



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S 50
DBN (i.e. 01M001): 28Q050
Principal: RINA MANJARREZ
Principal Email: RMANJAR@SCHOOLS.NYC.GOV
Superintendent: DR. BEVERLY FFOLKES-BRYANT
Network Leader: DANIELLE GIUNTA

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
Rina Manjarrez	*Principal or Designee	
Angela Morgan	*UFT Chapter Leader or Designee	
Kalema McKethan	*PA/PTA President or Designated Co-President	
Edith Stephens	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Raina Menter	Member/ Teacher	
Jennifer DeBlasie	Member/ Teacher	
Tonnie Robinson	Member/ Teacher	
Delores Spence	Member/ Parent	
Virginia Stuart	Member/ Parent	
Tamika Johnson	Member/ Parent	
Sergine Louis	Member/ Parent	
Xiomara Prawl	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be a 5% increase in students making progress on the NYS ELA state assessment

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Upon reviewing our state assessment data and our progress report for the 2012-2013 school year we determined that students are not making adequate progress. As a result we have made student progress a priority goal for the school year.

In reviewing our current ELA data we noticed that 78% of students school wide slipped and 1.1% of students stalled in regards to progress. Only 28.25% of students showed progress during the 2012-2013 school year.

After completing an item analysis and looking at gaps across the 3 tested grade levels we determined the following CCSS to focus on in the 2013-2014 school year.

- Reading Standards for literature 1 & 3
- Reading Standards for Informational Text 1

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Teachers collaborate to create detailed reading curriculum maps based on that grades specific unit of study that align to the CCSS with an emphasis on Reading Informational texts, standards 1 and 10 and Reading Standards for Literature 1 & 3.
2. Teachers will collaborate to create detailed writing curriculum maps based on that grades specific unit of study that aligns to the CCSS with an emphasis on writing opinion or argument based on the analysis of information texts, writing standards 1 and 10.
3. RTI providers and classroom teachers will utilize various programs such as Wilson, Leveled Literacy, Achieve 3000, and Reading A-Z to support students.
4. Through the use of Shared Reading Experience and Close Reading of the Text teachers will support students in addressing the areas of greatest need as indicated on our item analysis report and to strengthen skills .
5. Supplemental Academic services will be provided in small group settings on Saturdays and before and after school to address individual student needs.

Students will be invited to a Saturday Test Sophistication Academy where they will learn specific skills and strategies necessary meet the demands of the test. Before school programs will target students performing at levels 3 and 4 to provide enrichment. After school programs will target students performing below grade level. At risk Saturday Academy to provide instruction to students scoring level 1 on state exams.

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

1. Principal, Assistant Principals, Literacy Coaches, Classroom Teachers, and Teachers College Staff Developer
2. Principal, Assistant Principals, Literacy Coaches, Classroom Teachers, and Teachers College Staff Developer
3. Principal, Assistant Principals, Literacy Coaches, Classroom Teachers , RTI Teachers
4. Principal, Assistant Principals, Literacy Coaches, Classroom Teachers, Teachers College Staff Developer
5. Principal, Assistant Principals, Literacy Coaches, Per-session Teachers, Classroom Teachers

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

1. Principals and Assistant Principals will collaborate and review curriculum maps and conduct walk through activities to ensure grade level coherence, proper pacing and execution of lessons.
2. Principals and Assistant Principals will collaborate and review curriculum maps and conduct walk through activities to ensure grade level coherence, proper pacing and execution of lessons.
3. Principals, Assistant Principal, RTI providers and classroom teachers will review progress monitoring reports to ensure student success.
4. Principals, Assistant Principals will collaborate with Teachers College Staff developer and classroom teachers in the planning of shared and close reading of the text and conduct observations to ensure grade level coherence and execution.
5. Principals, Assistant Principals and Teachers will review student progress from tests, periodic assessments to evaluate and plan appropriate programs.

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014
4. September 2013 through June 2014
5. At risk Saturday Academy, November 2013 –December 2013; After School Program January 2014 – March 2014; Before School Enrichment Program January 2014 – March 2014. Saturday Test Sophistication Academy January 2014- March 2014

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

1. Weekly 45 minute professional development period, weekly 50 minute extended day session, Teachers college staff developer will come in to work with all teachers on all grades in cycles for the year, providing a planning and lab site period each time for a total of 10 days for lower grades, K-2 and 10 days for upper grades , 3-5. The purchasing of Teachers College Units of Study, purchasing and utilizing the professional text, Falling in Love with Close Reading. Purchasing tickets for professional development at Teachers College. Daily 90 minute Literacy block.
2. Weekly 45 minute professional development period, weekly 50 minute extended day session, Teachers college staff developer will come in to work with all teachers on all grades in cycles for the year, providing a planning and lab site period each time for a total of 10 days for lower grades, K-2 and 10 days for upper grades , 3-5. The purchasing of Teachers College Units of Study, Purchasing tickets for professional development at Teachers College. Daily 45 minute writing block.

3. Daily, small groups of students will work with RTI teachers and classroom teachers utilizing the Wilson or Leveled Literacy program. ELL classes and students with disabilities will be using Achieve 3000, 3-5 times a week.
4. Weekly 45 minute professional development period, weekly 50 minute extended day session, Teachers college staff developer will come in to work with all teachers on all grades in cycles for the year, providing a planning and lab site period each time for a total of 10 days for lower grades, K-2 and 10 days for upper grades , 3-5. The purchasing of Teachers College Units of Study, purchasing and utilizing the professional text, Falling in Love with Close Reading. Purchasing tickets for professional development at Teachers College. Daily 20 minute Shared Reading block.
5. The At Risk Saturday Academy will meet for 6 weeks for 3 hours utilizing 15 teachers. The morning enrichment academy will meet twice a week for 45 minutes utilizing approximately 10 teachers for 10 weeks. The afterschool program will meet twice a week for 2 hours for 10 weeks. The Saturday Test Sophistication Academy will meet for 3 hours for 10 weeks.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Administrators and staff will prepare workshops and support materials in ELA for parents.
2. Workshops, meetings and orientation sessions are held throughout the school year. The purpose is to involve parents and help in their development of skills for the ELA curriculum and testing. Meetings will be scheduled in the morning, afternoon, evening, and weekends to provide flexibility.
3. The school will host a curriculum night to inform parents about the ELA Common Core State Standards .

