



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: Ps 150Q
DBN (i.e. 01M001): 30Q150
Principal: CARMEN PARACHE
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Superintendent: DR. PHILIP COMPOSTO
Network Leader: DIANE FOLEY

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
Carmen Parache	*Principal or Designee	
Joann Rodeschin	*UFT Chapter Leader or Designee	
Sean O'Connell/Anne Wine	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nicole Kroski	Member/ Teacher	
Ivan Espinosa	Member/ Teacher	
Amy Kline	Member/ Teacher	
Rachael Janowitz	Member/ Teacher	
Mark Lilakos	Member/ Teacher	
Paul Cynamon	Member/ Parent	
Deborah Alexander	Member/ Parent	
Nami Russo	Member/ Parent	
Monica Perez	Member/ Parent	
Dilik Secilmis	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 the end of the 2013-2014 school year, each teacher will have participated in Professional Development related to the Danielson Framework for Teaching (Rubric). 75% of teachers will progress one level in the teacher selected component/goal area and will adjust their goals accordingly.

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.

Due to the implementation of the NYC Department of Education Teacher Evaluation System (ADVANCE), teachers need to increase their knowledge of the criteria that is being used to assess their practice, in order to increase student achievement.

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 will identify three components for development and corresponding goals, using the Danielson Framework for Teaching.
2. Teachers will receive ongoing professional development in components 1-3 of the Danielson Framework at faculty conferences, grade meetings, professional days and as needed.
3. Teachers will receive ongoing verbal and written actionable feedback.
4. Administrators will follow-up on the progress of the feedback.
5. Teachers will receive support from their colleagues – inter-visitation to view best practices.

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

- Principal and assistant principals will conduct IPC (Initial Planning Conferences), classroom observations, and provide feedback, using the framework to develop next steps.
- Principal and Assistant Principals will hold professional development sessions related to components of the Danielson Framework.
- Principal and Assistant Principals conduct observations and provide feedback.

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

1. We will measure the teacher's progress toward one level of growth by using the Teachboost ongoing data collection.

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

1. Professional development will begin in September. A professional development plan will be developed that outlines the Domains and corresponding activities covered each month.
2. Initial Planning Conferences will begin in September. Classroom observation rounds will be completed by April. End of Year Conferences will be held in May and June.

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

- Administrators will receive guidance provided through a NYC Department of Education "talent coach" to ensure coherence in using the Danielson Framework for Teaching as a tool for teacher development.
- Teachers will receive on-going support (targeting specific domains and/or components) during Monthly Faculty conferences, monthly grade-specific meetings that are led by an administrator, and additional Professional Development Days that have been built into the school calendar.
- Teachers have additional opportunities for collaboration with grade colleagues due to increased professional planning periods that are built into the school schedule.
- Teachers will attend Network Professional Development opportunities.
- Teachers will have the opportunity to participate in intervisitations, both within the school, and in other NYC schools.

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).

At Coffee with the Principal and PTA meetings, the principal will explain new NYC Department of Education initiatives.

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	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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 the end of the 2013-2014 school year, all students will have experienced ELA units aligned to the Common Core Learning Standards and produce evidence based writing. 75% of students will meet standards as evidenced by work products and task rubrics.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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. Students in grades 3-6 will receive instruction in evidence based writing via the NYC recommended Common Core Curriculum, Expeditionary Learning, as well as grade-created supplemental materials for writing. Students in grades K-2 will receive instruction in evidence based writing via a Common Core Curriculum.
B. Key personnel and other resources used to implement each strategy/activity
1. Literacy leaders have been identified in each grade to support this work, as well as planning teams of both grade "bands" (i.e. k-2, 3-6) and/or vertical planning teams.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Students will engage in evidence-based writing tasks which will be evaluated based on a Common Core aligned rubric. Student data will be recorded, tracked, and analyzed so that instruction can be modified, as needed.
D. Timeline for implementation and completion including start and end dates
1. Teachers will implement these units throughout the course of the 2013-2014 school year. Student work samples will be collected at least 3x per year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> Teachers will further utilize professional planning periods to analyze student work and modify instruction to ensure that students are meeting the standards. Literacy leaders will receive professional development and turn key information to colleagues. Teachers on each grade will begin to use protocols to look at student work, in order to deepen conversations around trends, so that more precise instructional moves can be identified. Teachers will attend after-school Professional Development Sessions. Teachers will attend Expeditionary Learning (Common Core Aligned Curriculum) Professional Development.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The school will include parents by hosting information sessions about the curriculum and NYS testing. We will continue to have events such as Literacy Night and publishing parties to provide parents with insight into how the Common Core Learning Standards are being implemented.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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 the end of the 2013-2014 school year, all students will have experienced Common Core aligned units that focus on using the common core mathematical practices to problem solve, through rigorous performance tasks and summative assessments. 75% of students will meet standards as evidenced by work products and problem solving rubrics.

Comprehensive Needs Assessment

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.

Based on Unit tests, Item Analysis of the NYS Spring 2013 Mathematics exam, and a review of pacing calendars and curriculum maps, we identified that students needed more experience with curriculum, instruction, assessment, and problem solving that is aligned to the Common Core Learning Standards.

