Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: FRANK HANKINSON

DBN (*i.e. 01M001*): 31R050

Principal: JOSEPH SANTELLO

Principal Email: JSANTELLO@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: RICHARD GALLO

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
Joseph Santello	*Principal or Designee	
Dolores Kranpost	*UFT Chapter Leader or Designee	
Lucille Ruggiero	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Stacy Marnick	Member/ Parent	
Jen Caputo	Member/ Parent	
Allison Marino	Member/ Parent	
Sosamma LeDoux	Member/ Parent	
Linda Notaro	Member/ Teacher	
	Member/ Teacher	
Karen Quest	Member/ Teacher	
Kim Schwartz	Member/ Teacher	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ 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)**
N/A	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of all students will demonstrate growth from their baseline assessment to their end of year assessment results within the GO MATH program.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After evaluating State test data from the 2012-2013 school year 64.1% of all tested students performed at levels 3 or 4 as compared to 86.4% the year before. Although the new test was Common Core aligned and more rigorous there was a 22.3% decrease in student performance. The data collected from in-class assessments, evidenced that students struggled with providing mathematical models, proof and/or explanations of strategies on constructed response questions. A focus has been directed on increasing student's ability to use the mathematical practices of 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 engage students daily in Number Talks to increase their ability to flexibly work with number sense and operations. 2. Teachers will engage students in rich and rigorous, embedded Performance Tasks after each unit of study. 3. During Inquiry teachers will engage in a planning protocol in order to anticipate student responses to Performance Tasks. 4. Teachers will engage the students in opportunities to communicate with students about their performance in a continuous, comprehensive manner, as opposed to simply indicating if an answer is correct. 5. Saturday RTI academy for Tier II and Tier III students. 6. Friday ELL academy for all proficiency leveled students. 7. Academic Intervention Service targeted instruction for fourth and fifth grade students who performed at a Level I on the NY State Math assessment from last year.
B. Key personnel and other resources used to implement each strategy/activity
1. Classroom teachers, Assistant Principals, Network Staff, GO MATH curriculum, GO MATH Performance Tasks, Number Talks. *2.* Classroom teachers, Assistant Principals, Network Staff, GO MATH curriculum, GO MATH Performance Tasks, Number Talks 3. Classroom teachers, Assistant Principals, Network Staff, GO MATH curriculum, GO MATH Performance Tasks, Number Talks 4. Classroom teachers, Assistant Principals, Network Staff, GO MATH curriculum, GO MATH Performance Tasks, Number Talks 5. Twelve teachers, One Administrator, GO MATH resources 6. Three teachers, One Administrator, GO MATH resources 7. Two teachers, Three Administrators, GO MATH resources
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. There will be 100% growth between Show What You Know pre-assessment to end of the unit assessment, baseline mid-year and end of year assessment, and an increase in the number of students scoring a level 3 or 4 on the Performance Tasks. 2. There will be 100% growth between Show What You Know pre-assessment to end of the unit assessment, baseline mid-year and end of year assessment, and an increase in the number of students scoring a level 3 or 4 on the Performance Tasks. 3. There will be 100% growth between Show What You Know pre-assessment to end of the unit assessment, baseline mid-year and end of year assessment, and an increase in the number of students scoring a level 3 or 4 on the Performance Tasks. 4. There will be 100% growth between Show What You Know pre-assessment to end of the unit assessment, baseline mid-year and end of year assessment, and an increase in the number of students scoring a level 3 or 4 on the Performance Tasks. 5. There will be 100% growth between Show What You Know pre-assessment to end of the unit assessment for students in Tier II and Tier III, baseline mid-year and end of year assessment for students in Tier II and Tier III students, and an increase in the number of students scoring a level 3 or 4 on the Performance Tasks for Tier II and Tier III students. 6. There will be 100% growth between Show What You Know pre-assessment to end of the unit assessment for ELL students, baseline mid-year and end of year

assessment for ELL students, and an increase in the number of students scoring a level 3 or 4 on the Performance Tasks for ELL students.

7. There will be 100% growth between Show What You Know pre-assessment to end of the unit assessment for Tier III students, baseline mid-year and end of year assessment for Tier III students, and an increase in the number of students scoring a level 3 or 4 on the Performance Tasks for students who scored a level 1 on last years math NY State math test.

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

1. September to June after each unit, 3x a year after each GO MATH Common Core aligned assessment
2. September to June after each unit, 3x a year after each GO MATH Common Core aligned assessment
3. September to June after each unit, 3x a year after each GO MATH Common Core aligned assessment
4. September to June after each unit, 3x a year after each GO MATH Common Core aligned assessment
5. September to June after each unit, 3x a year after each GO MATH Common Core aligned assessment
6. September to June after each unit, 3x a year after each GO MATH Common Core aligned assessment
7. September to June after each unit, 3x a year after each GO MATH Common Core aligned assessment

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

1. Classroom teacher salaries, Administrator salaries, Network Support, GO MATH Curriculum, Copying for Performance Tasks, Purchasing of Number Talks, Teacher per session for 12 Instructional Leads for 25 meetings after school (1h 30min per meeting), Administrator per session for 3 Instructional Leads for 25 meetings after school (1h 30m per meeting.
2. Classroom teacher salaries, Administrator salaries, Network Support, GO MATH Curriculum, Copying for Performance Tasks, Purchasing of Number Talks, Teacher per session for 12 Instructional Leads for 25 meetings after school (1h 30min per meeting), Administrator per session for 3 Instructional Leads for 25 meetings after school (1h 30m per meeting.
3. Classroom teacher salaries, Administrator salaries, Network Support, GO MATH Curriculum, Copying for Performance Tasks, Purchasing of Number Talks, Teacher per session for 12 Instructional Leads for 25 meetings after school (1h 30min per meeting), Administrator per session for 3 Instructional Leads for 25 meetings after school (1h 30m per meeting.
4. Classroom teacher salaries, Administrator salaries, Network Support, GO MATH Curriculum, Copying for Performance Tasks, Purchasing of Number Talks, Teacher per session for 12 Instructional Leads for 25 meetings after school (1h 30min per meeting), Administrator per session for 3 Instructional Leads for 25 meetings after school (1h 30m per meeting.
5. Per session for 12 teachers for 36 hours on Saturdays, Per session for 1 Administrator for 36 hours, Math books.
6. Per session for 3 teachers for 60 hours on Fridays, Per session for 1 Administrator for 60 hours, ELL Math resources
7. Per diem for 2 teachers for 45 days for in school instruction, Number Talks

Strategies to Increase Parental Involvement

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

1. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new GO MATH curriculum. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection and GO MATH online resources for student support.

2. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new GO MATH curriculum. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection and GO MATH online resources for student support.

3. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new GO MATH curriculum. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection and GO MATH online resources for student support.

4. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new GO MATH curriculum. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection and GO MATH online resources for student support.

5. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new GO MATH curriculum and how instruction is differentiated to meet the needs of students performing at Tier II and Tier III. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit, parents will receive a letter describing the goals of the Saturday Academy. Parents receive communication from teachers for strategies to promote the home to school

connection and GO MATH online resources for student support.
6. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new GO MATH curriculum and how instruction is differentiated to meet the language needs of our ELL students. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit and a letter outlining to goals of the ELL Friday academy. Parents receive communication from teachers for strategies to promote the home to school connection and GO MATH online resources for student support.
7. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new GO MATH curriculum and how instruction is differentiated to meet the needs of students performing at Tier III. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit; parents will receive a letter describing the goals of the Saturday Academy. Parents receive communication from teachers for strategies to promote the home to school connection and GO MATH online resources for student support. Teachers will hold one-on-one conferences with parents of students who performed at Level 1 on last year's NY State math test.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 5% increase in the number of students who performed at levels 3 or 4 measured by the ELA State assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After evaluating State test data from the 2012-2013 school year 58.3% of all tested students performed at levels 3 or 4 as compared to 73.7% the year before. Although the new test was Common Core aligned and more rigorous there was a 15.4% decrease in student performance. The data collected from in-class assessments, evidenced that students struggled with developing relevant examples (development – writing standard 1).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers will engage students daily in Close Reading to increase their ability to analyze text and provide evidence to support their opinions. 2. Teachers will engage students in rich and rigorous, discussion based on complex texts. 3. During Inquiry teachers will engage in a planning protocol in order to anticipate student responses to Performance Tasks. 4. Teachers will engage the students in opportunities to communicate with students about their performance in a continuous, comprehensive manner, as opposed to simply indicating if an answer is correct. 5. Saturday RTI academy for Tier II and Tier III students. 6. Friday ELL academy for all proficiency leveled students. 7. Academic Intervention Service targeted instruction for fourth and fifth grade students who performed at a Level I on the NY State ELA assessment from last year.
B. Key personnel and other resources used to implement each strategy/activity
1. Classroom teachers, Assistant Principals, Network Staff, ReadyGen, ReadyGen Performance Tasks. 2. Classroom teachers, Assistant Principals, Network Staff, ReadyGen, ReadyGen Performance Tasks. 3. Classroom teachers, Assistant Principals, Network Staff, ReadyGen, ReadyGen Performance Tasks. 4. Classroom teachers, Assistant Principals, Network Staff, ReadyGen, ReadyGen Performance Tasks. 5. Twelve teachers, One Administrator, ReadyGen resources 6. Three teachers, One Administrator, ReadyGen resources

7. Two teachers, Three Administrators, ReadyGen resources

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

1. There will be 100% growth in students writing of opinions, informational, narrative as measured by ReadyGen rubric four times per year, there will be growth in students' comprehension and vocabulary scores as measured six a year in grades K-2 and four times per year in grades 3-5.
2. There will be 100% growth in students writing of opinions, informational, narrative as measured by ReadyGen rubric four times per year, there will be growth in students' comprehension and vocabulary scores as measured six a year in grades K-2 and four times per year in grades 3-5.
3. There will be 100% growth in students writing of opinions, informational, narrative as measured by ReadyGen rubric four times per year, there will be growth in students' comprehension and vocabulary scores as measured six a year in grades K-2 and four times per year in grades 3-5.
4. There will be 100% growth in students writing of opinions, informational, narrative as measured by ReadyGen rubric four times per year, there will be growth in students' comprehension and vocabulary scores as measured six a year in grades K-2 and four times per year in grades 3-5.
5. There will be 100% growth in students writing of opinions, informational, narrative as measured by ReadyGen rubric four times per year, there will be growth in students' comprehension and vocabulary scores as measured six a year in grades K-2 and four times per year in grades 3-5.
6. There will be 100% growth in students writing of opinions, informational, narrative as measured by ReadyGen rubric four times per year, there will be growth in students' comprehension and vocabulary scores as measured six a year in grades K-2 and four times per year in grades 3-5.
7. There will be 100% growth in students writing of opinions, informational, narrative as measured by ReadyGen rubric four times per year, there will be growth in students' comprehension and vocabulary scores as measured six a year in grades K-2 and four times per year in grades 3-5.

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

1. September to June after each unit, 4x a year in grades 3-5, and 6x a year in grades K-2.
2. September to June after each unit, 4x a year in grades 3-5, and 6x a year in grades K-2.
3. September to June after each unit, 4x a year in grades 3-5, and 6x a year in grades K-2.
4. September to June after each unit, 4x a year in grades 3-5, and 6x a year in grades K-2.
5. September to June after each unit, 4x a year in grades 3-5, and 6x a year in grades K-2.
6. September to June after each unit, 4x a year in grades 3-5, and 6x a year in grades K-2.
7. September to June after each unit, 4x a year in grades 3-5, and 6x a year in grades K-2.

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

1. Classroom teacher salaries, Administrator salaries, Network Support, ReadyGen Curriculum, Copying for Performance Tasks, Teacher per session for 12 Instructional Leads for 25 meetings after school (1h 30min per meeting), Administrator per session for 3 Instructional Leads for 25 meetings after school (1h 30m per meeting).
2. Classroom teacher salaries, Administrator salaries, Network Support, ReadyGen Curriculum, Copying for Performance Tasks, Teacher per session for 12 Instructional Leads for 25 meetings after school (1h 30min per meeting), Administrator per session for 3 Instructional Leads for 25 meetings after school (1h 30m per meeting).
3. Classroom teacher salaries, Administrator salaries, Network Support, ReadyGen Curriculum, Copying for Performance Tasks, Teacher per session for 12 Instructional Leads for 25 meetings after school (1h 30min per meeting), Administrator per session for 3 Instructional Leads for 25 meetings after school (1h 30m per meeting).
4. Classroom teacher salaries, Administrator salaries, Network Support, ReadyGen Curriculum, Copying for Performance Tasks, Teacher per session for 12 Instructional Leads for 25 meetings after school (1h 30min per meeting), Administrator per session for 3 Instructional Leads for 25 meetings after school (1h 30m per meeting).
5. Per session for 12 teachers for 36 hours on Saturdays, Per session for 1 Administrator for 36 hours, Reading books.
6. Per session for 3 teachers for 60 hours on Fridays, Per session for 1 Administrator for 60 hours, ELL Reading resources
7. Per diem for 2 teachers for 45 days for in school instruction

Strategies to Increase Parental Involvement

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

1. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new ReadyGen curriculum. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection and ReadyGen online resources for student support.
2. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new ReadyGen curriculum. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection and ReadyGen online resources for student support.

3. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new ReadyGen curriculum. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection and ReadyGen online resources for student support.
4. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new ReadyGen curriculum. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection and ReadyGen online resources for student support.
5. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new ReadyGen curriculum and how instruction is differentiated to meet the needs of students performing at Tier II and Tier III. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit, parents will receive a letter describing the goals of the Saturday Academy. Parents receive communication from teachers for strategies to promote the home to school connection and ReadyGen online resources for student support.
6. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new ReadyGen curriculum and how instruction is differentiated to meet the language needs of our ELL students. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit and a letter outlining to goals of the ELL Friday academy. Parents receive communication from teachers for strategies to promote the home to school connection and ReadyGen online resources for student support.
7. Parents will be invited to Curriculum Night in September to learn about Common Core Learning Standards and the new ReadyGen curriculum and how instruction is differentiated to meet the needs of students performing at Tier III. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit; parents will receive a letter describing the goals of the Saturday Academy. Parents receive communication from teachers for strategies to promote the home to school connection and ReadyGen online resources for student support. Teachers will hold one-on-one conferences with parents of students who performed at Level 1 on last year's NY State math test.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 20% increase in the response on the Learning Environment Survey on the indicator that states that parents have been invited to an event 5x or more at your child's school.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After an analysis of the 2012-13 School Environment Learning Survey it has been identified that in the area of communication, specifically, for the indicator that states: Have been invited to an event at your child's school 5x or more has resulted in 21% of the parents responding favorably.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Content specific workshops to address Common Core Learning Standards, GO MATH and Ready Gen curriculum 2. Parents will be invited to participate in at least one end of the unit celebration for each class in Math and ELA. 3. Instructional Team members will share learning goals for ELA and Math at monthly PTA meetings.
2. Key personnel and other resources used to implement each strategy/activity
1. Classroom teachers, Administrators, Network Support 2. Classroom teachers, Administrators 3. Instructional Team members, Administrators, Network Support

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Will create a mid-year survey utilizing “Survey Monkey” to assess parent perception and satisfaction Learning Environment specific indicator. 2. Will create a mid-year survey utilizing “Survey Monkey” to assess parent perception and satisfaction Learning Environment specific indicator. 3. Will create a mid-year survey utilizing “Survey Monkey” to assess parent perception and satisfaction Learning Environment specific indicator.
4. Timeline for implementation and completion including start and end dates
1. Analyze Learning Environment Survey in September to identify Areas for Improvement, Mid-year survey will demonstrate growth on selected indicator. 2. Analyze Learning Environment Survey in September to identify Areas for Improvement, Mid-year survey will demonstrate growth on selected indicator. 3. Analyze Learning Environment Survey in September to identify Areas for Improvement, Mid-year survey will demonstrate growth on selected indicator.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per-session for 6 teachers for 10 hours 2. Classroom teachers’ salaries 3. Per-session for 12 Instructional Team members for 30 hours

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
1. Parent workshops three times per year focusing on the state of the school. 2. Parents will engage in student lead learning activities. 3. Parents will engage in informational sessions with Instructional Team lead members 1x per month.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
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.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
3.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

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.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
3.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Close Reading strategies, Focused writing instruction utilizing the writing process	Small group, one-to-one, differentiation	Extended Day (Tuesdays/Thursdays – 2:35pm – 3:25pm), ELL Academy (Fridays – After school from Jan. June), RTI (Saturday mornings Jan. - April), AIS Pull Out Services (During school day from Jan. – April)
Mathematics	Number Talks, Performance Tasks	Small group, one-to-one, differentiation	Extended Day (Tuesdays/Thursdays – 2:35pm – 3:25pm), ELL Academy (Fridays – After school from Jan. - June), RTI (Saturday mornings Jan. - April), AIS Pull Out Services (During school day from Jan. – April)
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Guidance Counselor	Whole class, small group, one-to-one	As Needed

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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).

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.).

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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

P.S. 50

Frank Hankinson

SCHOOL-PARENT COMPACT

School Responsibilities

The Public School 50 will:

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

  - Continuing to offer small class size
  - Providing teachers and students with materials which support the new Common Core State Standards
  - Providing English Language Learners (ELL) with additional services such as an ELL Academy.
  - Providing at risk students with Response through Intervention (RTI) services
  - Identifying at risk students through Teachers College Reading and Writing Assessments
  - Offering Consultant Teaching (SETSS) and ESL for children in need
  - Offering self-sustaining after-school programs that educate and encourage the whole child
  - Collaborative Team Teaching on grades K-5
  - Offer an 8:1:1 Autism program on grades K and 1

- **Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
  - In the Fall : November 14, 2012
  - In the Spring: March 13, 2013

- **Communicate with parents and provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

  - Parents can be notified of important information through an automated phone messaging and email system (Global Connect)
  - Parents will receive progress reports (report cards) 3 times a year (fall, spring, and end of school year)
  - Parents can inquire about Teachers College Reading and Writing Assessments: 3-4 times during the school year
  - Parents can also be kept updated about assessments and specifically targeted skills practices for their child through the ARIS website
  - Parents can obtain school information through the school website (www.ps50si.org)
  - Parents are informed of school policies and other useful information through our Parent Handbook, which is distributed to incoming families, as well as being posted on the school website.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows.**

  - Parents take part in workshops given at Teachers College to be informed of current trends and methodology in educational pedagogy
  - Curriculum conferences invite parents to rally together as a community
  - Parents are invited to attend concerts and productions performed in the Arts
  - Parents will have the opportunity to observe their child's class during open hose and school-wide activities
  - Parents will be invited to celebrations highlighting student work
  - Parents will be invited to special night-time events such as Math/ELA nights when children come to school with their parents to work in small groups on math and literacy

- Parents are involved in planning and executing and collaborating with staff to support students in creating culminating 5th grade project.

PTA Responsibilities

PS 50's Parent-Teacher Association supports students and teachers by maintain open communication with the school and families and fostering positive involvement. Our PTA is responsible for the following activities:

- Meetings scheduled monthly in both the morning and evening on a rotating basis
- Family outings to neighboring restaurants providing a sense of community
- School functions including, but not limited to:
  - Arts to Remember workshop
  - Holiday Dances
  - Picture Day
  - Senior activities and commencement
  - 5th grade culminating project
  - Staten Island Yankee night
  - End of school year on-site carnival
  - PS 50 bookstore
  - Holiday fairs and bake sales
- Organizing responsibilities from class parents
- Acting as liaison between federation and parents and administration
- Gathering information and publishing our school-wide newspaper, The Adelaide
- Coordinating class parents to assist and volunteer in their children's classrooms
- Enforcing safety (along with administration) of daily arrival through our Stop, Drop, and Go morning program

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance/lateness;
  - talking with my child about his/her school activities everyday;
  - scheduling daily homework time;
  - monitoring my child's reading logs; ensuring daily reading
  - providing an environment conducive for study;
  - making sure that homework is completed
  - monitoring the amount of television my children watch
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school district received b my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

OPTIONAL ADDITIONAL PROVISIONS

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 ready to do our best and be the best;
- come to school with all the necessary tools of learning-pens, pencils, books etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

Signatures:

_____ _____

School Signature (Principal) Date

_____ _____

Parent(s) Signature (PTA President(s) Date

_____ _____

Student(s) Signature (Student Body President) Date

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 050
School Name Frank Hankinson		