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 5% of the number of tested students will demonstrate progress towards state on the NYS Math assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Current performance trends indicate a decline in math academic achievement for the 2012-2013 school year. The results of the Grade 3,4 and 5 Mathematics State Test indicate a decrease in the number of students performing at level three and an increase of students performing at level two. This goal is directly related to the instructional shifts, the citywide instructional expectations (CIE) and the CCLS. NYS and internal school assessment results were used in generating this goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Ninety minutes will be devoted every day for the content area of Mathematics, using the GO Math! Curriculum.
2. Teachers will continue to encourage students to use accountable math talk and higher level thinking and questioning.
3. Grade level meetings will provide us with valuable information in aligning data, and instructional strategies to needs and goals.
4. Teachers will use data from the Baseline Assessment, and Unit assessments to provide instructional emphasis on student's strengths and weaknesses.
5. Teachers will meet in vertical teams to continue to look at math data across grades and identify trends that need to be addressed.
6. The integration of Math software (IXL), the Smart Boards, and the Internet will allow students to strengthen their Mathematics skills and
7. RTI providers and classroom teachers will provide differentiated small group instruction for students performing below grade level.
8. Supplemental Academic services will be provided in small group settings on Saturdays and before and after school to address individual student needs. Students will be invited to a Saturday Test Sophistication Academy where they will learn specific skills and strategies necessary meet the demands of the test. Before school programs will target students performing at levels 3 and 4 to provide enrichment. After school programs will target students performing below grade level. At risk Saturday Academy to provide instruction to students scoring level 1 on state exam.

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

1. Classroom teachers
2. Principals, Assistant Principals, Math Coaches, Classroom Teachers
3. Principals, Assistant Principals, Math Coaches, Classroom Teachers
4. Principals, Assistant Principals, Math Coaches, Classroom Teachers
5. Principals, Assistant Principals, Math Coaches, Classroom Teachers
6. Principals, Assistant Principals, Math Coaches, Classroom Teachers
7. Principal, Assistant Principals, Math Coaches, Classroom Teachers , RTI Teachers
8. Principal, Assistant Principals, Math Coaches, Per-session Teachers, Classroom Teachers

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

1. Teachers will review weekly data to plan for 90 minute math block
2. Principals, Assistant Principals, Math Coaches and Teachers will collaborate and review curriculum and higher level thinking questions. Principal and Assistant Principals will conduct walk through activities to observe accountable talk and questioning.
3. Principals, Assistant Principals, Math Coaches and Teachers will collaborate monthly to ensure grade level coherence and proper pacing
4. Classroom teachers will use data to form and plan small group differentiated learning activities. Principals and Assistant Principals will review data and observe small group activities and collaborate with teachers to ensure student success.
5. Principal, Assistant Principals, Math Coach and Teachers will meet in vertical teams during year to review data and identify trends to drive instruction.
6. Daily, small groups of students will work with RTI teachers and classroom teachers utilizing various strategies.
7. Teachers will use Math IXL as an independent practice for students and review the data and provide additional assignments.
8. Principals, Assistant Principals and Teachers will review student progress from tests, periodic assessments to evaluate and plan appropriate programs

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014
4. September 2013 through June 2014
5. September 2013 through June 2014

6. September 2013 through June 2014
7. September 2013 through June 2014
8. At risk Saturday Academy, November 2013 –December 2013; After School Program January 2014 – March 2014; Before School Enrichment Program January 2014 – March 2014. Saturday Test Sophistication Academy January 2014- March 2014

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

1. Daily 90 minute Math blocks are scheduled
2. Teachers will at least twice a month with Coaches and Administrators throughout the year to plan and implement.
3. Teachers will meet at least twice a month with Coaches and Administrators throughout the year to review data and plan accordingly. and implement
4. Teacher teams will meet to review data from the tests given to plan appropriate learning activities for individual students.
5. Vertical teams will meet at least four times a year to review data and identify trends and adjust curriculum.
6. Teachers receive weekly updates of student performance using math IXL and adjust individual tasks.
7. Daily, small groups of students will work with RTI teachers and classroom teachers utilizing various strategies.
8. The At Risk Saturday Academy will meet for 6 weeks for 3 hours utilizing 15 teachers. The morning enrichment academy will meet twice a week for 45 minutes utilizing approximately 10 teachers for 10 weeks. The afterschool program will meet twice a week for 2 hours for 10 weeks. The Saturday Test Sophistication Academy will meet for 3 hours for 10 weeks.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Administrators and staff will prepare workshops and support materials in math for parents.
2. Workshops, meetings and orientation sessions are held throughout the school year. The purpose is to involve parents and help in their development of skills for the Math curriculum and testing. Meetings will be scheduled in the morning, afternoon, evening, and weekends to permit the largest group possible to attend.
3. The school will host a curriculum night to inform parents about the change of our math curriculum and to inform them of the workshops we will have throughout the year to better support them in helping their children.
4. The Parent workshops will be provided on CCLS in Math and how to support successful problem solving

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, Arts Specialists will improve student achievement in the arts through the development and implementation of balanced (formative and summative) arts assessments evidenced by the comparison in growth from the baseline assessment to the post assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Upon reviewing our 2012/2013 Quality Review Report, it was determined that the school needs to develop in the area of extending the good practice of using accurate formative assessments to accommodate different learning styles and to plan high level questions in order to maximize student learning (2.2)

In efforts to enhance our assessment methods and better evaluate the learning of our students in the area of the arts, summative and formative assessments will be developed.