Instructional Strategies/Activities

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 will receive professional development from the math coach, network and DOE.
 2. Grades 2 and 4 teachers will also receive training from Metamorphosis staff developer.
 3. Teachers will engage in ongoing math planning to make any necessary adjustment to their unit maps and lessons.
 4. An afterschool program to support students receiving ELL services will be initiated in January.
- B. Key personnel and other resources used to implement each strategy/activity**
- Math grade leaders at each grade will evaluate assessments and suggest edits to align with the Common Core Learning Standards.
 - The math coach will meet with teachers to provide them with instructional support.
 - The math coach will provide professional development on PD days and through voluntary “lunch and learns” to explore mathematical practices, problem solving and to unpack the learning standards.
 - Math leaders will attend professional development around the Common Core Learning Standards in math.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Performance assessment problem solving work samples will be collected for each child at least 4x during the school year and evaluated based on the problem-solving rubric. After the collection of each sample, the grade will meet to discuss the progress towards the goal and develop appropriate instructional
- D. Timeline for implementation and completion including start and end dates**
1. Performance assessment problem solving work samples will be collected for each child in at least 4x during the school year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- One professional planning period per month will be dedicated to reviewing materials and developing strategies to implement Common Core-aligned units Curriculum.
 - Teachers will collaboratively adjust lessons that teach students how to use the mathematical practices to problem solve.
 - Initial, formative, and summative assessments will be administered and evaluated through a problem-solving rubric and used to develop strategies to teach common core standards content.
 - Teachers and Math Coach will attend GO Math (Common Core Aligned Curriculum) Professional Development sessions, provided by GO Math representatives as well as Network Support. Teachers will turn-key this information to colleagues.

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).

- Math coach and Classroom Teachers will provide several parent workshops explaining Common Core Learning Standards in mathematics and how these are

being implemented in the classroom.

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

Budget and Resource Alignment

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

x	Tax Levy	x	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 #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.

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.

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

1.

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

1.

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

1.

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

1.

E. 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
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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**

1.

- **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
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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.)
ELA	<ul style="list-style-type: none"> • Shared reading and analysis of complex texts • Guided reading in both fiction and non-fiction • Utilizing i-Ready software targeting lessons and assessments in ELA • Utilize the books from the Ready program in ELA for the afterschool sessions • Utilize Fountas and Pinnell Leveled Literacy Intervention (LLI) • Conducting more in-book assessments that target specific 	<ul style="list-style-type: none"> • Small Group (Tier II) Instruction • Individualized tutoring and conferencing • Tier III small group instruction with an intervention specialist • At-risk Special Education Teacher Support Services • Small group targeted instruction related to test and CCLS-specific domains • ESL teachers will provide language support both in and out of the classroom. • Title III After School Program for English Language Learners (ELLs) 	<ul style="list-style-type: none"> • During the day and in the classroom • Extended Day • Afterschool • Saturdays
Mathematics	<ul style="list-style-type: none"> • Guided math practice • Shared experiences in math similar to shared reading • Utilize i-Ready software to target instruction in math • Utilize the books from Ready program in math for afterschool sessions • Utilize resources from Go Math in small groups and online instruction on thinkcentral.com 	<ul style="list-style-type: none"> • Small group tiered 2 instruction • Individualized tutoring and conferring • Small group targeted instruction related to test and CCLS-specific domains 	<ul style="list-style-type: none"> • During the day and in the classroom • Extended Day • Afterschool • Saturdays
Science	<p>The Science specialty teachers have small group instruction during the science period to support science instruction. Students document their work in their science notebooks.</p>	<p>Small group instruction</p>	<p>During the school day</p>

Social Studies	During the social studies period, teachers have small group instruction to target and support social studies content.	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance counselors provide at-risk and mandated counseling services to our students. Sessions target social and behavioral goals.</p> <p>Use data to set goals and monitor student progress.</p> <p>Participate in Response to Intervention (RTI) team meetings.</p> <p>Participate in Positive Behavior Intervention Support (PBIS)</p> <p>If needed, the school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The school psychologist also participates in RTI meetings and provides suggestions for behavior plans and behavior/social intervention.</p>	<p>Small group Tier 2 support</p> <p>Individualized tutoring</p> <p>Tier 3 small group support</p>	<p>During the school day</p> <p>Extended Day</p> <p>Afterschool</p>

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

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.

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

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

Strategies for retention:

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

Assignments

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

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).

- Administrators will attend Department of Education and Network workshops related to the Common Core Standards
- Teachers will receive ongoing training related to the Common Core Standards
- Teachers will also attend specific curriculum professional development – Go Math and Expeditionary Learning

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

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

Whenever we have students in temporary housing, funds are set-aside to assist these students with any educational materials.

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.).

- In Pre-K, we are using a fully aligned Common Core Curriculum – “Big Day for Pre K.”
- The family worker is hosting several parent workshop related to the Common Core Standards that are covered in Pre K.

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.

- Teachers are consulted regularly with the selection of assessments that they are utilizing.

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).

PS 150Q
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:

School Vision

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

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

Our school encourages families to be:

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

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the No Child Left Behind Act (NCLB). Those programs, activities and procedures will be planned and operated in meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the NCLB, and includes, as a component, a school-parent compact consistent with section 1118(d) of the NCLB.
- The school will incorporate this parental involvement policy into its school improvement plan. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the NCLB in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand. Bilingual speakers are available to help families.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - Parents play an integral role in assisting with their child’s learning.

Parents are encouraged to be actively involved in their child’s education at school.

Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

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

- Teachers and families meeting face-to-face and get to know each other through class meetings, breakfasts, and class observations.
- Encouraging teachers or advisors to make personal contact with each family at least once a month.
- A parent coordinator helps teachers connect to families and bridge barriers of language and culture

Description of How School Will Implement Required Parental Involvement Policy Components

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

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

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

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

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

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

P.S. 150 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs: Superstart Universal Pre-K, Title I Project Intervention Afterschool program. The Early Childhood Social Worker provides on-going workshops for Pre-K parents.

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

- Parents will develop school improvement projects and do action research, including:
- survey other families, including a Needs Assessment Survey and a School Climate Survey
- Other actions under consideration are:
- Observe in classrooms.
- Review materials.
- Visit other schools and programs.
- The school will work to publish a catalog of all the programs in the school, describing how to apply and who is eligible. This could include, but is not be limited to: Title I, special education, gifted programs, dual language and bilingual programs, Prep for Prep.

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

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as,
 - I. The State's Common Core Standards.
 - II. The State's student academic achievement standards – what children should know and be able to do at each grade level.
 - III. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - IV. Explain what the state tests measure and how the results are used.
 - V. Explain how students' report card grades are connected to standards.
- b. The school provides opportunities for families to develop their skills, self-confidence, and contacts:
 - Families are involved in planning how they would like to be involved at the school.
 - School committees and PTA reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.
 - The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.
 - Parents develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.
- c. The school offers programs and activities to engage families in improving student achievement:
 - Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.
 - Programs and activities help families understand what their children are learning and promote high standards.
 - Workshops, interactive learning kits, curriculum nights, exhibitions of student work, and other family learning activities show families how to help their children at home and respond to what families say they want to know about
 - The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.
- d. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Math night, Literacy Night and other parent workshops
 - Other parent workshops under consideration related to specific programs, including Talented and Gifted, Dual Language, Integrated Collaborative Teaching, and Chess in the Schools

- e. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- f. The school will provide professional development for families and staff on how to work together productively, with the following goals in mind:
 - Families learn how the school system works and how to be effective advocates for their children.
 - Teachers learn about successful approaches to working with families of diverse cultural backgrounds.
 - Families and staff can learn together how to collaborate to improve student achievement.
 - The school reaches out to identify and draw in local community resources that can assist staff and families.
- g. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children well in advance, and in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
- h. The school will consider and/or further develop the following actions, in the interest of furthering communication and partnership with their families:
 - Publish a catalog of all the programs in the school, describing how to apply and who is eligible. This will include Title I, special education, gifted programs, dual language, bi-lingual, and Prep for Prep, Saturday Academy, afterschool programs, and Project Read.
 - Update the school's website on a regular basis, at least monthly. Include a calendar of events and meetings, add a "How Parents Can Help" section with volunteer opportunities, and include links to free events and discounts to museums, etc. Reach out to parents to assist in management of website.
 - Reach out to parent leaders from each ethnic group to communicate with their communities.
 - Expand use of email throughout the school, including encouraging teachers to use this as a means of communicating with families. Encourage parents to form communication circles within their class, grade or other community.
 - The principal has initiated a parent email list as a way of increasing communication with parents.
 - Families will feel more confident and informed if they can easily identify school staff members. The school will begin to develop a school directory, including photos of all staff members, including teachers, administrators, aides, custodians and lunchroom staff, and/or post photos in school lobby to be accessible to families.

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:

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

- Adopting and implementing model approaches to improving parental involvement.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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-Teacher Association and Title I Parent Committee;
- supporting or hosting Family events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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;

Teachers will:

- Continue to develop their teaching strategies to successfully teach *all* children through professional development.
- Explain their approach to teaching, expectations, and grading system to students and their families.
- Assign work that is relevant and interesting.
- Make sure students understand the assignment, what they'll learn from it, and grade it promptly.
- Make sure all students get help as soon as it is needed.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice annually, in November and March.
- Provide parents with frequent reports on their children's progress. Specifically, the school will:
- Monitor student progress in all content areas and provide parents with updates regularly.
- Provide parents with an overview of the curriculum, describing content being covered in all subject areas.
- Create a partnership with every family in our school and provide parents reasonable access to staff. Administration can be reached by phone, email or by appointment. Teachers can be reached by written correspondence through the student, and by appointment as needed. Teachers are encouraged to form email lists with their families.
- Provide parents opportunities to volunteer and participate in their child's classroom, and to observe classroom activities, as follows: Curriculum night, publishing parties, family activities, and chaperoning fieldtrips.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School wide Program plan (for SWP schools) in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Ample notification will be given. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Send home learning materials in all content areas, and provide parents with information about the curriculum, so that families can supplement classroom learning. Materials could include: interactive learning kits, study materials, links to relevant websites, suggested reading lists and other publications.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- Upon the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

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:

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

- Ensure that my child is at school and on time.
- Assist my child with daily homework, and use the learning materials the school sends home. Incorporate word lists and math games into our routine.
- Let the teacher know if my child has any problems with learning, or is having any difficulties in school
- Read to my child at least 20 minutes daily, and discuss what we have read.