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 Joseph Santello	Assistant Principal Janet Miller
Coach AP Erika Desiano	Coach type here
ESL Teacher Joan Murphy	Guidance Counselor Barbara Norton
Teacher/Subject Area Stephanie Iuvara 5th grade	Parent Lucille Ruggiero
Teacher/Subject Area Gina Collo 4th grade	Parent Coordinator Harriet Guerriero
Related Service Provider Nicole Della Bella Speech	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	888	Total number of ELLs	42	ELLs as share of total student population (%)	4.73%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Freestanding ESL														
Pull-out	5	5	5	5	5	5								**30**
SELECT ONE														**0**
Total	**5**	**5**	**5**	**5**	**5**	**5**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**30**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	**Newcomers (ELLs receiving service 0-3 years)**	27	**ELL Students with Disabilities**	7
SIFE	0	**ELLs receiving service 4-6 years**	14	**Long-Term (completed 6+ years)**	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	0	0	14	0	0	1	0	0	42
Total	**27**	**0**	**0**	**14**	**0**	**0**	**1**	**0**	**0**	42
Number of ELLs who have an alternate placement paraprofessional:										

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	0	0	0	0	0	0	0	0	0	0	0	0	**0**
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	**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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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): 0	Number of third language speakers: 0

Ethnic breakdown of EPs (Number):
African-American: 0 Asian: 0 Hispanic/Latino: 0
Native American: 0 White (Non-Hispanic/Latino): 0 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			2		1									3
Chinese	2	1	1											4
Russian	1	11	4	2	1	1								20
Bengali														0
Urdu														0
Arabic	1	1	0	1	1	1								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1	1											2
Albanian				2	1									3
Other		1			4									5
TOTAL	4	15	8	5	8	2	0	0	0	0	0	0	0	42

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)	4	1	1	0	1	1								8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	5	3	0	2	0								10
Advanced (A)	0	9	4	5	5	1								24
Total	4	15	8	5	8	2	0	0	0	0	0	0	0	42

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	4	2	0	0	6
4	0	2	0	0	2
5	1	0	0	0	1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		2		0		2
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   Our school uses the TC-pro assessment tool (TCRWP) to assess the early literacy skills of our ELLs. Based on the benchmark information, 90% of our ELL's reading levels increased by at least one level, across the grades. We felt there was a need for more oral language development by our ELLs, therefore, we implemented an oral language component to our ELLs in the ELL Academy . We started using the Let's Talk About it Program. We noticed that13 out of 14 students increased in their oral language assessments. One student remained the same.When planning, teachers are differentiating, based on students' needs. Small group instruction, with a great deal of partnership conversation is included for our ELLs. We will be extending the oral language into the ELL classrooms in grades K,1, and 2, beause it has proven to yield successful results.

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

   Over the past few years, the majority of our new admits are entering our school at a beginning level on the Lab-R, and are showing a tremendous amount of growth, based on the NYSESLAT results. We noticed that about 91% of our Kindergarten ELLs, who started at a beginning level on the Lab-r, have increased 1 or more levels on the NYSESLAT.

   Grade 1 - 33% scored out of ESL services
   Grade 2 - 67% showed an increase of 1 or more proficiency levels
   Grade 2- 17% scored out of ESL services
   Grade 3 – 45% showed an increase of 1 or more proficiency levels
   Grade 3 – 33% scored out of ESL services
   Grade 4 – 50% showed an increase of 1 proficiency level
   Grade 4 – 50% scored out of ESL services

   According to the results of the NYSESLAT, we have made significant gains in achievement with our ELLS. 74% of the remaining entitled population is at the Advanced proficiency level.

   It appears that our ESL students have attained a higher level of proficiency; therefore, they will be able to engage in all CCLS learning tasks and activities that are required of them.

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)

   "RNMR report not available as of 10/24/13"

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?

4. We only have our Freestanding ESL program at PS 50. According to our 2013 Spring NYSESLAT results, the vast majority of our ELL population has experienced well deserved academic gains. We noticed that children in grades K-4 have shown an increase of 1 or more proficiency levels on the NYSESLAT. A large percentage of our students have reached the Advanced proficiency level. We have 2 children who took the NYS Math using a translator because the test was not available in their native language; one achieved a level 3 and the other one achieved a level 1. The teachers, whom include the inquiry teams are learning the range of proficiency of their students in various modalities and understand exactly what is expected of all ELL students across the grades. They are looking at trends and patterns within the sub groups, in addition to our ESL teacher, who is examining the NYSESLAT results. The School Leadership Team, which consists of teachers, parents, and administration assists in writing the CEP, so we understand and are able to identify the needs of the ELL school community. The action plans are then written with these needs in mind. All classroom teachers collaborate with the ESL teacher on the children's ELL Periodic Assessment results. From those results, teachers assess children's individual needs, and make sound instructional decisions, in planning differentiated instruction. They group their children accordingly.

The ELL Periodic assessments appear to be easier than the NYSESLAT, so it is not a true indicator of their future NYSESLAT performance. The ELLs perform much higher on each modality than they do on other assessments. We feel that a more comprehensive interim assessment would be more beneficial to meet students needs, and for teachers to make sound instructional decisions. A majority of our ELL students receieved a score of 90% or higher on each modality. The ELL periodic assessment does not align with the demands of the CCLS. Native language dictionaries and other reading texts are distributed to classroom teachers of ELLs.

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*.)

We use data from the ELA and Math state tests, Performance Tasks, and Periodic Assessments. Teachers assess children's individual needs in the classroom by examining their classroom assessments in conjunction with Performance Tasks, Schoolnet results,, their student work, and informally listening to their conversations. Based on these results teachers create their plans to formulate groups so children can get differentiated tiered instructional support, based on needs. Tier 1 meets 80% of student needs, by small group instruction. Students who are then identified as needing more support by using baseline assessments, in addition to all other classroom assessements, then become the target population who require Tier 11 and Tier 111 intervention. These children are offered additional support in our RTI Saturday Program, and our after school ELL Academy.

6. When teachers are planning and formulating their small group instruction, students who are developing a second language, get exposed to various instructional strategies in the classroom, as well as their state mandated minutes of ESL instruction. Strategies such as the following: Hands on, realia, visual, graphic organizers, timelines, experienced base approach such as role playing, multi-sensory/kinesthetic, and read alouds.

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

When teachers are planning and formulating their small group instruction, students who are developing a second language, get exposed to various instructional strategies in the classroom, as well as their state mandated minutes of ESL instruction. Strategies such as the following: Hands on, realia, visual, graphic organizers, timelines, experienced base approach such as role playing, multi-sensory/kinesthetic, and read alouds.o 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?

N/A

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

According to our most recent progess report, 68% of our ELLs showed progress on the state ELA and math tests. which means that 2/3 of our ELL population improved. 74% of our ELLs are in the advanced category, based on NYSESLAT results, which shows improvement from the former year. Please refer to question 2 on page 6 for relevant data. We will continue to evaluate the success of our programs for Ells by examining the achievement history of each student. We will compare the results from the NYSESLAT and the New York State ELA, Math, and Science, test. All modalities of reading, writing, speaking and listening will be compared and addressed. Then we will compare the result on each grade level to view trends and patterns to address the ESL student needs. TESOL will collaborate with classroom teachers to implement an instructional plan based on these results. Our 2013 results were a wonderful success story in that the vast majority of our students not only succeeded on the NYSESLAT ,but also on the ELA and Math. Each and every one of our Ells has become a member of our academic community of learners.