Using assessments provides teachers:

- With an opportunity to communicate with students about their performance in a continuous and comprehensive manner, challenging them to think critically and reflect on the process that has been taken.
- An opportunity to teach students how to assess their own progress (self-reflection) as well as their peers (peer-assessment).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Professional development meetings thru Arts Achieve will address the following areas:

- Relate instructional design directly to the content and skills of each fine arts discipline
 - Use a variety of instructional strategies to develop learners' critical and creative thinking abilities
 - Provide exemplary student work at various developmental levels
 - Teach a variety of ways for students to reflect on and assess their progress
 - Use references and resources to assist them in further exploration and inquiry.
 - Students will engage in formative and summative assessment tasks that push them to apply what they have learned in the arts
 - research action-based research investigating arts assessment used to inform the district arts program
2. During monthly PD sessions arts teacher will study:
- Create K-5 grade level Arts curriculum maps based on Common Core Standards and the Blueprints
 - Best pedagogical practices and strategies to support students in the arts
 - Develop checklists and rubrics baseline
 - Units of Studies will include multiple entry points for all children and allows for authentic work that asks children to ask and answer higher order questions
 - Administrators and arts teacher will meet to discuss and study the shifts in the Arts as outlined by NYS Dept of Ed and Arts Achieve.

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

1. Principal, Assistant Principals, Arts Specialists, Art s Achieve Staff Developer
2. Principal, Assistant Principals, Arts Specialists
3. Principal, Assistant Principals, Arts Specialists

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

1. Arts Achieve Staff Developer will come in weekly to work with students and teachers. Principal, Assistant Principals and teachers will collaborate and review curriculum and student assessments. Administrators will conduct observations and provide feedback.

2. Teachers and Administrators will collaborate and review curriculum. Administrators will conduct observations and provide feedback.

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

1. September 2013 through June 2014

2. September 2013 through June 2014

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

1. Two 45 minute periods will be programmed to meet with the Arts Achieve Staff Developer. In addition classes will have a 45 minute arts period at least 3 times a week.

2. Weekly, 45 minute planning period

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Information about curriculum and assessment will be disseminated to parents via the teachers' monthly newsletter
- Teachers will communicate results of assessment to parents
- Students participate in performances in which parents and staff members are invited to attend
- Coordinate a Family Arts Day.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will increase the amount of parents attending parent workshops by 2%

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing the number of parents attending workshops, on average 10, we want to increase the amount of parents participating in school events.

We want parents to be informed and involved in their child's learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. A survey will be sent home to obtain topics of interest for parent workshops.

2. We will offer monthly workshops on a variety of topics that incorporate the feedback from the parent survey. Workshops will be scheduled in the morning, evening and on Saturdays to accommodate parents schedules. Workshops will be offered / translated in parents' native language. We will use

different modes of communication to notify and remind parents of workshops, such as phone messenger, notices home in native language, social media and email/text messages.

3. A workshop evaluation form will be distributed at the end of each workshop.
4. Monthly Family Activity Nights will be offered to attract parents and form a home school connection

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

1. Parent Coordinator, Principal and Assistant Principals, PTA executive board
2. Parent Coordinator, Principal and Assistant Principals, Teachers, Coaches and Staff members, PTA executive board
3. Parent Coordinator, Principal and Assistant Principals, Teachers, Coaches and Staff members, PTA executive board
4. Parent Coordinator, Principal and Assistant Principals, Teachers, Coaches and Staff members, PTA executive board

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

1. The initial survey results will be analyzed and appropriate workshops will be planned and a notice will be sent home notifying parents of the workshop offering for the year.
2. The evaluation form and the parent sign in sheet will be analyzed to measure the effectiveness of the workshops and our efforts to increase parent participation.
3. Evaluation form will be used at the conclusion of each workshops, the data gathered will be used to enhance future workshops
4. Feedback and sign in sheets will be analyzed to enhance future activities

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

1. A survey will be given twice a year, September and January.
2. There will be a minimum of at least 2 monthly workshops
3. Evaluation data and sign in sheets will be analyzed
4. Evaluation data and sign in sheets will be analyzed

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

1. Monthly meetings for Parent Coordinator, PTA Executive Board and Administrators to meet and discuss various topics and schedule dates.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Workshops will be scheduled at flexible times to accommodate parents' schedule.
 Workshops will be offered in parents' native language.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
- 6.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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.)
<p>ELA</p>	<p>Wilson Reading System: Teach students fluent decoding and encoding skills to the level of mastery.</p>	<p>Small group setting</p>	<p>During the school day (45 Minutes daily)</p>
	<p>Leveled Literacy Intervention: A small-group, supplementary intervention program designed for the lowest achieving children in the early grades.</p>	<p>Small group setting</p>	<p>During the school day (30-45 Minutes daily)</p>
	<p>Response to Intervention R.T.I teachers and Classroom teachers provide differentiated instruction who are at risk of not meeting the New York State Learning Standards</p>	<p>Small group setting</p>	<p>During the school day (45 Minutes, 3- 5 times a week)</p>
	<p>At Risk Saturday Academy: Designed for level 1 and 2 students to address their individual needs</p>	<p>Small group setting</p>	<p>Saturday (3 hours)</p>
	<p>A.I.S After School Program: Grades 3-5 students receive instruction designed to help them prepare for their upcoming State Tests</p>	<p>Small group setting</p>	<p>After School (2x a week for a 2hours each time)</p>
	<p>Saturday Test Sophistication Program: Grades 3-5 students will receive instruction to prepare students for the NY state exams</p>	<p>Small group setting</p>	<p>Saturday (3 hours)</p>
<p>Mathematics</p>	<p>A.I.S Services: Coaches provides differentiated math instruction to students at risk</p>	<p>Small group setting</p>	<p>During school, 30-45 minutes, 3-5 times a week</p>

	<p>At Risk Saturday Academy: Designed for level 1 and 2 students to address their individual needs</p> <p>A.I.S After School Program: Grades 3-5 students receive instruction designed to help them prepare for their upcoming State Tests</p> <p>Saturday Test Sophistication Program: Grades 3-5 students will receive instruction to prepare students for the NY state exams</p>	<p>Small group setting</p> <p>Small group setting</p> <p>Small group setting</p>	<p>Saturday (3 hours)</p> <p>After School (2x a week for a 2hours each time)</p> <p>Saturday (3 hours)</p>
Science	Tier I Intervention –Classroom Teachers provide small group instruction within the classroom for students performing below grade level.	Small group setting in classroom	2-3 times a week
Social Studies	Tier I Intervention –Classroom Teachers provide small group instruction within the classroom for students performing below grade level	Small group setting in classroom	2-3 times a week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselor Counseling is provided to students who are in need. This includes peer mediation, crisis intervention, and parent conferences. The guidance counselor also helps graduating students and their parents with the transition into Middle School</p> <p>School Psychologist Services provided are agency referrals, educational, social and personal services. The psychologist identifies emotional, social, neurological factors that impede on student performance and provides prescriptive measures that address student needs by suggesting additional student support services.</p>	Counseling session is conducted in small group setting as well as a 1:1	<p>During school and after school</p> <p>During the school day</p>

	<p>Social Worker The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline. The social worker also provides referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers.</p>	<p>Counseling session is conducted in small group setting as well as a 1:1</p>	<p>During the school day</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. 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.
<ul style="list-style-type: none"> • P.S. 50Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee. • When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates. • All students at P.S. 50Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided.