- Limit my child's television viewing to one hour a day, and ask my child to write a report or draw a picture about a favorite program.
- Volunteer in my child's classroom, and attend family activities that are organized by the school.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

III. Student Responsibilities:

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

- Come to school every day, on time and ready to learn.
 - Do my homework every day and ask for help when I need to.
 - Read at least 30 minutes every day outside of school time, on my own and with my family.
 - Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
 - Work on my math, reading and writing skills at home, using the materials my teacher sends home.
 - Write down assignments, do my homework every day, and turn it in when it is due.
 - Limit my television viewing to one hour per day, and write a report each week about a favorite program.
- 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 30	Borough Queens	School Number 150
School Name P. S. 150		

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 Carmen Parache	Assistant Principal Ismael Perez
Coach Mark Lilakos	Coach type here
ESL Teacher Bruce Bird	Guidance Counselor Mark Desillas
Teacher/Subject Area Margaret Suarez	Parent type here
Teacher/Subject Area type here	Parent Coordinator Geneva Pate
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Diane Foley	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	10	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	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	5	Number of special education teachers with bilingual extensions	5

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1149	Total number of ELLs	234	ELLs as share of total student population (%)	20.37%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1	0							6
Freestanding ESL														
self-contained	2	1	1	1	0	1	0							6
Pull-out	0	2	1	9	13	7	5							37
Total	3	4	3	11	14	9	5	0	0	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	234	Newcomers (ELLs receiving service 0-3 years)	103	ELL Students with Disabilities	27
SIFE	3	ELLs receiving service 4-6 years	58	Long-Term (completed 6+ years)	7

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	0	0	0	0	0	0	0	0	0
Dual Language	7			8			0			15
ESL	96	2	8	50	1	14	7		5	153
Total	103	2	8	58	1	14	7	0	0	168

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	4	24	2	23	2	21	5	13	1	21	3	13							17	115
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	4	24	2	23	2	21	5	13	1	21	3	13	0	0	0	0	0	0	17	115

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): 15 Number of third language speakers: 4

Ethnic breakdown of EPs (Number):

African-American: 3 Asian: 8 Hispanic/Latino: 68
 Native American: 0 White (Non-Hispanic/Latino): 22 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	20	19	24	19	17	8							124
Chinese	0	1			1	1								3
Russian														0
Bengali	5	6	6	6	9	3	0							35
Urdu														0
Arabic	3	2	0	5	1	3	0							14
Haitian														0
French		1												1
Korean	5	1	1	2	1	2	1							13
Punjabi														0
Polish				1										1
Albanian														0
Other	8	7	3	8	5	3	1							35
TOTAL	38	38	29	46	36	29	10	0	0	0	0	0	0	226

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	0	3	5		1	0						12

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)	9	2	5	3	6	1	0							26
Advanced (A)	16	16	20	25	10	13	8							108
Total	26	20	25	31	21	14	9	0	0	0	0	0	0	146

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	11	12	2	0	25
4	15	1	0	0	16
5	9	3	0	0	12
6	6	6	1	0	13
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	19	2	2	1	2	0	29
4	9	1	6	0	0	0	1	0	17
5	3	1	6	1	3	0	0	1	15
6	2	0	9	0	0	0	2	0	13
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	0	7	0	7	1	1	1	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)		1	2	6	2	7	11	26
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.

Paste response to questions here:

Fountas and Pinnell Running Record Reading assessment Grades K-6

K-2 Advance Writing Task

i-Ready Computer Program Grades 1-6

Performance Series first grades 3-6

ELL Periodic Assessment grades 3-6

The DATA shows that our ELLs are progressing at levels which are comparable for their grade level and EPs peers

Programs such as Go-Math and Expeditionary Learning are designed with embedded ELL strategies built in.

For K-2 students curriculum maps and have been aligned with CCLS and teachers have also included ELL strategies into their lessons, language and vocabulary goals. We have also reached out to our network for PD and our teachers have been attending these sessions which take place in our school.

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

Paste response to question here:

Paste response to questions 1-6 here

The NYSESLAT assessment is given yearly to determine the ELL students' level of English proficiency across the four modalities, as well as to show yearly progress in language acquisition. Analysis of this data shows that the majority of ELLs are at the advanced level across all grades. The data also shows progress across the grades from beginner/intermediate to advanced levels. Those scoring at a beginning level are mostly students who are new to the country. Similar findings were identified when we looked at the scores of the ELL students in the Dual Language classes.

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](#))

Paste response to question here:

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?

Paste response to questions here:

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

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](#).)

Paste response to question here:

Our school uses data to guide instruction for ELLs, which is examined during team meetings (consisting of teachers, administrators, guidance counselors and service providers). Data is reviewed and discussions take place with regard to the student progress and possible interventions that can take place and how they will be delivered.

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

Paste response to question here:

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:

The English-proficient students are assessed using the ELE (Spanish reading test). The level of language proficiency in the second language for EPs show most students scoring in the 4th quartile (26 students). The next largest group scored in the 3rd quartile (11 students). There were 7 students scoring at the 2nd quartile, and only 2 students scoring at the 1st quartile. Looking at the scores of the EPs

for the State and City assessments

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

Paste response to question here:

Success of the programs for ELLs is evaluated by looking at each years NYSESLAT Exam scores, New York State ELA Exam and i-Ready online assessment tool. Student are also encouraged and invited to attend our ELL After school program and Saturday Academy. In these programs materials have been purchased to supplement the work which the students do throughout the regular school day and help push them forward.

