teacher Conference)
 - 4th marking period ends 6/26/13
 - Progress Report #4 distributed 4/3/14
 - *Parents will be provided access to ARIS and DataCation as a means of monitoring their child's performance and progress.*
 - **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher or an administrator either in writing or verbally by notifying the Parent Coordinator. The Parent Coordinator will notify the staff member and set a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*
 - *P.S. 150 will schedule monthly 'Open House' sessions (45 minutes) from January-June, 2013 to update and inform parents about curriculum that is being addressed in the classroom across the grades.*

PARENT RESPONSIBILITIES

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

- **Supporting my child's learning by making education a priority in our home by:**
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my children's education;**
- **Promoting positive use of my child's extracurricular time;**
- **Ensuring that my child wears his/her uniform;**
- **Participating in school activities on a regular basis;**

- **Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with my child every day;**
- **Providing my child with a library card;**
- **Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;**
 - **Supporting the school’s goals of Be Responsible, Be Respectful, Be Rewarded**
- **Respecting the cultural differences of others;**
- **Helping my child accept consequences for negative behavior;**
- **Being aware of and following the rules and regulations of the school and district;**
- **Supporting the school discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**
- **Log onto ARIS and DataCation weekly to check child’s progress (Progress Reports). *Internet access will be made available through the Parent Coordinator.***

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 23	Borough Brooklyn	School Number 150
School Name The Christopher Street		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Pamela Bradley	Assistant Principal Amy Bardales
Coach type here	Coach type here
ESL Teacher Adekunle Ibrahim	Guidance Counselor Ms. Adams
Teacher/Subject Area Tammie Stephens	Parent type here
Teacher/Subject Area Gwen Barry	Parent Coordinator Veronica Elikens
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	213	Total number of ELLs	33	ELLs as share of total student population (%)	15.49%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	6	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	33									33
Total	33	0	0	0	0	0	0	0	0	33

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
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	2	7	8	4	5	3								29
Chinese	1	2												3
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	9	8	4	5	3	0	0	0	0	0	0	0	33

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	1	3	3	1	0									8

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)	1	0	4	2	3	1								11
Advanced (A)	2	6	1	1	2	2								14
Total	4	9	8	4	5	3	0	0	0	0	0	0	0	33

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	2				2
5	2	1			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4	2	1	1						4
5	3								3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2				3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At PS 150, we use TCRWP to assess students' early literacy skills. TCRWP is a K-5 tool that we use to assess students' knowledge of phonics, phonemic awareness, and the concepts of prints. In addition to TCRWP, we use SIPPS, a phonics program that is used to build foundational reading skills for students. We use the data we gather from TCRWP and SIPPS assessments to determine the instructional differentiation and the independent reading levels of our students. According to our data, 80% of newcomer ELLs lack the foundation in phonics, and phonemic awareness. They also lack the knowledge of age-grade appropriate sight words that are essential for comprehension. The data we gather from our ELLs reveal that the reading levels of ELLs are as diverse as that of the English-Only population. As a result, we differentiate instruction of ELLs based on their reading capacity. Data from on-going assessments shows that our ELLs are making incremental progress in their comprehension skills by using decoding strategies and their ability to recognize sight words.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data from LAB-R and NYSESLAT indicate that while ELLs generally struggle with all the modalities of literacy, they nonetheless fare better in listening and speaking than in reading and writing. Data analysis shows that 50% of our ELLs are beginners, 10% are intermediate, and 40% are advanced. Based on the data, we noticed a significant increase of ELLs moving from beginning to advanced level. After the initial LABR placement assessment and with the administration of the NYSESLAT, seven months later, beginner ELLs population shifts from 50% to 24%. The intermediate population shifts from 10% to 36; and the advanced population shifts from 40% to 42%. The results from the data are significant, given the margin of gain in the beginner and intermediate ELLs progress. This pattern of gain is consistent across the grades.