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).
<ul style="list-style-type: none"> • Professional Development is coordinated by the Coaches, Administration, Teachers College Staff Developer, Networks Support Specialists and Classroom Teachers. • Teachers are provided with planning days to work together to combine ideas and to provide vertical articulation for effective planning, the use of authentic assessment tools, and to develop curricula and instructional materials. • The Professional Development Team meets once a month to reflect and refine school-based practices and update the weekly professional development plans. • A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The integration of funds are utilized to create flexible programs with the goal up upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.
Consolidating funds allows us to create flexible programs to provide Academic Intervention programs, Academic Enrichment programs, At Risk counseling for all students.

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.).

PS 50 has an open house for all new Kindergarten students and their families. At this time teachers take the family on a tour of the school. They hold an orientation session in the new classroom and welcome the families to the class. Teachers review the curriculum and school procedures. Furthermore, parents are invited to participate in classroom events such as, writing celebrations.

PS 50 also conducts monthly Coffee and Conversation workshops on various subjects such as, how to help your child at home, parenting skills etc. This is an opportunity for parents to meet grade supervisors, parent coordinator, other personnel as well as interact with other parents,

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.

PS 50 formed a MOSL (Measures of Student Learning) team made up of principal, UFT chapter leader and 8 teachers. The team collaborated and chose the assessment s for each grade to be used for the measure of student learning.

All classroom assessments are aligned across a grade. Teachers on the grade collaborate and create assessments with Coaches and Administrators to use throughout the year. Assessment results are analyzed and used to create small differentiated learning groups as well as adjustments to the curriculum.

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).

Public School 50 Queens

143-26 101st Avenue
Jamaica, New York 11435
(718) 526-5336 Fax (718) 526-7261

Rina Manjarrez, Principal

Beth Carrubba, AP

Mirtha T. Gil, AP

Tami Rosenstein, AP

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)

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

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Public School 50 Queens

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Tami Rosenstein, AP

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 28	Borough Queens	School Number 050
School Name Talfourd Lawn Elementary School		

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 Rina Manjarrez	Assistant Principal Beth Carrubba
Coach Laleana Alfredsson	Coach Jillian Vonness
ESL Teacher Maria Lampros	Guidance Counselor Johanna Vazquez
Teacher/Subject Area Daniele Zanoni	Parent Lacey Calderon
Teacher/Subject Area Malisa DaSilva	Parent Coordinator Isadora Guzman
Related Service Provider	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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	6
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	6	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	735	Total number of ELLs	113	ELLs as share of total student population (%)	15.37%
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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														
self-contained	10	20	15	23	13	9								90
Pull-out	0	1	4	7	5	6								23
Total	10	21	19	30	18	15	0	113						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	91	ELL Students with Disabilities	24
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	1

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	91		11	21		12	1		1	113
Total	91	0	11	21	0	12	1	0	1	113

Number of ELLs who have an alternate placement paraprofessional: 4

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	6	18	15	20	16	10								85
Chinese														0
Russian														0
Bengali	3	1	3	9	2	3								21
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi	1	1	1	1		2								6
Polish														0
Albanian														0
Other														0
TOTAL	10	21	19	30	18	15	0	0	0	0	0	0	0	113

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)	6	1	3	4	5	4								23

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)	0	14	5	5	4	4								32
Advanced (A)	4	6	11	21	9	7								58
Total	10	21	19	30	18	15	0	0	0	0	0	0	0	113

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	12	2	0	0	14
4	8	7	1	1	17
5	10	3	1	0	14
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	14		2		0		0		16
4	9		6		4		2		21
5	8		8		1		0		17
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	2		2		10		5		19
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.

PS 50 uses the TCRWP assessment to assess literacy skills. The data shows that our ELL students are performing below grade level. Looking at the trends of ELL student growth on running records over the past two years, our ELL students performing at levels 1 and 2 at the September benchmark as compared to the same students performing at level 3 on the June Benchmark shows a 10 % increase from the 2011-2012 school year to the 2012-2013 school year. Through professional Development for teachers of ELL students, analyzing data with teachers of ELL student PS 50 will target the areas of student needs to ensure that ELL's continue to make growth with the ultimate goal of performing on grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT data across proficiency levels over the past two years show a decrease in students performing at Beginner and Intermediate and an increase in students performing at Advanced and Proficient. There was a 9% decrease in students performing at the Beginner level. There was a 29% decrease in students performing in the Intermediate level. There was a 19% increase in students performing in Advance. There was a 17% increase in students performing Proficient.
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 Spring 2013 NYSESLAT results are not available on the RNMR at this time:

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?

This past year our ELL students have moved up in proficiency levels and many have attained proficiency. There was a 19% increase in students performing at proficiency. In the upper grades our students that are in the Beginner to Intermediate levels are our newly admitted to the country ELLs. We have noticed that our lower grade new comers obtain proficiency at a faster rate then the older students. The school leadership team and the administration is looking closely at our new comer ELLs in the upper grades. RTI and small group ELL services are being implemented to help these students acclimate and begin to learn the English Language. The ELL Periodic Assessments show that more reading comprehension needs to be taught in the classroom, with a heavy emphasis on nonfiction passages. Also, there should be more focus on the writing skills, stressing punctuation, spelling, and grammar, in addition to sentence structure, content, and grade appropriate vocabulary. For those students who are literate in their native language but are still not able to produce work in English, they are allowed to do their writing assignments in their native language. They are then paired with a student who speaks and understands their language. Students are encouraged to respond in English if possible. For written assignments, newly admitted ELL students are permitted to write in their Native Language, and then they are assisted by more English proficient students in translating their work into English. Five out of six of our self-contained ESL classroom teachers are bilingual and can read and converse in Spanish. The teachers are able to translate and assist Spanish speaking students. We also have Para professionals and a school psychologist that assist and help acclimate students that speak Bengali and Punjabi.