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](#).)
When a new student arrives at P. S. 150, a licensed pedagogue administers the Home Language Identification Survey (HLIS). The ESL Coordinator reviews the HLIS. If the child is eligible for testing he/she is tested within ten days with the LAB-R and/or the Spanish LAB. If it is determined that the child is entitled to services as per the score on the LAB-R, the parent or guardian is contacted and informed by phone by the Parent Coordinator, as well as a letter being sent home to the parent with the child. Parents are then required to attend an orientation for parents of ELLs. During this orientation, parents/guardians are informed through a presentation, pamphlets and a Department of Education video of the various ELLs programs available for their child. Additional staff is present to translate any additional information given and answer any questions. At the end of the presentation on the various educational programs for ELLs, parents/guardians are then asked to make a program selection. The program selection forms are distributed to each parent to fill out. Upon completion, the forms are collected and reviewed.

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.

Paste response to question here:

A parent orientation meeting is held at the beginning of the year, with the help of translators, explaining the program choices. This orientation is held for all the parents of newly identified ELLs. A phone call is made to the parent/guardian and a notice in their native language is sent home. The ELL Coordinator conducts the meeting, explain the programs, answers any additional questions and assists parents in filling out their Program Selection Form. The parent coordinator, and an administrator are present to help translate and assist the Coordinator. If parents are unable to attend, we reach out to them to conduct either small group or one on one meetings for the parent/guardian. As new admits arrive throughout the year, the ELL coordinator follows the same steps as above for identification, and for informing the parents of the newly identified student. The coordinator has a one to one parent orientation with the parent of the new admit, using a translator when needed.

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](#)].)

Paste response to question here:

At the parent orientation, the parent coordinator, ESL coordinator, and an administrator are present to help explain our language allocation policy as well as the parent selection form. Parents watch the video, questions are answered, and assistance in filling out the Program Selection Form. During this process, the school utilizes staff members who are proficient in various native languages to address questions and concerns. As new admits arrive throughout the year, the ESL coordinator has a one to one parent orientation with the parent of the new admit. In alignment with the parent choice, identified ELLs are placed in Bilingual or ESL instructional programs.

Students already identified as ELLs, receive an entitlement letters as well as their NYSESLAT score to bring home at the beginning of the school year. In addition, a meeting is held to explain the ELL identification process as well as the assessment and scores. All Program Selection forms are copied and the original is placed in the student's cumulative folder. Copies are collected and filed in the ELL 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.

Paste response to question here:

From September to June, the ESL teachers follow a timeline for parent involvement in order to make parents aware of the DOE ELL program choices. The Home Language Identification Survey is administered to new admits as they arrive throughout the year. Parent orientations are conducted as new admits arrive. All outreach information is distributed in various languages to assess/support the needs of ELL families. The parents are advised each school year that their child will be receiving ESL services by a continued entitlement letter, and these letters are distributed in the native language of the family.

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.

Paste response to question here:

Prior to the NYSESLAT testing each year, the ELL coordinator and the testing coordinator review the following ATS reports to ensure that all ELLs are administered the NYSEALAT: RLER, RLAT, RADP, and the RETT. From these reports, a list of ELLs who will be tested

is generated. Students are grouped and a testing schedule is created to ensure all students that need to be tested are tested. A letter informing the parents of the testing days is also sent home at that time. During the testing, there is follow-up each day to gather names of those students who were absent so they can be given a make-up when they return to school. Students must receive a proficient score on the NYSESLAT in order to exit the program.

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. 

Paste response to question here:

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in parent selection has been in alignment with the programs offered at our school (Dual Language and Free Standing ESL). For the past 3 years, parents have overwhelming chose ESL as their number one choice. Going back 3 years, out of the a 52 program selection forms on file, 45 of the parents wanted ESL, followed by 5 of the parents wanting the Dual Language Program, and 2 parents wanting the Transitional Bilingual Program. Since P. S. 150 does not offer that program, the school did explain to the parents where they could find this program, however they declined. Going back 2 years, out of the 33 forms that were on file, 28 parents chose ESL as their first choice, 4 parents chose dual language and only one parent chose the Transitional Program and again declined when told about the schools it was offered in. Going back 1 year, out of the 29 forms that are on file, 21 parents chose ESL, 3 parents chose the Dual Language and no parents chose the Transitional Bilingual. The program models offered at P. S. 150 are in alignment with the parent choice.

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])?

Paste response to questions here:

Our organization models are push-in and pull-out. During push-in the ESL teacher pushes into the classroom teacher's ELA block or math block. All of P.S. 150's classes are heterogeneously grouped, and students and class make-up is as follows:

Beginner and Intermediate students are assigned to self-contained ESL classrooms

Advanced students are assigned to monolingual classes

Pull-out is used only when the ELLs are spread across multiple teachers and when push-in is not possible.

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)?

Paste response to questions here:

P. S. 150 follows the Commissioners Regulation Part 154 to deliver ELL instruction. The Dual Language classes receive the required minutes of ESL instruction per week on English days (180 minutes of ESL for advanced and 180 minutes of ELA; 360 minutes of ESL for intermediate and beginners), according to their LAB-R or NYSESLAT scores. In our ESL classes the required minutes of ESL instruction per week is followed. A beginner or intermediate student receives 360 minutes per week, and an

advanced students receives 180 minutes per week and 180 minutes of ELA. In monolingual classes, the ESL teachers push in and pull out students to give them their mandated time.

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.

Paste response to question here:

The language of instruction in our ESL Program is English. The ESL teachers use various methods and approaches in the self-contained, dual language and push-in/pull-out models with the support of the New York State ESL standards and the NYS Common Core Learning Standards.