Instructional decisions based on data

With this understanding of the data, the ESL and classroom teachers emphasize reading and writing strategies for ELLs in ELA and across the content areas. Scaffolding strategies that support reading and writing in the content areas are employed for ELLs instruction. The CALLA approach, which enhances academic language, knowledge of the content, and the learning strategies are used to support the students. The QTEL methodology is utilized for quick and experiential writing, and chunking of information. Teachers and the school leadership use the test scores mentioned here to track ELLs' areas of need, and teachers who are already using ReadyGen and Making Meaning programs include this assessment in their instructional plan to improve ELLs instruction. Turn and talk strategy that is embedded into reading enhances ELLs communication and listening skills as well as it develops their academic language.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The consequence of the pattern of the modalities is that we have differentiated instruction for ELLs. Many of our newcomers require speaking and listening skills as shown in their scores. We embed more listening and speaking activities into their instruction than the more advanced students would require. Students, who show strong skills in speaking and listening, and otherwise require support in reading and writing are given differentiated instruction to match their needs. We use information about AMAO to set goals for our ELLs. We set high and achievable expectations for our ELLs through instructional differentiation, professional developments, matching materials for students, and after school programs. Data shows that a significant number of our students moved from the beginning to the intermediate level. We, however, need to move more students from the intermediate to the advanced and proficient levels.

4. For each program, answer the following:

- a. 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?

There are no significant differences in the listening scores of the beginning, intermediate, and advanced ELLs across the grades.

There are, however, significant differences in the reading and writing scores of the beginning, intermediate, and advanced ELLs across the

grades. ELLs in the upper grades (4th and 5th), who are advanced, show a significant higher scores of 15% in reading and writing tests than ELLs who are K-3. What this data means for school leaders and teachers of ELLs K-3, is that teachers must spend more time doing guided reading and writing, while upper grade teachers must allow their ELLs to do more independent reading and writing.

We use ELL Periodic Assessments, in conjunction with the past NYSESLAT, to predict the probability of ELLs next NYSESLAT outcome. Data from the Periodic Assessments shows that ELLs (70%), score at Intermediate and above across the grades in listening. This contrasts the scores of reading and writing where ELLs (less than 30%) across grades score at Intermediate and above.. The consequence is that teachers of ELLs at PS 150 must target students' needs, especially in reading and writing as shown in the Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Based on past NYSESLAT and ELL Periodic Assessments, we, at PS 150 are differentiating instruction on the modalities that ELLs/SWDs have deficiencies. Armed with the knowledge of the ELLs IEP, the teachers of ELLs/SWD considers the modalities in students have most needs in order to target interventions. ELLs who are struggling with the foundational skills are supported with SIPPS Phonics instruction. There are bilingual texts in Spanish, Chinese, and Arabic to help students build concepts and apply reading skills. There are technology based reading and writing materials to support ELLs/SWDs individualized learning. Classroom teachers meet with struggling ELL students in small guided reading and writing groups that target specific needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We have a clear strategy that allows our ELLs to gain both the linguistic and academic competence in English as their second language. We have an organized phonic and phonemic awareness (SIPPS) programs to help ELLs acquire literacy in their second language. In addition, we utilize ELLs first language to support their English learning by providing them with a library of books in their first language. Finally, we strive to engage ELLs to actively participate in meaningful activities, such as turn and talk, TPR, and by using technology. All classroom teachers, at PS 150, are trained to include and differentiate instruction for their ELLs. ELLs are supported with the vocabulary instruction in every classroom. The use of glossary in the content subjects is supported in every classroom.

Native language support

Although PS 150 does not have the transitional bilingual program, we use native language to support ELLs in content areas. Literature and research abound in support of native language and cultural background of students as representing funds of knowledge for them and for helping them to build cultural capital. We, at PS 150, support our ELLs with materials that buttress students' foundational knowledge as a means to a wider knowledge. Materials exist in the form of story books and content area texts in the students' native languages. When needs arise, we will utilize the support of bilingual paraprofessionals for our ELLs.