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](#).)

All ELL students that are below grade level are given Tier 1 intervention by their classroom teacher. Student work is analyzed and specific strategies are implemented to help the students in need. The classroom teacher will work with the student in a small group an additional 3 times a week. If a student does not make reasonable progress, they are referred for Tier II intervention. The RTI team will administer an assessment then meet as a team to target the area of need and implement an appropriate program to help the student. The student will then be served in a small group to address the area of concern. The students progress will be monitored and discussed periodically to ensure success. If a student does not make reasonable progress in Tier II intervention, the student will then be recommended for Tier III intervention, one-on-one intensive support to meet their needs. If a student is still unable to make adequate progress the student will be referred for a special education evaluation.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We use the Spanish Lab to assess students academically in their native language. We also, assess students informally in Bengali and Punjabi to assess native language skills. As students begin to learn the English Language, teachers provide differentiated instruction.

Data from tests and student work is analyzed to determine if progress is being made. If a student is not making progress we analyze student work and flexibly schedule students throughout the day to better meet their needs. When curriculum programs and RTI programs are being reviewed for purchase we carefully look at the research and ELL accommodations embedded prior to purchasing.

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?

Paste response to questions here:

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

Program success for ELLS is evaluated based on the number of students who become English proficient and no longer need to be ESL serviced, as well as the number of students whose overall NYSESLAT levels have improved. The four modalities are examined separately and compared from one year to the next to determine if the ELL student has shown any progress in that area. Based on these four modalities, ELL students receive differentiated instruction targeting those areas in which more help is needed. This year we had a 19% increase in students performing at a proficient level on the NYSESLAT. PS 50 also had a 68% increase in students making progress and moving up a level on the NYSESLAT. We also had a 13% increase on our Progress Report for ELLs meeting growth percentile.

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](#).)

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

 - An informal interview with the parent and new entrant is conducted by a trained pedagogue of the school. Staff members assigned are, assistant principals, ESL teacher and coaches.
 - If the new entrant speaks Spanish, Bengali, Urdu or Punjabi, the informal interview process will be conducted by a pedagogue that speaks that language or another staff member will translate for an assigned pedagogue. Public School 50 has an administrator, Guidance Counselor, Parent Coordinator, Para Professionals, School Aides and several teachers who speak Spanish. We also have staff members that speak Bengali, Urdu and Punjabi.
 - The DOE phone translation services are used, when there is no one to translate in the new entrant's native language.
 - Sometimes parents bring their own translators and/or a relatives or neighbors.
 - The HLIS are reviewed, the parent and child are interviewed by an Assistant Principal, ESL teacher or coach and the determination is made to test the child using the LAB-R. The LAB-R is administered by an ESL teacher or Assistant Principal. The results of the LAB-R are used to determine whether the student is entitled to receive English Language Support. Spanish speaking students that fail the LAB-R are administered the Spanish LAB. The Spanish lab is administered by a spanish speaking ESL teacher or a bilingual spanish teacher. The results of this exam are used to determine whether the student is proficient in their native language.
 - In September PS 50 holds a meeting with all new entrants within the first 10 days of school to hold an orientation meeting and learn about the 3 different programs. At this time parents watch the video in their home language and fill out the parent survey. ALI survey are collected at the conclusion of the meeting. New entrants that arrive during the year are scheduled for an orientation session they day they come to register. At registrations once it is determined through the interview that the student is entitled to testing, one of the staff members assigned are called to administer the test and conduct an orientation session with the parent if the student fails the LAB-R. At this time parents are told about the 3 programs, watch the video and complete the parent

survey.

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.

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

- To ensure parents of new entrants understand the three programs available for them to choose from: Transitional Bilingual Education, Dual Language and English as a Second Language, ongoing orientation sessions are held throughout the school year.
- At these orientation sessions, the ELL program requirements, expectations, assessments and standards are explained. Parents have an opportunity to view a video in their native language, about the program choices available.
- The Orientation-Video sessions are organized so that a pedagogue and a member of the LAP Committee are present at the Orientation. Also, one of the Assistant Principals, an ESL Teacher, or the Parent Coordinator is present at the given sessions and all sessions are conducted in the Native Language or a Translator is provided.
- During the heaviest time of registration, in September, sessions are held in the library and are targeted to accommodate groups of 10-15 parents at a time. If necessary, sessions are held one-on-one with parents.
- Throughout the year, as parents come in for enrollment, our goal is to identify, interview, test the student and have an orientation and viewing of the video at the time of enrollment.

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 [\[see tool kit\]](#).)

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

- Entitlement letters are given directly to parents if the student is tested during registration or they are sent home with the student the day of testing. Orientation meetings are conducted at the time of registration or a specific date is given for the parents to come in attend.
- After the orientation meeting and viewing the video, parents receive a Parent Survey and Program Selection Form, which enables them to indicate the program they would like to request for their child. Translation is provided for parents to ensure understanding. The forms are always provided in their native language. Forms are collected at the conclusion of the orientation meeting.
- Using the data collected, PS 50 determines the type of programs we can offer.
- Parents are informed by letter of the program for their child. Letters are sent home with students for the beginning of the year enrollments and parents are called to discuss if a default option was selected. Enrollments that occur during the year are given directly to parents at the conclusion of the Orientation Meeting and proper placement is discussed.
 - Continued entitlement letters are sent home with the student in September
 - All forms and letters are copied and one is placed into the students' cumulative record and a copy is retained in the general office.

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.