Some of these methods include Total Physical Response (TPR), Balanced Literacy Approach, creating scaffolds, inserting language goals into lessons, developing clear lesson objectives and essential questions. In our Dual Language and ESL programs teachers work collaboratively to create and implement instruction through common planning time.

In our TBE/DL program Science, Social Studies and Mathematics are delivered by the classroom teacher in both English and Spanish. We follow the alternating day model where one day all instruction is done in English and the next in Spanish and so forth. To this end all of our Dual Language teachers are licensed and proficient in Spanish. Materials for this program are also available, where possible, in both languages. Students who take the NYS exams are all tested in English and prepared in English

as well. Students from our D/L program are eligible for our Project intervention program, ELL program and Saturday Academy. We have coordinated with our CFN 204's Shirley Rouse-Bey to come in throughout the year and provide professional development to our ESL and D/L teachers in ways to support second language acquisition and native language support. Some of the strategies used are Shades of Meaning, Visuals, and small group instruction.

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

Paste response to question here:

According to CR Part 154, students whose native language is Spanish are given the Spanish LAB if they do not pass the LAB-R. This is conducted within the first ten days of the student's admission to school. Native language support is also provided to our ELLs through the use of Bilingual dictionaries, books, and technology websites in our ESL program. All students in our Dual Language classes take the ELE exam to assess Spanish language proficiency.

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

Paste response to question here:

Teachers consistently confer with students to assess progress and assign goals for the students accordingly. These goals fall within the four modalities of listening, speaking, reading and writing.

Our school also employs the i-Ready computer program in grades 1 - 6 which assesses foundational skills such as: phonological awareness, phonics, high frequency words, vocabulary, and comprehension.

In our afterschool ELL institute students receive small group instruction within the four modalities and also work on strategies to move forward.

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).

Paste response to questions here:

Currently P.S. 150Q has 3 SIFE students. The first step in servicing these students is to identify them. The Spanish LAB was used to determine literacy for these Spanish speaking ELL students. The Department of Education also has identification guidelines. SIFE students may fall under the following categories: students born in a country other than the United States or its territories, students who come from a home where a language other than English is spoken, students who enter a U.S. school after grade two who: upon enrollment have had two years less schooling than their peers, function at least two years below expected grade level in reading and math, and who may be pre-literate in their first language. It is our belief that SIFE students need Scaffolding to improve their language acquisition. Teachers use modeling, questioning, formative assessments, and graphic organizers across successive engagements. We are offering these students after-school and Saturday morning classes and academic intervention. The parent coordinator will also reach out to parents to provide home support.

Strategies to employ with newcomer students will be RTI services, differentiating instruction, small group instruction, after school and Saturday programs geared toward newcomer students, accelerated or explicit teaching of academic language, and native language support when available. Currently newcomers receive additional support during our extended day program as well as participating in our ELL Title III program. This group is working on a basic understanding of English language with a focus on academic vocabulary, listening and

speaking skills. Lessons include audiotapes and visual presentations in addition to small group instruction so that students feel comfortable practicing with an unfamiliar language. This group is taught by a certified ESL teacher who helps students acquire English skills and cultural awareness in a more efficient and speedy manner.

Our ELL students who receive an extension of services will continue to receive their mandated CR Part 154 minutes (360 minutes for beginner & intermediate ELLs, and 180 minutes of ESL/180 minutes of ELA for advanced ELLs), from our certified ESL providers with a focus on the reading and writing modalities.

Students with 6 years and over will be receiving the number of mandated CR Part 154 minutes. We use ESL methodologies to support the long term ELLs. We constantly review academic language/vocabulary that are needed in order to be successful in the content areas with a focus on functional words, differentiated materials and visual supports. In addition we focus on, NYSESLAT preparation with these students. In addition these students also become candidates for RTI intervention.

Our plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is to encourage them to attend

our after-school programs and to include them in all ELL activities. These students are still provided with ELL support although

they

no longer need to sit for the NYSESLAT. These students also continue to receive testing accommodations for two years.

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?

Paste response to question here:

There are many instructional strategies that the ESL teachers use to accommodate all of the ELLs who are students with special needs. These materials and strategies encompass differentiated instruction. This includes: grade level adapted books, grade-level teacher made materials, leveled libraries, differentiated writing materials, graphic organizers, scaffolding, and visual supports in conjunction with students' IEP goals and accommodations. Some ESL strategies that we use are: Total Physical Response (TPR), the Shades of Meaning and whatever accommodations are outlined within their IEP. We also collaborate with other related service providers (speech, occupational therapy, physical therapy). The occupational therapists collaborate with the special education and ESL teachers to facilitate writing and increase the ELLs' fine motor skills. We also and continue to use the push-in model to co-teach grade level material with the classroom teacher.

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?