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.)

All newly admitted incoming students from grade k-5 are supplied with a HLIS in English and native language, if available. The

parents complete the HLIS, and then they are given an informal oral interview in English. If the need exists, they are supplied with a native language speaker. This native language speaker may be a member of our staff or a daily hired pedagogue for the admissions process. We identify the native language where the interpretation is needed for the parent and the student. Then we call the Translation and Interpretation unit. We put the phone on speaker, and the we use the resources provided by this unit to support both the parents and students. Once the student has been identified as a possible ELL, then our state certified ESL teacher, Joan Murphy, will perform a Lab-R test. Within ten days, all newcomer parents are invited to a meeting held by the ESL teacher and Parent Coordinator. The parents watch a NYC video on language program selections. Then the parents select which program they want their children in, and ask questions. Translators, whether they be from in school or from the Translation Unit are available to the parents and children. If the parents have any medical questions or concerns, she may use either in house translators or the Translation Unit. Upon children entering kindergarten, we offer an orientation for the parents, and may use the services of the Translation Unit. The Parents will be notified immediately after the test as to their child's results and parents' possible language education choices. Joan Murphy, TESOL follows all protocols as to the sequence of the test; speaking, reading, listening, and writing and time limitations. All Spanish speaking students, who do not pass the LAB-R are administered the Spanish LAB-R.The ESL teacher scores this assessment, and notifies both the parents and the classroom teacher of the results. The Spanish LAB-R is only given one time in their school years. • The Home Language Survey is given to the parents at the time of registration. If parents require the survey in another language, we will supply it.

- The parents complete the survey immediately, and return it to Mrs. Ursillo,(secretary). Mrs. Murphy conducts an informal oral interview.
- Mrs. Ursillo contact Mrs. Murphy and give her the completed surveys on the same day.
- Mrs. Murphy reviews the surveys and determines if the child is eligible for LAB-R testing, and which language will be entered for that child.
- Mrs. Murphy tells Mrs. Ursillo which language to enter for the said child.
- If eligible, the LAB-R is administered within 10 days of initial enrollment.
- LAB-R is scored, and based on results, it is determined whether the child receives ESL services for the school year.
- Entitlement letters are distributed by Mrs. Murphy to the parents based on the Home Language Survey and LAB-R results.

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.

After our incoming students have been identified and tested with the LAB-R, it is immediately scored. As per the result, the parents of these entitled English language learners will receive notification for a parent information meeting. This will occur inside ten days of enrollment. All parents will receive a written invitation in English and their native language according to the HLIS. This meeting will be hosted by our ESL Teacher, Joan Murphy. The NYC Department of Education DVD Parent Orientation Video will be viewed in their language of choice. This maybe Albanian, Arabic, Bengali, Chinese, English, French, Korean, Haitian, Polish, Punjabi, Russian, Spanish or Urdu. Parents who are unable to make this orientation will be re-invited to attend a similar parent meeting at their earliest convenience. Mrs. Murphy invites parents of all current ELLs for an information session on all possible program choice availability. At this meeting, parents are made aware of possible locations for TBE/DL programs, at the present time. ESL parents are invited back on a yearly basis to update them on the status of our programs. Tranlators from the Translation unit are available
to speak to parents regarding their program choices. In addition, notices are sent home in their native language, and calls are made when programs become available.

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].)

Our TOSOL, Joan Murphy, is in charge of distributing each and every entitlement letter, Parent Survey and Program Selection form to the specific parents. All evidence of these particular letters is kept in the ESL classroom. Originals are placed in the individual class cumulative record. Photocopies of these documents are kept in an individual file in the ESL classroom. This allows our TESOL to keep up to date on the mandated paper work for each Ell. All parents are contacted by telephone to ensure that they have received their entitlement letters, and to confirm their attendance at the future ESl parent meeting.

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.

We strictly adhere to the NYC Department of Education guidelines on identifying and admitting students into Bilingual, Dual Language, and ESL instructional programs. All students HLIS form must contain the mandated number of reponses in a second langrage to ensure testing consistency. After an informal oral interiew, the ESL teacher and the parent together will discuss possible need for further interaction in a bilingual or ESL instructional program. At this point, the student will be given a Lab-R by the ESL teacher. Translators are available either through our school, or the DOE Translation Dept, over the phone. The TOSOL makes a copy of the HLIS and the placement letter. The original one goes in the cumulative record, and the copy is kept in an ESL binder. The HLIS and placement letters are distributed to the classroom teachers via Mrs. Murphy.All ELLs receive a continued Entitlement letter, which Mrs. Murphy gives to the students to take home, in their native language and English. Copies of these continued Entitlement letters are also kept in the ESL binder.In addition NYSESLAT Individual Student Reports are sent home, which tells the parents if they are entitled to remain in the ESL program, for the following year.

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.

To ensure that all ELLs receive the NYSESLAT annually, we rely on the ATS report, RLAT, in conjunction with the ESL teacher's log of services for the current year. The ESL teacher makes up a schedule based on grade bands, K, 1-2, 3-4, and 5 to set dates and times for administering each part of the test. The Testing Coordinator (AP) collaborates with the ESL teacher, to ensure that all testing accomodates are implemented for each child, according to their IEPs or 504. Notification is then sent out to the parents, and classroom teachers. According to the new statewide regulations for administering the NYSESLAT this year, we chose option 2 for the Speaking subtest.We comply with administering the Speaking part first, and then we make up a schedule to administer the other three parts. We run a ROCL for each class, and after administration for each part, we check it off on the ROCL. In addition,the Testing Coordinator schedules each child for each part, and this is checked before the administration window closes. We check attendance for each day, and run an ATS report. We ensure that each child takes each part on the scheduled dates, and then we check to make sure we have the correct number of grids for each child. We give make-ups for any absentees. The Testing Coordinator sends out parent notices to inform them of the scheduled dates, so they should be present for the exam.

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. ⓘ

All parent surveys and program selection forms are compiled and kept in a binder, filed by year. Mrs. Murphy takes a yearly tally of what the results are. In addition, Mrs. Murphy goes into the EIPC screen in ATS, and inputs all of the parent selections. The past few years of Parent Survey Forms have expressed a selection of freestanding ESL over both Dual and Bilingual education. For the 2013/2014 school year, 39 parents out of 42 have requested ESL,. one requested Bilingual Education in Spanish, and two parents requested Dual Language. These parent s were informed of school locations that have those programs, however, they decided to send their children here. We have enrolled all 42 students in our mandated ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1a. Presently we use two organizational model; Pull-Out and Push-in. Due to the low number of Ell students in our upper grades, it is educationally sound to employ a Pull-out program. They are serviced in periods of forty five minutes depending on their particular score on the most recent NYSESLAT or Lab-R. Advanced students meet for a total of 180 minutes per week which is four periods. Beginners and Intermediate students receive 360 minutes per week. This year, our kindergarden ELL population is very low, so they are in their own group, which serves their instructional needs best. 1st grade has a combination of push-in and pull-out models, on a daily basis. 2nd. and 3rd grade are grouped together, with most of them at the Advanced level. 4th and 5th grades are combined with pull-outs.