The following criteria and procedures are in place to ensure all identified ELL students are in the appropriate ESL program:

- P. S. 50 relies on the results of the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT) to determine who is a Limited English Proficient student (LEP). Students who score below State designated levels of proficiency on the above exams are provided the services as set forth in the CR Part 154.
- Upon analysis of the LAB-R, NYSESLAT- (RLAT), the Principal, Assistant Principals, and ESL teachers ensure LEP students are placed in the appropriate programs.
- Parents receive detailed information regarding the services their child will receive, based on their performance level: Beginner, Intermediate, or Advance.
- Through personal contact and/or letters to parents, P.S. 50 shares the instructional schedule ESL children will have in order to receive English Language instruction. All communication with parents is held in their native language.
- Parents are informed of the programs available for the current year of study. In 2013-2014 P. S. 50 expects to continue offering ESL instruction via two models: Self-contained classroom instruction and Pull-Out/Push-in model. Self-contained ESL classes are instructed by teachers who have dual certification in Common Branches and ESL.
- We welcome and encourage all ESL parents to meet with staff and/or Parent Coordinators to discuss questions and/or concerns regarding the ESL programs we have created for the students.

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.

Each year in the spring, the NYSESLAT is administered to all ELL students. We notify the parents when the students will be tested on all components. We offer make up testing when students are absent for a scheduled part. We begin testing as early as possible to ensure that we will be able to fully test each and every student. We reach out to parents of students that are not in attendance and stress the importance of having their child attend daily and the importance of the exam they are taking. The testing coordinator uses ATS reports to determine NYSESLAT eligibility and then keeps track and ensures that each child is tested and completes all 4 parts.

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. 
- The administration is committed to providing the program choices of parents based on the Parent Survey and Program Selection Form.
- In the school year 2012-2013, P. S. 50 was only able to offer parents Freestanding ESL programs. The freestanding ESL program includes ELL support in Language Arts, Math, Science and Social Studies.
 - In the school year 2013-2014, P. S. 50 also is only able to offer parents Freestanding ESL programs. The freestanding ESL program includes ELL support in Language Arts, Math, Science and Social Studies.
 - This year, parents of new entrants chose the following programs thus far, ESL: 9, Dual Language: 4 Transitional: 2.
 - Last year, parents of new entrants chose the following programs, ESL: 22 Dual Language: 5 Transitional: 2
 - Parents that chose Dual Language and Transitional were offered the opportunity to have us locate a neighboring school with these programs. Last year only one parent chose to have their child placed in a different school, all others chose to remain with us and have their child receive ESL in a self contained class. We reach out and email ELLprogramtransfers@school.nyc.gov to consult and help locate schools that the programs that parents requested.
 - Each year we review the choice selections to see if we can accommodate a new program by looking at the previous year requests combined with the current year requests. Many parents that had previously, requested the Bilingual and Transitional programs no longer want that choice after having their child in our self contained ESL program.

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])?

Instruction is delivered in the following manner:

ESL instruction is delivered in a self contained class on each grade, K-5 for general education students. Teachers hold a commonbranch license and an ESL license or an ESL extension. Teachers differentiate instruction across curriculum subjects throughout the day and group students in their classes according to data from ELL periodic assessment, LAB-R results, NYSESLAT results, classroom tests, and classroom work.

Special Education students are the only students receiving ESL services through the pull-out/ push-in model. These students are pulled-out for the appropriate daily allotted times. They are provided with instruction based on their individual needs given in ELA, science and or social studies. Some students are pulled out to a seperated location to work in a small group, some students are pulled out of their class setting and are placed in a self contained ESL classroom during the ELA or content area period to obtain ELL instruction in the Least Restrictive Environment.

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)?

To ensure that all students receive their mandated units of ESL instruction, a schedule is created for all pull out / push in services. Beginners and Intermediate students receive two units of ESL, the equivalent of 360 minutes per week. Advanced students receive one unit of ESL, the equivalent of 180 minutes per week. Service is provided in ELA, science and social studies. Students are scheduled for daily ELA instruction for at least 45 minutes per day in ELA. Students in the self contained ESL classes receive instruction throughout the day. Specific ESL approaches are evident in curriculum planning and daily lessons to the whole group. Teachers also, plan differentiated small groups to target specific skills that each individual child requires. Students in the self-contained ESL class are scheduled to receive more than the required mandated services.

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 the various content areas the ESL teacher(s) makes use of varied instructional approaches to enrich language development. Manipulatives are used on a regular basis. The use of technology, audiovisual equipment, and hands-on learning is stressed. Students do projects and research based on thematic units and content areas, which stress all four modalities of the ESL classroom (listening, speaking, reading, and writing). The content areas are taught in the ESL classroom with an emphasis placed on grammar, academic language, specialized vocabulary, and comprehension of nonfiction texts. ESL teachers modify the Teachers College Units of Study and the Go Math curriculum to meet the needs of the ELL students. Content area instruction is modified to support the needs of ELL students.

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

Tests are administered or translated for ELL students in their Native Language to compare the results with tests taken in English. These results help us to form the correct path of instruction. We can then appriately schedule and plan instruction for students depending on the area of need, language and or content.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL teachers assess students in September, November, March and June in the 4 different modalities to assure that curriculum planning and lesson planning is data driven to meet the diverse needs of the individual student.
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).

a. SIFE students are informally assessed by the ESL teachers upon returning to the NYC Public School System. The self contained ESL teachers provide additional help for the SIFE students within the classroom. Based on the needs of the child students are pulled out in small groups to be given additional services.

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

c. For those ESL students receiving services from 4-6 years, the NYSESLAT scores are closely looked at to determine which areas of weakness each student has in the four modalities. Those students then receive differentiated instruction based on their needs.

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

e. Former ELLs are also invited to attend Saturday and afterschool sessions for ESL enrichment. They are also given extended time to complete classroom tasks and tests. Former ELLs are monitored and discussed to ensure they are progressing. Students are entitled to RTI instruction if they are below grade level.

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?

Teachers that instruct ELL-SWDs are continually assessing language and content knowledge. ELL teachers are familiar with the students IEP and use it to help drive instruction. The ESL teacher and SWD teacher collaborate to ensure student success. We utilize various programs to help ensure success, this year we have purchased Achieve 3000 to help students with content reading and comprehension. We also use the Wilson program for decoding and word work and Leveled Literacy, a balanced literacy approach that emphasizes reading comprehension, writing and word work.