Paste response to question here:

Currently, we are working with our Special Education teachers in order to meet the unique and individual needs of ELL-SWDs. Students are monitored by the ESL and Special Education Department staff and IEPs are evaluated with the assistance of the IEP teacher to address students's learning goals and make changes to the instructional program of ELLs-SWDs. The ESL teacher pushes into the classroom to provide support and differentiated material to accommodate the students' needs, all according to the students' IEP mandates.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

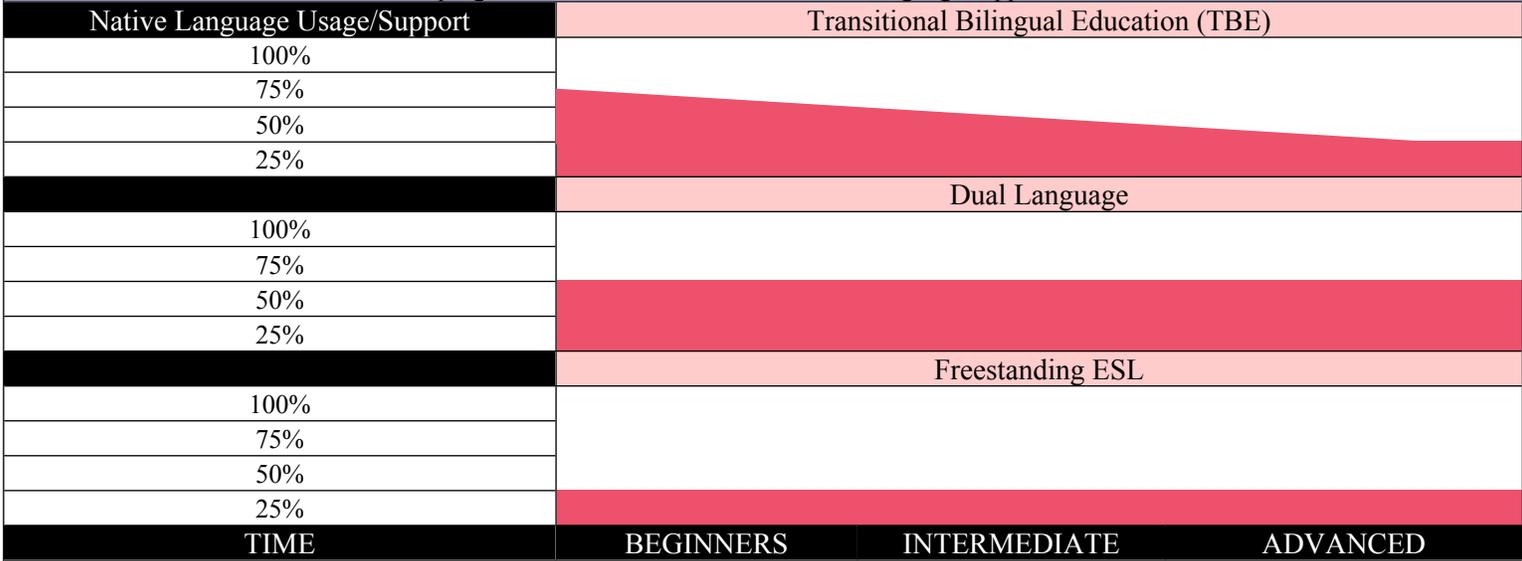
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.

Our approach for helping ELLs on a daily basis includes, small-group instruction, assessment (including benchmark tests, and other forms of ongoing formative assessment), frequent teacher assessments to ensure that the instruction they receive is effective. It's important to also note that these students also participate in the i-Ready computer program, RTI, ESL After school programs - Project intervention, ELL Institute, and Saturday Academy.

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

Paste response to question here:

We feel that our current program is effective in meeting the needs of our ELLs in both content and language development after looking at recent trends in our NYSESLAT scores. There has been an increase in the number of ELLs meeting the proficiency level each year over the past three years.

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

Paste response to question here:

Programs are remaining consistent as we have had good results with the approaches we have taken as stated above.

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

Paste response to question here:

N/A

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

Paste response to question here:

All ELLs are given a letter to take home in their native language inviting them to attend the Title III after school program. Parents are encouraged to accept this invite. This program focuses on working with our ELLs to achieve fluency in all modalities of the NYSESLAT (reading, writing, speaking & listening). The program focuses on these four modalities and provides strategies for the students to assist them in their acquisition of English and help them on their state exams. We also provide a Saturday Academy, ELLs are also invited to this program, especially those ELLs who need further support and development in their reading, writing, and math skills. ELLs are also encouraged to stay for the extended day program that we offer. Letter are sent home to parents strongly encouraging students to attend.

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

Paste response to question here:

K-2 Advance Writing Task

3-6 Performance Series (reading & math)

RTI Those ELLs receiving RtI are given additional instruction using the Fountas and Pinnell Leveled Learning Assessment System. Instruction is provided in a small group setting geared to our Tier 2 and 3 students.

i-Ready is used in grades K-6 and is a cross grade level assessment which combines a valid and reliable growth measure as well as individualized instruction. i-Ready assesses both reading and math. Teachers are given a clear plan of action to take. Students get explicit online instruction.

The book NYSESLAT and Beyond for our after school program This program includes each of the four modalities tested on the NYSESLAT and gives instruction as well as practice in each.

New York Ready Instructional Supplement In addition to the i-Ready these instructional supplements compliment the online component.

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

Paste response to question here:

The Language Allocation Policy document will be used to guide instructional decisions as well as to modify and differentiate instruction for ELLs throughout the day and in our after-school programs. Appropriate leveled classroom libraries in English and native languages are available to support instruction. Presently, we are planning to build on the native language books available to students both in the classroom as well as the school library. Teachers in Dual Language and ESL programs use a balanced literacy approach while employing ESL strategies and methodologies such as Total Physical Response (TPR), use of visual aids, and the above mentioned appropriate leveled classroom libraries. Teachers throughout the grades use multiple assessments to determine

where students need support. Running records, conference notes, data collection, and RTI grade level skills assessment charts are used consistently to monitor students' progress. Periodic interim assessments, and ELL interim assessment data is collected after each administration and used for data driven instruction. An after school ESL program for ELLs is in effect to give extra support to students in the beginner to advanced stages. Project Intervention also gives extra support to more advanced ELLs, particularly those who are not exempt from state tests

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

Paste response to question here:

All ELLs receive the required support services and resources which correspond to their ages and grade levels. In addition, the parent coordinator provides resources and support for the parents and ELLs in and outside of school.