7. 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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs when they meet the ELL AYP (as evident in any of the modalities (speaking, listening, reading and writing. In addition, success is determined by the growth in the reading level of ELLs who have benefitted from the phonics program (SIPPS) or from the TCRWP.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Initial Identification

At enrollment, Dr. Ibrahim, the ESL teacher meets and talks informally with parents/guardians of students to determine the language that a family speaks at home. This informal assessment helps to determine students home language. Based on students home language, the process of identification is formalized by asking parents/guardians to fill out the Home Language Identification Survey (HLIS) that is translated into their home language to make an initial determination of students' eligibility for the placement test (LABR). A student is considered to have a home language other than English when: (a) a response to one of the initial 1-4 questions indicate that the student uses a language other than English at home, and (b) when two responses the last 5-8 questions indicate that the student uses a language other English. The trained pedagogue conducts an interview with parents/guardians in their native language to complete the second part of the survey and to determine Language Assessment Battery-Revised (LAB-R) eligibility. At our school, Dr. Sam Wasef, the school physical therapist will support Dr. Ibrahim with the translation of Arabic interviews; Ms. Bishop, a paraprofessional, will support Dr. Ibrahim with the Spanish translation of interviews; and Ms. Irfan, a teacher, conducts the interview in Bengali. In case of Chinese and any other languages that are not represented by in the school, the NYC Translation System is used.

Once the school pedagogue collects the HLIS from parents/guardians and determines that a language other than English is spoken in the student's home, our trained pedagogue conducts the formal interview with the parent/guardian to further determine if the student is eligible for the LABR. Dr. Ibrahim administers the LAB-R to eligible students within ten days of initial enrolment at our school. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Dr. Ibrahim notifies parents/guardians about the services by sending entitlement letters home. He also schedules an orientation meeting with parents/guardians.

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.

School structures that ensure parents/guardians understand the three choices:

At an Orientation meeting, which takes place within the first ten days of student enrolment, Dr. Ibrahim, who is certified in English as a Second Language, shows a video of program choice to parents/guardians, in their home language. In addition, he makes available the literature that explains the programs to them in their home language. The school pedagogue/personnel, who speaks the parents/guardians home language is also made available at the end of the video orientation to respond to or assist in the translation of questions and answers. Parents/guardians select their choice of program after watching the video.

We use parent outreach, through the office of the parent coordinator, Ms. Elikens, to mobilize parents/guardians to attend the meeting. Dr. Ibrahim makes phone calls to remind parents/guardians to attend the meetings. Dr. Ibrahim also send letters home through the students.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Immediately, after the student is entitled, Dr. Ibrahim sends Entitlement letters to parents/guardians through their children within the first 10 days of the LABR test. Dr. Ibrahim also gives out entitlement letters to parents/guardians when dropping off or picking of their children. Dr. Ibrahim gives out the survey and parent selection form to parents/guardians on the day of the orientation and video presentation. This is a practical way to ensure that forms are filled out completely, signed and are returned to the school. Dr. Ibrahim is responsible for collecting the returned parent selection forms. The forms are stored in the ESL Room, 203. Continued Entitlement letters are sent to parents who did not test out as a result of the last NYSESLAT test. For students who tested out, Non Entitlement letters are also sent to their parents/guardians.

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.

Criteria and procedure for placing ELLs

Students' placement are determined by honoring parental choice. During the orientation, parents/guardians carefully consider the choice that satisfies the interests of their child. Placement letters, Continued Entitlement, letters, and Non Entitlement letters are distributed and are kept in the ESL Room, 203. Translation services are offered to parents/guardians in their native languages in order to answer any questions that are related to the video presentation. We simply offer parents the choices available to them, without interference. We allow them to make informed decisions about the future of their children. The ELPC Screen is updated in ATS within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Dr. Ibrahim sends letters to parents in their home language to inform them of the mandated NYSESLAT tests. Next, the testing committee (Ms. Bardales, Ms. Riley-Banks, and Dr. Ibrahim) schedules the days and time for the tests. The committee determines the test administrators and make sure that the categories of people who are prevented from administering the tests do not administer it. When the tests arrive in the building, we take the inventories and lock it up in the vault. Test administrators are trained on how to administer and score the speaking test. All administrators must be familiar the direction of each section of the test. We administer each section of the test on a daily basis. The tests are taken from the vault and returned there daily. We take attendance of students who are tested in each section each day and we admister a make-up test to students that miss any section of the test.