We are very proud of our ELLs academic learning and growth, and we attribute it to the following:
Students' work and assessments are evaluated continuously throughout the year using a variety of data.
Teachers are involved in curriculum planning aligned to the CCLS and reflect and adjust based on students' needs.
Teachers collaborate and understand how their students learn, and expect high levels of achievement.
Parental involvement is encouraged and expected.

1b. P.S. 50 uses a Heterogeneous model in the majority of its classrooms. We do have a Gifted and Talented program which offers classes from Kg to 5th. Classes that have combined pull-outs only span 2 grades.

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)?

Indiividual teachers are immediately made aware of the necessary mandated number of ESL minutes of instruction; 180 minutes for Advanced, 360 minutes for Intermediate and Beginner. ESL instruction is accomplished on a daily basis by a NYC licensed ESL Teacher, Mrs. Murphy. All teachers are required to implement differentiated instruction to meet the particular needs of their Ells. Presently, we do not offer NLA based on parental choice, however, we do offer support for native language arts, in the form of dictionaries, maps, and glossaries.

to questions here:

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.

All content areas are delivered in English as a Second Language, in general education and special educaton.Native language texts such as maps, dictionaries, texts, listening tapes and school notifications are available for all students. Our teachers use a combination of instructional approaches and methods to make content comprehensible to enrich language development.
This includes;
using the teaching of Lily Wong Fillmore, teachers use larger units of language by employing Juicy Words (layers of language in content areas) in Social Studies, Science and Math. .
Teachers are infusing instructional strategies such as CALPS to build vocabulary and create academic language.
All teachers use a balanced literacy approach which consists of the following components: independent reading and writing, shared reading, and interactive writing. Designing coherent instruction via writing curriculum maps which include the Common Core Learning Standards, allows both the classroom and ESL teachers to address student needs. Teachers use small group differentiated instruction based on assessment results. Teachers on each grade collaborate to ensure that all learning tasks are rigorous and aligned to the CCLS. Teachers make sound instructional decisions based on data, to provide language rich lessons. Presently, teachers are involved in self-reflection using the Danielson Framework, to improve their practice. Teacher teams meet regularly to participate in inquiry conversations centered on improving student work. The following programs are Used :
Sonday
Readygen Reading Program
Go Math

Qwik reads
Readers' Theatre

to questions here: response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   All children who have been identified as possible ELLs are tested with Lab-R within 10 mandated days. Any Spanish speaking child who fails the Lab-r in English is then given the Spanish Lab-r. This allows our staff to view both language scores and build on their academic strengths.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   All teachers write curriculum maps which include assessments administered throughout the year. TC benchmarks are administered 4x a year (Sept.,Nov.,March, and June) reading, writing, listening, and speaking) Math - on-going informal assessments, listening and speaking, teachers have conversations and question students in small groups. Ell periodice assessments are administered 2x ayear(reading, writing, listening) On-going class presentations, group projects, computers, science, art, and band, listening, speaking for presentations, end of unit assessments in reading program- every six weeks, oral language assessments in ELL Academy (Winter & Spring) end of unit math assessments - every 3 weeks, teachers assess listening and speaking by having turn & talk, and partner talk. Children are assessed on an on-going basis, in the classroom , throughout the year. We use Baseline, Benchmark, informal, and other formative assessments in reading, writing, listening, and speaking. Children are afforded small group instructional strategies which meet their needs. They are also given support by our ESL teacher, who collaborates with their teacher. The assessments may be modified to differentiate according to ESL students' English proficiency level.
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).

6a. At present, we do not have any SIFE students, however, ESL would be available to them, in addition to all other programs offered. When necessary, we will address this particular program by collaborative planning, continuity, and congruence between all teachers who educate this particular student. Our TESOL, along with Classroom and Speech teachers will collaborate whenever there is a need to share professional methodology and /or particular concerns.

6b.Newcomers receive the maximum amout of minutes in ESL. In addition, the ESL teacher provides support to the classroom teacher, giving strategies, suggestions, and conferencing with the teacher. Also, the ESL teacher meets with the parents, and ensures that any notices go home in the native language, if requested. The ELLs are also invited into our extended day program, and the ELL Academy,(Title lll Program) This particular group of Ells will receive the mandated minutes of ESL instruction.

Teachers engage students in numerous read alouds throughout the day. In addition to hearing the language, they are encouraged to act out the stories. Children are taught to create individual dictionaries using pictures to assist them. Partner and choral reading is employed by the ESL teacher. There is open communication with the parents to be involved in the home school connection. We make use of Dr. Filmore's layers of language, by having children write synonyms on different colored index cards. In math, children use manipulatives in solving problems. They use pictures, numbers, and words to verbalize their thinking.

6c. Ells who have been receiving services four to six years will be identified and continued to be serviced. Their individual data which includes; ELA, Math, NYSESLAT will be analyzed to determine what next step should be put in place for those children to succeed. The ESL teacher collaborates with the classroom teacher on how to best meet their specific needs. If necessary, based on data results, we may explore additional support through other interventions, specifically RTI and/or placement. These children are also invited to our ELL Academy, extended day, and our RTI Saturday Program. Teachers will continue to receive professional development. Conferencing and small group instruction is used to address each modality. Math word walls, and math sentence frames are used.

6d.We presently have one long term Ell, who is in the process of being evaluated for the ELAND Review. This child is currently receiving many support services both in and out of the classroom. In addition, he attends extended day, ELL Academy, and the RTI Saturday Program.

6e. Former ELLs receive testing accomodations, separate location, time and a half, word for word dictionaries. Newcomers are given mandated 360 minutes per week in ESL classroom. A combination of mostly pull-out and push-in models are used. The ESL teacher still communicates with their classroom teacher, in addition to offering any assistance that is needed. For example, when she pushes in to the classroom, the children who scored proficient still join the group that the ESL teacher is working with. They may also attend extended

day, ELL Academy, and RTI Program. The children are also given testing accomodates after they pass the NYSESLAT.