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?

ELL-SWD students are instructed with various programs that meet their individual need. Based on their IEP and data from baseline assessments we have various small groups of RTI instruction using Achieve 3000, Leveled Literacy and Wilson in small groups. Students are also mainstreamed into Self contained ESL classes to gain specific language acquisition skills on the appropriate level.

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:				

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

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

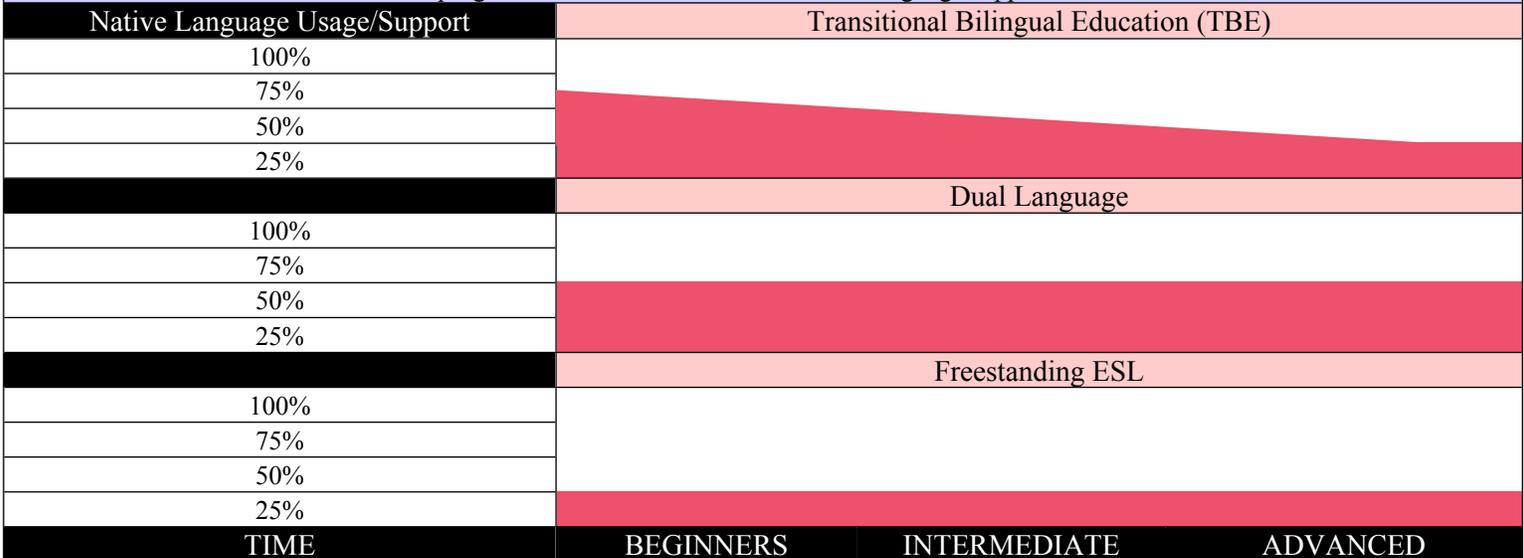
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

In order to ensure that ELLs receive help in specific areas, such as ELA, math, and other content areas. Several interventions programs are utilized, such as Wilson, Leveled Literacy and Achieve 3000. Based on baseline assessments and individual needs students are programmed by the RTI team. Several instructional materials are employed to support the ELL students. For those whose proficiency level is beginning, picture cards, phonics books, simple readers, technology (computers), and audio-visual equipment are used. For intermediate level ELL students, simple chapter books, writing and grammar books, take home booklets, and games are used. Advanced students use thematic books focusing on the content areas, grammar books, games, and books teaching the literacy skills. All materials are equally used in all areas regardless of the language proficiency of the ELL students. Translated math books are also given to Spanish ELLs for use at home. In addition, bilingual glossaries are available to ELL students, which may also be used during the statewide math exam. ELA practice books are supplied to every classroom teacher and are made available to all students. For those grades taking the science citywide exam, bilingual glossaries are also available. Hands-on lessons and the use of visuals are also employed in the content areas. Academic vocabulary is stressed at all levels of instruction across the content areas.

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

NYSESLAT data, baseline test data, classroom tests and tasks are analyzed continually through out the year to determine if students are making progress. We look at the science exam data, 79% of our ELLs performed at proficiency level, to determine success in science content for our 4th grade ELLs. NYSESLAT data shows that students are making progress in Language, 19% increase in students performing at proficiency level and 68% moved up a proficiency level. Meeting with teachers, coaches and administrators to review targeted student work and data occur 3 times a year, the first meeting is to analyze data and set goals, the second is to establish if students are making progress and if the current instructional program is working. The final review is to determine if students made progress, were we successful.

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

This year we are going to begin using Achieve 3000, it is a researched based program with built in supports for ELLs and SWDs. We decided to use this to help our ELLs understand higher level content based articles to meet the Common Core Learning Standards. We are continuing to use Wilson and Leveled Literacy, both programs have proven to be successful with our ELL population. We are placing in extra supports for our ELL-SWDs, since these are our students experiencing the greatest difficulty passing the NYS ELA and Math exams. A combination of Push-in, Pull out and RTI will be used to help them succeed. Our self-contained ESL classes will continue to modify curriculum and put strategies in place to better meet the needs of ELLs. We also implemented a monthly meeting for ELL teachers, that will allow them the opportunity to plan, discuss strategies and turn key Professional Development workshops that they may have attended. Network ELL specialist will come to some of the sessions to discuss data and provide professional development.

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

None

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

All students in grades 3-5 are invited to our Saturday Test Prep Academy. All students in grades 3-5 falling below standards are invited to our AIS after school program. All students that fall below grade level are invited to attend the extended day session to be in small group intervention sessions. All students are invited to be apart of extracurricular activites that occur throughout the year. All students include ELLs, students with disabilities and regular education students.

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

All ELLs have access to technology programs such as, Reading A-Z, a program that allows students to read, hear stories and answer stories, Math IXL, a computer based program to practice mathematical problems, Brain Pop, Brain Pop jr. and Brain Pop ESL.