With the proper attendance taken for each modality, any student who is absent for a test is allowed to do the make up. We remind parents/guardians about the test one day before the test. Entitled ELLs list is generated at the time of the test to ensure no new admit or transferred ELL is left out.

6. 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.) 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. [📌](#)

After reviewing the Parent Survey and the Program Selection forms for the past few years, we found that 90% of the parents have chosen the Free Standing ESL programs for their children. Students have benefitted from this program as indicated by the NYSESLAT results. The 2011/2012 NYSESLAT showed that 65% of ELLs, from across the grades moved to higher proficiency levels. In addition, there a significant gains in the listening and speaking modalities of the test. ELLs at our school. Our program is the Free Standing ESL. Parents who chose the Transitional Bilingual program or the Dual Language program have rejected options to transfer their children to other schools where these programs are offered. At this point, we do not have as many students on grade level to open a Transitional Bilingual or Dual Language program. We monitor our ELLs population for any shift that would require opening up TBE or Dual Language classrooms. However, when parents reject transfer, we provide the students with ESL services.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instructional delivery

The ELL models at our school is the free-standing ESL pull-out. The ELLs teacher also works collaboratively with the other pedagogues on curriculum evaluation and delivery, as well as on assessment and data inquiry. The ESL teacher works with the The uniformity of the school curricula, through the grades make the curricula accessible to all teachers, including the out of classroom teachers on implementing curriculum programs. The ESL teacher works ahead the classroom teachers on developing the vocabulary that ELLs will encounter in their texts. When ELLs return to class and receive instruction with the same text, they read texts that have become simplified. Through collaboration with the classroom teachers, the ESL teacher implements the Making Meaning and ReadyGen programs.

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)?

Minutes of instructional delivery in ESL, ELA, and content areas/grouping

Our ELLs belong in all categories of English proficient levels. Beginning and intermediate ELLs receive two units or 360 minutes of ESL instruction, while advanced students receive one unit or 180 minutes of ESL instruction. In addition, advanced ESL students receive one unit of ELA per week. The language of instruction in the content areas is English, and teachers utilize ESL methodologies during instruction to facilitate students' academic content learning. The homogeneous grouping of ELLs according to grade level and proficiency levels makes it possible for us to fulfill the mandated minutes of instructional service per student per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

In our model of English as a Second Language, the ESL teacher and the classroom teachers use a combination of methodologies to instruct ELLs. The CALLA approach is evident in our instructions. There is an instructional strategy tied to every lesson objective. This provides a systematic step by step approach to learning content for ELLs. We emphasize explicit, visual vocabulary instruction in the content subjects for our ELLs. We set high expectations for our students in the content subjects by asking higher order questions, and by encouraging our ELLs to construct meanings collaboratively and individually. Our ELLs have the opportunity to develop all the four modalities of English learning through the turn and talk sessions, when listening to one another in sharing sessions, during quick write, and when reading their reports to peers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

We have a bilingual library to support our ESL students gain concepts in the content subjects. In the end, we determine how much our beginning ELLs know of the content when they access their wealth of knowledge of content that is accumulated from materials read in their native language, and then respond to questions appropriately, even in native language. We do not assess for native language reading or writing skills in our program.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The weekly grading system for ELLs is based on the four modalities. ELLs are evaluated through classroom participation in turn and talk for listening and speaking skills. They take quizzes to assess their listening, speaking, reading and writing. ELLs are also evaluated for reading and writing during the Phonics program (SIPPS), independent reading, and writing sessions. Periodically, we administer TCRWP Assessments, ELL Periodic Assessments, and trade books NYSESLAT preparation tests.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instructional differentiation

Since SIFE students traditionally fall behind in academic, we expect them to benefit from the array of programs at the school: The Making Meaning program at PS 150 allows ELLs to interact with texts and have conversations with peers who they are comfortable with. For SIFE with limited conversational English, home language are encouraged for interpreting the text. Assessments of SIFE take different forms. There are quizzes, participation in classroom discussions, response to literature in first language, and using graphic organizers to represent ideas. ELLs' instructional groups change as their proficient levels change. With these changes, students meet new groups with new ideas to share. Finally, we have bilingual and dual language books and leveled books in different genres for ELLs to access during independent reading

Zero to three years ELLs

Part of differentiation literacy activities, for ELLs in this group, include SIPPS (phonics instruction), quizzes, directed reading, intensive audio-visual instructional support, and the use of bilingual texts.