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.

Paste response to question here:

Ells are are made aware of and afforded equal access to all school programs, curricular and extra-curricular activites upon registering at our school.

18. What language electives are offered to ELLs?

Paste response to question here:

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

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

There is one Dual Language class in Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, and 5th grade. The students in each grade are exposed to language in Spanish and English through social, academic, and cultural activities. All students in this program develop their second language skills while learning content knowledge in both languages. The goal of this program is to maintain, strengthen, and enrich mastery of a student's native language while developing proficiency in a second language.

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

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.

Paste response to questions here:

Professional Development opportunities are offered to all teachers of ELLs. All teachers received the mandated Chancellor's professional development. In addition, classroom teachers receive site-based professional development throughout the course of the 2013-2014 year. The professional development will be on instructional known needs areas for ELLs such as scaffolding, ESL methodology, Common Core Learning and NYS standards and data driven instruction for ELLs. The professional development will be provided by an outside presenter knowledgeable in area of instructional needs for English Language Learners. Teachers participate in Expeditionary Learning/Balanced Literacy training. This is in-house training where teachers participate in a classroom lab site and discussion period. ELL and Dual Language teachers work, alongside other school teachers, with staff developers on designing the Balanced Literacy and Expeditionary Learning model to meet the needs of ELL students.

Professional Development we have had thus far include: Go Math, Expeditionary Learning, Fountas and Pinnell Balanced Literacy Evaluation system, Common Core, Advance, Science PD provided by science teachers (Ms. Vackner and Ms. O'Keefe) to staff and also to parents, Math and Literacy professional development instruction is provided by our Coach (Mr. Lilakos) In addition, Shirley Rouse-Bey works with classroom teachers, as well as ESL push-in/pull-out teachers on reading content based text with ELLs. Teachers also attend professional development outside of school. For all professional development attended, records are maintained. Teachers fill out an assessment for the PD they attended. They attach all agendas and hand-outs received at the PD, some teachers turn-key the information they receive.

7.5 hour ELL training is provided throughout the year in conjunction with our CFN 204 support provided by Shirley Rouse-Bey. Teachers are focusing on language goals, objectives, instructional outcomes, shades of meaning, small group instruction and best teaching practices.

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?

Paste response to questions here:

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

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: P.S. 150-Q

School DBN: 30Q150

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Parache	Principal		1/1/01
Ismael Perez	Assistant Principal		1/1/01
Geneva Pate	Parent Coordinator		1/1/01
Bruce Bird	ESL Teacher		1/1/01
	Parent		1/1/01
Margaret Suarez	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mark Lilakos	Coach		1/1/01
	Coach		1/1/01
Mark DeSillas	Guidance Counselor		1/1/01
Diane Foley	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: 30Q150 School Name: P.S. 150 Q

Cluster: 2 Network: CFN 204

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

Part A: Needs Assessment Findings

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

Initially when a student is enrolled in our school the parent fills out the HLIS Form. Located on this form is a section which asks about their preferred language of communication where they select a language they prefer to receive written and oral communication in. According to the UPPG Report in ATS following is a breakdown of the different language groups within our school. They are as follows: Spanish = 46, Bengali = 4, Korean = 4, Turkish = 6, Arabic = 4, Armenian = 1, Pashto = 1, Serbo-Croatian = 1. Out of this total of 169, only 102 families chose English for both written and spoken communication from the school. For those who chose to receive information in their native language, it is so provided, where available.

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.

While some families have chosen to receive information in their home language, the majority of parents have selected to receive this same information in English. For interpretation services, whenever we have meetings, parent teacher conferences, or any event, the flyer does go home stating that translation services are available and to please let us know if anyone needs it so that we can make the appropriate arrangements. We also have quite a diverse population of instructors in our school which affords us the benefit of being able to have people immediately on hand who can interpret for anyone if need be.

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.

While the majority of official documents are available on the DOE website in multiple languages, when we do need something in a language that is not readily available we have been able to facilitate its production through in-house sources. On the rare occasion that we do have to have something done through external needs we have contacted the DOE's translation services unit and sought their services. When this does have to take place we try to have a 1-2 week window prior to needing the document. This in turn allows the unit ample time to translate the document for us.

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

Oral interpretation services will be provided in-house by school staff. When there is a language need we are unable to fulfill in-house, we will either contact the DOE interpretation unit or one of the contracted vendors to come into the school to provide services. Use an outside contractor.
Our school follows the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth in this regulation. Parents have been made aware of such services and to let us know if there is a need for this on their part.

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>.

Our school will fulfill Section VII of the Chancellors's Regulations using DOE handouts, parent meetings, postings about upcoming events and meeting where it tells parents that translations are available should they so desire.

Our school has made available to parents a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

We have posted, near the primary entrance, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 150-Q	DBN: 30Q150
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: ~65
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Part C: Professional Development

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

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

Begin description here:

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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