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?
   Instructional strategies adapted from Kate Kinsella's Academic Language & Discourse Frames are used: Expressing an opinion, asking for clarification, paraphrasing, soliciting a response, agreeing and disagreeing, comparing ideas, summarizing, and reporting or citing evidence. Students' IEP's are discussed with our General Classroom and ICT Teacher, TESOL, Principal and Assistant Principals. All school personnel are aware of the student's daily needs and/or testing modifications. Teachers use both formative and summative assessment data to determine how to group students to meet their needs. Close reading, small group instruction, oral language, maps, and timelines are used. They activate prior language, build on background knowledge, use scaffolded instruction, and provide opportunities for oral interaction. Teachers modify their teacher talk, which includes; rate of speech, enunciation, and controlled vocabulary.The following programs are used:
   Sonday- This program offers tactile, oral, and aural skills for the children
   Pearson Ready Gen- a comprehensive balanced literacyreading program that offers additional support for SWD's and ELLs
   Qwik reads- offers support with reading fluency and vocabulary
   Readers' Theatre- acting out of texts encourages more involvement and builds self-esteem
   Read alouds, think aloud time, role playing, use of visuals, charts, graphs, tables, Venn diagrams, choral reading, reading and writing using pictures, layers of language cards, jazz, chants, turn & talk

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?
   We are able to offer our Ell-SWDs well balanced schedules and instructional flexibility though the engagement of ICT classroom instruction, with licensed general and special education teachers. When mandated by their IEP, support services by a licensed paraprofessional are employed. All P.S. 50 teachers are employed in their particular license of expertise whereby they are able to address the needs of the Ell-SWDs on a current basis. They are supported by our TESOL, Joan Murphy. All related service providers collaborate with the classroom teacher, and the ESL teacher. These children use the same reading and math programs, in addition to supplemental programs. At inquiry data time, all teachers meet to discuss their children's needs and work. We offer ICT classes within all grades to meet the diverse needs of ELL SWD's within the least restrictive environment. Currently, we have one K-2 self-contained class, one grade one, and one grade two, which has an ELL child in it with a para.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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.

   The ELL Academy is offered after school for grades K-5. 63% of our ELLs attended the ELL Academy. 65% of our ELLs attended our RTI Saturday program. Our target population was those children who received 1s on state exams, and need extra support. Targeted interventions - Tier 1 get in class support, Tier 2- 3-5 students ge supplemental instruction for 20-30 minutes 3-5x a week. Tier 3- 30 - 60 minutes 4x a week in a group of 2. The interventions are matched to students' specific needs, direct, systematic, instructional skills. Reading - phonemic awaareness, honics, fluency, vocabulary, and comprehension. We take a multi-sensory approach. Writing- writing process using TC. Math - use Number Talks for number sense, automaticity, mathematical reasoning, problem solving, providing answers and proving them, composing and de-composing numbers. Presently, all programs are in English. Translators and staff members are available upon request from parents.

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

    Based on data, we have seen much growth in our ELLs in oral language, which is given during the ELL Academy. Also, our ELLs improved greatly on the NYSESLAT in reading and writing. Our new reading program offers close reading, and discussion opportunities for our ELLs, as well as in our new math program. Our RTI Saturdday program yielded positive results on the New York State Tests.

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

    We are implementing an extended day program for kindergarten this year.

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

    : None

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

    .All Ells receive the same resources and programs in our school. All after school clubs, , art, cooking, , talent shows, plays, and extended day instruction are open to the complete academic community. All K-5 Ells are invited to our Title III after school enrichment program on Fridays, and all K-5 Ells to our two day a week extended day program. We also offer a latch key after school program, where children get help with their homework. Reading volunteers from Staten Island Mental Health come in to read with kindergarten. In addition, we offer the RTI Program on Saturdays to give extra support.

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

    ELA

    We employ a varied amount of instructional materials in all Ell instruction. This includes;

    Recorded Books Sound Reading Solutions.
    Author and Performer Caroline Graham-Jazz Chants, Jazz Chant Fairy Tales
    Eye Openers- reading text
    Fundation and Sonday Programs
    Rigby-English in My Pocket
    Reading Rainbow ESL Focused Literature; Watch the Stars Come Out, The Lotus Seed
    Author Tova Ackerman- The Art of Reading, Puppet Drama and Whole Language
    Author Elizabeth Claire; ESL Teacher's Activities Kit
    Transcultural picture Word List, and Bilingual Dictionaries
    Attanasio-Getting Ready for the NYSESLAT
    Academic Vocabulary Toolkit by Kate Kinsella

    Math

    Supporting ELLs in Math Class -grades K-2 and 3-5
    Number Sense- grades 1-5

    Social Studies

    English in my pocket grade K-1

    Science

    Readers for Writers Rigby , early, emergent, and fluent

Eye-Openers K-6 Social Studies and Science
Smartboards, tape recorders, cassette players, computers

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We use bilingual recorded books. We also use Smart Readers (Bilingual stories told at different rates of speed). We use charts and posters. We use hands on and visuals. We also use staff volunteers, and the Translation Unit. When possible, PS 50 employs bilingual translators when the state mandated standardized tests are unavailable in the native language. Open school day/night communication between the parents and the school staff is also available through DOE Translation Dept. We print out various notices, in other languages, to go home to parents.We employ children friendly multilingual websites to support our ELLs. All bilingual children have access to bilingual dictionaries in their classroom and throughout the school if needed. The Ell students are a resource to the monolingual class by sharing and providing background information on their language, customs, and holidays particular to their ethnicities and region of the world that they have originated from.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Required services support and resources correspond to both the age and grade level of the total Ell population. All teachers are aware of the particular IEP goals, and student needs, for students with IEP's.` Each classroom teacher and cluster teacher has the individual education plan for their particular student in their classroom so that they may reference it when needed. In addition for the total ELL population in general, we offer support services which corresponds to their ages and grade levels, such as the RTI program which includes tier 1, 2, and 3, interventions, and we offer the ELL Academy, to the total ELL population. Reading volunteers come in to read with kindergarten students. All teachers use small group instruction, based on their needs. ESL students who receive services via pull-out model, is in accordance with their age and grade level.

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.

All incoming Kg parents are welcome to enroll in P.S. 50 in the spring before the fall session begins. Also, they may attend by choice our summer camp which encompasses both play and academic instruction. Parents and their child may arrange to take a tour of our building over the summer with our parent coordinator. Harriet Guerriero. The Parent Coordinator, is part of the Welcoming Committee to all new and existing members of our academic community. Parents are supplied with Ms. Guerriero's in school phone number and her cell number to help them to become a vital part of our community.

sponse to question here:

18. What language electives are offered to ELLs?
Paste response to question here: We do not offer any language electives.

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: N/A

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.

1. Our ESL provider attends monthly workshops : The schedule is as follows:
Sept. 27 - Compliance
Oct. 25 - Academic Language for Academic Success
Nov. 22
Dec. 20
Jan. 21
Feb. 28
March 28
May 2

Common branch teachers, Assistant Principals, Parent Coordinator, and secretaries are invited to workshops in all content areas. This year, there is a new on-line initiative called Understanding Language. The free series called Constructive Classroom Conversations is being offered. They also offer teaching resources in ELA and Math. Also teachers are invited to: Unpacking NYSESLAT in Manhattan, Brain Research: Keeping ELLs in Mind in Manhattan. In addition, Mrs. Murphy conducts Lunch and Learns, such as Building Academic Vocabulary through Academic Conversations, and English Language Learners with Spcial Needs: What Teachers need to Understand.

2. We have representatives from Ready Gen and Go Math facilitate PD, in addition to Mrs. Murphy. Teachers also attend meetings from the publishing company. In March 2013, we had a staff developer from Mondo train the teachers working in the Title lll ELL Academy on oral language(Let's Talk About It) In addition, our ELL Compliance person, Barbara Horowitz also informs the Assistant Principal Janet Miller of all upcoming ELL PD throughout the city. Our Network sends the Achievement Coach to also deliver PD for teachers. The PD supports classroom teachers by giving them strategies, and instructional modifications to then bring back to their classes to use. Teachers watch videos on classroom instruction, implementing CCLS. Adminisrators then observe teachers to ensure that the PD is being applied in their classes and give feedback.