Four to Six Years

ELLs in this group will use technology as a tool of independent learning. They will search for meaning of difficult words online on their own. Students will do quickwrite, and utilize graphic organizer to construct meanings from the text. Students' writings will tap into background knowledge and culture to stimulate interest.

Sixyears Plus

Use variety of questioning techniques to expand student thinking.

Use of home language strategies to support English learning.

Use of oral language, as in turn and talk to engage and challenge student thinking.

Use quickwrite to develop writing stamina.

Long-Term ELLs and Special Needs

We will engage long-term ELLs with high-interest activities and texts. We will use native language materials to support English learning. In addition, we will utilize technology, audio-visual material to differentiate learning. We will ask open-ended questions that expand students thinking. Students will do peer assessing to compare thinking and to build knowledge.

Former ELLs for up to 2 years

Expanding former ELLs reading genre to include wide informational texts

Strengthen ELLs writing repertoire to include narrative and expository

Support former ELLs with higher order questioning techniques

Encourage the use of reference materials (thesaurus, glossary, dictionary) for independent work in reading, writing, and content subjects.

Testing Accommodations to include time and a half and the use of glossary.

7. 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?

Cognitive Academic Language Learning Approach (CALLA).

Quality Teaching for English Learners (QTEL).

Close Reading

Sheltered Instruction Observation Protocol (SIOP).

As part of knowledge of students, we ensure that we understand the IEP and ELL instructional and service mandates for our ELLs-SWDs. Appropriate materials that match students IEP mandates and the area of needs in English are provided. These materials include technology reading aids, audio-visual aids, and technology.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?

Student centered curricular and instruction at PS 150 sets high expectation for ELL-SWDs. Instruction and curricular are not watered down for these students. Rather they achieve the English-only and general population students' goals from routes that are accessible to them. We use ELL strategies and available materials (including bilingual texts) for ELLs instruction. We follow students' IEP goals, and we group students for meaningful productive outcomes. Groups are small with interactive instructional activities. With differentiation that is tailored their IEP goals, ELL-SWDs are able reach the same instructional objective as their English-only peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

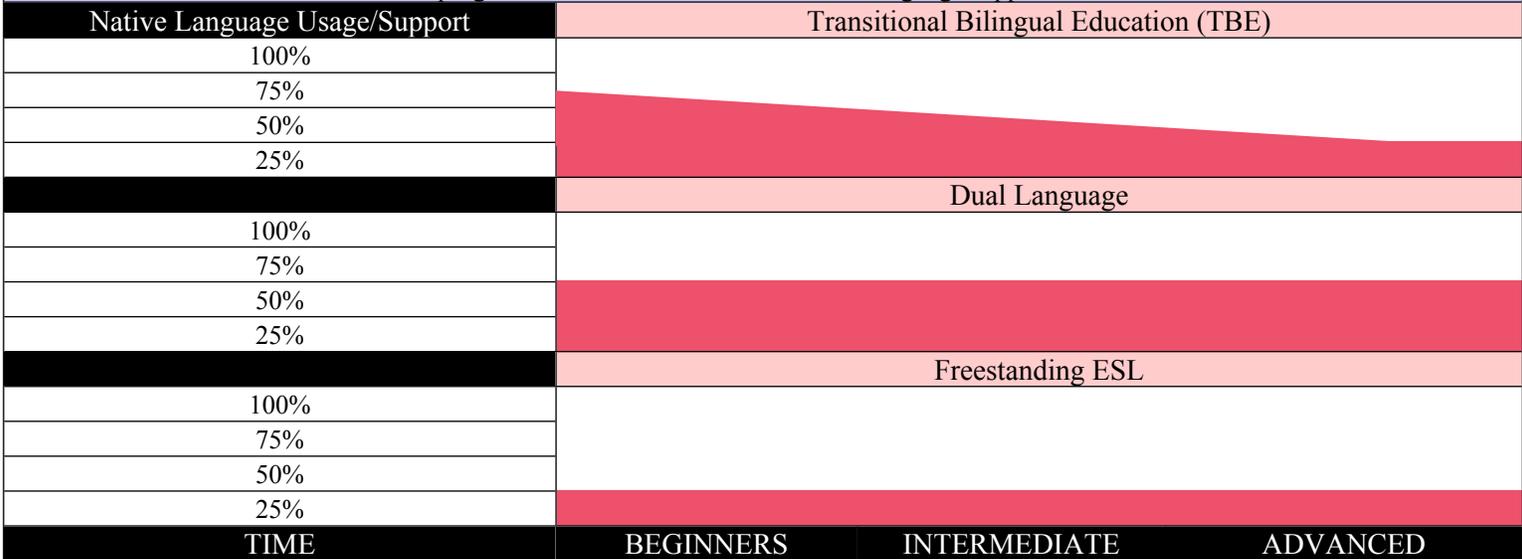
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