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

Native language support is very important as a foundation on which ELL students can build their new language learning. If the ESL or classroom teacher is able to communicate in the ELL students' language this is encouraged. Classroom instructions are translated in the students' native language, as needed; and ELL students are also paired with another student who speaks the same

language. They work together as a collaborative team, with the more advanced student helping the less proficient student with translation, comprehension, etc. In this way, native language support is stressed in the ESL environment. ELL students are allowed the opportunity to express themselves both orally and in written form in their native language. The native language and culture of the ELL student are also celebrated during multicultural lessons taught throughout the school year.

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

P.S. 50 ensures that required services and resources support our ELLs' ages and grade levels. Every effort is made to provide every ELL student with the necessary high-interest books and supplies to pique their interest.

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.

At the present time we have no activities for newly enrolled ELL students before the beginning of the school year. Our bilingual spanish guidance counselor and Bengali school psychologist help new comers to acclimate, show them around and make themselves available to speak with students and check in with them periodically.

18. What language electives are offered to ELLs?

None

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 and Support for School Staff

All ELL personnel at P.S. 50 takes part in professional development. The ESL teachers attend TC professional development workshops several times a year, then turnkey with other classroom teachers on their grade. During articulation conferences, the ESL teachers meet with the classroom teachers to discuss the progress of the ELL students and different strategies that may be used to benefit these students. The ESL teachers are also invited to attend all in-house professional development conferences. Several ESL teachers even conduct special in house professional development workshops for each grade, in order to better familiarize classroom teachers with the strategies needed to assist ELL students. The LAP is also discussed, so as to insure the planning of quality ESL programs throughout the school. All ESL teachers meet monthly to participate in professional development, analyzing of student work, vertical planning and strategies for ELLs. The literacy and math coaches, as well as the ESL specialists and SWD specialists, hold ongoing professional development for the staff on common core learning standards, methods, content and testing procedures for ELL students, such as testing modifications, data analysis, promotional exemptions, etc.

The guidance counselor holds sessions to inform our graduating ELLs about the different programs available to them in middle. The guidance counselor also holds parent workshops to facilitate the process of selecting a middle school for ELL students.

All teachers are involved in professional development and planning for ELL and SWD students. All workshops done for General Education has a modified component for ELLs and SWDs. Specific workshops are also scheduled just for specific topics pertinent to ELL students and SWD students. Network specialists will come and hold professional development as well as outside workshops by Teachers College.

All professional development activities are kept on file in a binder with attendance sheets and agendas.

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?

Parental involvement is encouraged in all school activities, and the school staff makes an effort to include all the parents of ELLs. Our bilingual parent coordinator conducts regular workshops for parents of ELLs, focusing on math strategies, help with homework, help with immigration, etc. Spanish and English homework help dictionaries/glossaries are provided. In this way, parents are offered strategies they can use to help their child and ways to increase their child's English abilities away from school. The parent coordinator also invites speakers to conduct parent workshops throughout the school year, and is actively involved in improving communication with parents and families of ELLs. Several of the workshops are geared towards curriculum help in reading, speech and the content areas. The school staff meets with parents on a regular basis, and several school staff members are able to serve as translators for foreign born parents and students. Our PTA also plays an integral part in welcoming and embracing the parents of ELLs. They hold several activities throughout the school year, celebrating the cultural diversity of our school population. During Spanish Heritage month, parents are invited to visit the classrooms and speak about their cultures. Ethnic foods are prepared and artists are invited to perform. Special workshops regarding the NYSESLAT test are held for parents to learn and assist their child in preparation for this exam.

The school partners with several agencies and community based organizations to provide workshops to our ELL parents. Both Bengali and Spanish translators are brought in to ensure the participation of ELL parents. The workshops are structured to meet the needs of the ELL parents, such as tenants' rights and immigration laws. These workshops focus on the specific problems and needs ELL parents may have in the community.

Open communication is stressed between the school staff and the parents. As a liaison, the parent coordinator assesses the needs of the parents and relays those needs to administration. There is an open door policy for all parents, especially for those parents of ELL students.

Parents are encouraged to make appointments and visit the school to address any concerns they may have. Parent concern forms are made readily available to those parents who wish to meet with administration. A schedule is then set up and a meeting takes place. The active involvement of ELL parents is a positive force, and provides the ELL students with the necessary support to achieve their best in school.

All letters that are sent out are translated into parents home language, we currently have staff members that we pay persession to translate for us. At parent teacher conferences we utilize in house personnel to translate as well as hire the DOE contracted translator service. For monthly meetings we utilize in house personnel to translated or condcut workshops. Using ATS reports we found that letters need to be translated in Benali and Spanish.

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: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q050 School Name: PS 50

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess P. S. 50's written translation and oral interpretation needs are through the Home Language Identification Surveys (HLIS). Students' HLIS are examined to determine the primary language spoken by both students and parents. In addition, data from ATS screen RHLA report are examined. Data from the report is reviewed at the beginning of the school year to determine what language translation materials are needed for students and parents.

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

Major findings reveal the following:

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

Part B: Strategies and Activities

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

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

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

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

Oral translations services will be provided by in-house school staff (i.e. Assistant Principal, Parent Coordinator, Teachers, Guidance Counselor, Paraprofessionals who are proficient in Spanish, Bengali and Punjabi. During large pre-scheduled meetings, such as Parent Teacher Conferences, workshops, Per Session will be offered to in-house staff in order to provide oral translations services. In order to enhance our ability to communicate with and better engage the whole school community, oral interpretation/translation services will also be provided by an outside contractor.

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

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

Written/oral translations in Bengali and Punjabi will be provided by in-house staff members: Paraprofessionals, School Psychologist.

When required, translations/oral interpretation will be provided by staff members funded through per session pay. Translations will be scheduled well in advance to ensure parents receive information in a timely fashion.

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School:	PS 50
	DBN: 28Q050
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 5
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

Placement within a supplemental program will be determined by:

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

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

Part C: Professional Development

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

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

Begin description here:

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$17116

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

Part E: Budget

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

Allocation Amount: \$17116

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