Targeted intervention programs

Our beginning ELLs, across linguistic spectrum have difficulties with academic language, reading and writing. The Cognitive Academic Language Learning Approach (CALLA) has been used to teach content at PS 150 in both the push-in and pull-out models. The purpose of CALLA is to focus on the content being studied, then select the academic language, and the learning strategies to be taught. ELLs are motivated to learn the language that represents the ideas of the content. Instructional scaffolding and a lot of activities that rely on students' prior knowledge are utilized during the initial stage of the program until students attain English proficiency. As students acquire academic language, they develop a repertoire of language that can be read and written, in addition to scaffolding instruction. Thus, CALLA helps ELLs in three ways: to learn content, to acquire academic language, and to enhance learning strategies.

Targeted intervention programs for math and social studies emphasize vocabulary and academic language development. In addition, they embed literacy components of self expression by being able to explain steps taken to solve a problem, or by being able to analyze a problem, prior to prescribing solutions for it. ELLs are required to do think-pair-share in math and social studies, for example, in Ready NewYork CCLS and Envision math programs. The programs target interventions due to the activity-friendly problem solving activities in them.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Making Meaning, ReadGen, Envision are the new programs for the school: These programs lend themselves to authentic texts, student inquiry and voice. ELLs are empowered to construct meanings from the authentic texts during share-outs. Students use authentic language for expression, and they build on the knowledge of their peers. ELLs develop quantity and quality authentic writing as a response to the texts that they read. During share-outs, students develop listening, speaking, and the necessary sociolinguistic skills necessary for second language learning.

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

A literacy program that has phonics learning as one unit.

12. What programs/services for ELLs will be discontinued and why?

Treasure/Triumph has been discontinued for ELLs to give way for SIPPS, a foundational phonics program that ELLs at our need in order to be good readers.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs equal access to all programs

ELLs at PS 150 are represented in all the school curricular and extracurricular activities. ELLs, including those with special needs, have access to all the subjects in the school, which include, language arts, math, social studies, science, computer technology, and dance.

In addition, the push-in aspect of the ESL services provides the ELLs an opportunity to same access to curriculum and instruction as the English-only students. Thus, ELLs may achieve the same goal as the English-only students. ELLs at our school have access to intervention services of counseling and career goal. Parents of ELLs are invited to participate in conferences of concern to their children through translated notices and interpreters. As a result, we have ELLs in after-school programs and are able to attend field trips.

Other extracurricular activities ELLs partake in are swimming, cookshop, and special assemblies.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Bilingual and Dual Language library.

Computers and a smartboard.

Technology based reading pen with short stories (Talk-to-me)

Making Meaning

Rapid Words (Learning Games)
Disney Learning (Audio-Video)
ReadyGen.
SIPPS (Phonics)
TCRWP
Rosetta Stone

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support

At PS 150, we encourage ELLs to explore and utilize their native language and culture as background knowledge. Research shows that a wealth of knowledge in native language and culture do support second language learning. For this reason, we have materials in students' language for their enjoyment, for use in response to literature, and for content area learning. ELLs have access to dictionaries in their languages. At this time we have one ESL teacher for the ELLs in our building. The ESL teacher collaborates with monolingual teachers to provide ESL instructional strategies to ELLs in their classes. If certain ELLs require the services of a bilingual para, we will provide it.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our bilingual and dual language books are age appropriate with varying difficulty levels. Our leveled books run from A-Z.

Our SIPPS program caters for phonics from K-5 or beginners and extension.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Assist with paperwork if needed and arrange for interpreter if needed.

Review Home Language Survey for updates.

Access Exam History for to understanding of test eligibility or placement.

Update incoming classroom teachers of their new ELLs.

18. What language electives are offered to ELLs?

Paste response to question here:

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development for pedagogical staff

The school offers in-house instructional and professional developments (ID/PD) in ELL. This year ID/PDs, to be delivered by the ELL teacher will be announced. ID/PDs will focus on teachers and paraprofessional roles, instructional delivery for ELLs, instructional and assessment equity for ELLs, cultural responsive teaching, and the goal of creating ELLs who will be self-directed learners. In order to support the pedagogical personnel with ELLs' transition from elementary to middle and high schools, teachers of graduating ELLs at the advanced and transitional levels are considered for more indepth English learning. They will utilize text and technology based programs. Also, pedagogical staff dealing with ELLs at the beginning and intermediate levels of proficiency are trained to teach ELLs the subject content that is available to English-only students, with modified language or difficulty level. Teachers and paraprofessional receive mandatory trainings in ESL methodologies and assessment tool for ELLs. The ELL teacher will use some school professional days to discuss relevant ELL topic with the staff.

The school guidance counselors, psychologist, and parent coordinator will receive training on the cultural aspect of ELLs, ELLs homes, applicable theories (oppositional theory, championed by Ogbu) concerning ELLs, cultural deficit and cultural mismatch and their impact on adults' relationship with students and their parents. The school secretaries will receive both the human and clerical training issues concerning ELLs. The principal, assistant principal, and office staff have been slated for ELL professional developments.

All staff will receive a minimum of 7.5 (10 hours for special education teachers) hours of ELL training. Training could be a combination of in-school PD or outside the school PD. Records will be kept in the main office. .

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents of newly enrolled ELLs are invited to attend the Parent Orientation session in September in order to obtain information about the ELL programs and to select a program of their choice. At this session, parents of newly enrolled ELLs will have an opportunity to listen to a presentation of the three ELL programs. They will view a video and ask questions that will guide them to make a choice they consider suitable for their children. On-going orientation sessions will take place on a need basis as new ELLs enroll in the school.

In addition, Open Houses and Open School Nights are held for parents to discuss ELLs' progress and to explain the instructional methodologies and approaches employed by the teachers to meet their learning needs. School related information are also distributed to parents of ELLs in English, and when necessary, in the language they understand.

We evaluate parental needs based on the data collected from focal discussions with parents during the parent-teacher association (PTA) meetings and from the principal's monthly meetings with parents called 'Muffins for Moms' and 'Donuts for Dads.' Finally, data that are gathered from the parent coordinators interviews with parents, paper and online surveys are analyzed to address parental needs.

After reviewing the Parent Survey and Program selection forms for the past few years, we have noticed at our school that about 90% of our parents have chosen the Free Standing ESL program, the rest 20% have transferred to the Transitional Bilingual program. Because of this parental choice, our school has aligned our program to the parents' choice of ESL. Also, our parental involvement has enabled us to focus on students who need extra help with homework because parents are unable to help them due to their limited English proficiency. Through our involvement with parents, we advise them of the danger of formal education interruption (SIFE), and data shows that most of our parents have chosen to keep their children in school, rather than move them back and forth in and out of the country.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: PS 150

School DBN: 23K150

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K150 School Name: The Christopher Street School

Cluster: 2 Network: 210

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.

Our primary data source is the Home Language Identification Survey and interviews when students are enrolled. Parents are interviewed by our ELL teacher. The Home Language Identification Survey requests how the parent/guardian wants the school to communicate to them verbally and in writing (Part 3- Questions 1 and 2). Based on these answers we provide both written translation and oral interviews as requested to ensure that all parents are provided with appropriate and timely information in a language they can understand. If we recognize that a parent is struggling to understand the English language at any meeting such as our ESL Orientation, Parent-Teacher Conference, Annual IEP or EPC or any other informative session, we inquire if translation or interpretation services are needed. We provide oral interpretation at the time of registration if needed.

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.

Translation and interpretation needs are contingent upon admission and discharge of ELL students. A vast majority of our second language learners are Spanish speaking. In terms of other languages, the school has 2 Chinese speaking families and 1 Arabic speaking family. These findings were reported to the school via the Home Language Identification Survey.

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.

We provide NYCDOE documents in translated forms (if available). We provide language assistance at Parent-Teacher conferences and provide parents with translated questionnaires and notices. The school has the School Messenger program which translates our phone messages into Spanish. The school messenger is used to inform parents of programs, such as PTA, Parent Teacher Conferences, emergencies and workshops. It is also used to inform parents of absences and lateness.

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.

We conduct oral interpretation as needs arise. We have staff members who can provide support in Spanish, Chinese and Arabic. Per-session funding is provided for staff if needed. Spanish speaking staff members provide translations for Spanish speaking parents and the staff utilize phone translation services that is provided by the Department of Education. For non-confidential informational sessions we utilize parent support for translation.

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>.

At PS 150, we follow the Department of Education procedures regarding parents notification and enlisting the service of minors. We do not utilize minors in translating achievement and conduct. We utilize staff members to interpret for parents at meetings and workshops. We also provide parents with the opportunity to request translation services through the NYCDOE. If a document needs to be translated and a staff member is not able to do so, the document is faxed to the translation service via the NYCDOE.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Christopher Street	DBN: 23K150
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply): <input checked="" 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: <u>1</u>

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:

According to NYSESLAT test scores, our advanced level English language learners (ELLs) have made little progress in the areas of reading and writing. Likewise, the application of skills in reading and writing, such as response to literature has been recognized as an area in need of improvement for ELLs in the English Language Arts (ELA) tests. Generally, our beginning and intermediate level ELLs have performed below expectations in all the modalities of NYSESLAT: speaking, listening, reading, and writing. Hence, they need more instructional support via a before school or afterschool program and a Saturday school program. The program will run from January, 3 2013 to June 6, 2013. Classes are scheduled for Mondays and Thursdays, from 3: 50 PM to 5:50 PM, and Saturdays, from 10:00 AM to 12 noon. Our before/after-school and Saturday programs will consist of students across the proficiency levels, grades 2-5 and their parents. The language of instruction will be English. Instruction will be supported by an ELL teacher and possibly one certified regular education teacher, with Spanish language background, depending on the number of participants. The main material that will be used in this program will be the Rosetta Stone program. We will use Destination Reading as the supporting material.

Part C: Professional Development

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

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

Begin description here:

The professional developments that must address the need of ELLs should encompass both quantitative and qualitative aspects of instruction and assessment. The Rosetta Stone and Destination Reading programs quantitatively measure the growth of students while they prescribe developmental learning items to them. Qualitatively, training in cultural responsiveness helps teachers to observe student and teacher behaviors that may impact learning and teaching of the culturally diverse students. Teachers participating in the direct supplemental Instructional program will be Dr. Ibrahim (ESL) and Ms. Pena, a General Education teacher with a background in Spanish. Teachers who also have ELLs in their classrooms will receive training in the use of the Rosetta Stone, Destination Reading, ELLs Cultural Responsive Teaching, and in Annual Measurable Achievement Objectives (AMAO) in order to inform their instruction of ELLs. There will be four professional developments, one every month on each topic mentioned here (Rosetta Stone, Destination Reading, Cultural Responsive Teaching, and AMAO). We will seek training from CFN 501:

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:

Parents of ELLs have cultural richness that they may use to support their children even if they lack knowledge of English language, but there are sometimes disconnect between home and the school on how to best complement each other on supporting the students. We want to train parents alongside their children in English, using Rosetta Stone. We also have bilingual and dual language library books to lend to parents to read with their children. Parents will be valuable assets to their children by exchanging ideas with them and nurturing them with cultural and academic knowledge during the readings. Dr. Ibrahim, Ms. Brown, and Ms. Troici will be providing these services to parents. Parents will be notified of these activities through letters.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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