3. All fifth grade staff meets with our TESOL to assist the ELLS as they transition into Middle School. Our staff takes part in workshops and small group instruction and teachers use strategies that transition into Junior High curriculum. Our staff is aware of the particular middle schools that provide ESL support to their Ell population. All fifth grade staff is aware of the particular procedures for state testing which deal with extended time, group size and location. Fifth grade teachers attend an orientation session or meet with an orientation group from the Middle Schools. Mrs. Norton (guidance counselor) offers various workshops such as bullying and respect to support our students transitioning from one school level to another.

4.Our staff has been surveyed by our TESOL and the results provide us with an accurate account of the percentage of teachers who need ongoing training. The majority of our teachers have reached either the minimum7.5/10 hours of mandated training. All teachers are welcome to observe the ESL Lab in action and confer with our TESOL on a needs basis. They are also invited to network wide professional development opportunities which provide ESL workshops. In previous years, Maryann Cucchiara (R&D) has visited our school, and facilitated workshops with strategies to support ELLs. We also work with Mary Cappellini's Book,Balancing Reading & Language Learning. All teachers are required to complete the Developmental Checklist for Languager Patterns. Teachers meet as small groups every Wednesday to analyze student work and discuss sub groups such as ELLs. In March, when Mondo did a workshop, all teachers were invited to attend.

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?

PS 50 welcomes parents of all children to be a member of our academic community. We hire translators for all of our parents who have expressed a need for help on their HLIS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of. This includes game night where all families come and share a fun filled night of math based games. Parents that are available during day hours may be part of a lower grade reading group, Art Fair, productions to enhance our school, and assist in the school book store.

Our Ell parents meet with our TESOL several times a year to address their needs and their student's expectations. These meetings are held in the privacy of the ESL classroom on a one to one basis or as a group. Also, parents express their needs through a school translator from the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to ensure that their particular needs are being addressed. Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events.

2. Yes, the parents at PS 50 are invited to participate in the neighborhood public library, and the YMCA, which offers free ESL classes, and computer classes. Our school offers parent workshops to prepare the parents for the coming year both academically and socially.

3.Parents are given school surveys by Parent Coordinator to complete. Also, the PC meets with parents, and gives tours of the school. She supplies then with her cell phone number, and uses the Translation Unit's services for individual and group meetings, when necessary. The TOSOL brings new parents in to meet the PC, one on one. Parents are given the HLIS, and the parental selection form. All parents watch the NYC video in their native language, which tells them about program choices in the NYC school system. Parents attend a series of ongoing ESL workshops during the school year. These workshops are geared towards introduction to the NYC school system, academic goals for their children and to address their individual needs and concerns. We have Staten Island Mental Health come to do reading with our kindergarten students. We also have a partnership with Philharmonic where staff developers come here to teach instruments, and classes then go there to see performances. In addition, after Hurricane Sandy, various representatives were here to help the parents, and we set up a donation area for our families in need.

4. Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit. Parents are invited to monthly PTA meetings, and semi-annual ESL meetings. Translators are available upon request. Translators are also available for parent teacher conferences. We hold 2 ESL parent workshops on Saturday to meet working parents needs.

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: Frank Hankinson		School DBN: 31R050	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph Santello	Principal		11/8/13
Janet Miller	Assistant Principal		11/8/13
Harriet Guerriero	Parent Coordinator		11/8/13
Joan Murphy	ESL Teacher		11/8/13
Lucille Ruggiero	Parent		11/8/13
Stephanie Iuvara	Teacher/Subject Area		11/8/13
Gina Collo	Teacher/Subject Area		11/8/13
	Coach		1/1/01
	Coach		1/1/01
Barbara Norton	Guidance Counselor		11/8/13
	Network Leader		1/1/01
Erika Desiano	Other Assistant Principal		11/8/13
Nicole Della Bella	Other Speech		11/8/13
	Other		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: 31r050 **School Name:** Frank Hankinson

Cluster: 6 **Network:** 604

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.

We look at the UPPG(Update Parent's Preferred Languages) ATS report and collect data on parent written translation and oral interpretation needs. We compile a list of parents and languages, and distribute list to teachers and office personnel. All parents are given a HLIS form upon registration. This form allows the parents to select their preferred choice for both oral and written communication. All language selection data is collected by Mrs. Murphy. If a parent requests translation needs, Mrs. Murphy will contact them.The office personnel are also notified, so when any communication is distributed, they will send it in the requested language.

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.

10 out of 42 ELLs request Translation and Interpretation services, and 55 non-ELLs out of 888 students, request translation and Interpretation services. The languages they speak are: Russian, Spanish, Arabic, Albanian, Chinese, Rumanian, Polish, and Korean.The large majority of our parents have selected English written and oral communication.The ESL teacher reviews all the HLIS forms to determine who needs translation services. Mrs. Murphy holds meetings throughout the year to inform parents of translation services available to them. Mrs. Murphy arranges ongoing parent meetings in order to bring the parents into our academic community. In addition, The PTA and faculty is informed of translation and interpretation needs, and services. Also it creates a social and academic unity among ELLparents. This empowers the school community with multi-lingual and cultural parents.The school nurse and office personnel have access to this information, which is readily available to them.

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.

All translation needs are identified by either the UPPG report, in addition to the Home Language Survey which is administered to every first time admit or an interview with the immediate or extended family. PS 50 enploys the Department of Education Translation and Interpretation Unit for translated documents and over -the-phone interpretations. When available, a staff member or parent volunteer will be used for immediate clarification on any communication. The ESL teacher looks at the HLIS and makes a list of any parents who request communication in another language.The list is then given to the classroom teachers and the office personnel who distribute the translated versions.

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.

All oral interpretation services will be provided by :Department of Education Translation and Interpretation Unit, and parent volunteers and/or staff members. Oral interpreatation needs will be assessed by Mrs. Murphy after looking at the HLIS and admission interviews. Based on the HLIS, it is determined who and which language parents need. We provide the opportunity for parents to bring their own translator, whether friend or family, to make them feel more comfortable.

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

The parents are interviewed as soon as the child is admitted. The primary language spoken by the parent is submitted to ATS and a UPPG report is run, and given to the ESL teacher. The ESL teacher then goes to the classroom teachers to inform them of any languages spoken, other than English, it is entered on the student emergency cards. The teachers are supplied with the phone number of the Translation and Interpretation Unit.. In addition, we have bilingual staff members to assist. All oral interpretation services will be provided by :Department of Education Translation and Interpretation Unit, and parent volunteers and/or staff members. Oral interpretation needs will be assessed by, UPPG, HLIS and admission interviews. The ESL teacher provides the classroom teachers with the DOE link that has translated documents on it. The teachers are aware of the needs, and whenever an official communication needs to go home, the teachers send home the translated

version, in addition to the English version. This is followed up by the ESL teacher. We use staff members and parent volunteers, whevever possible. In addition, teachers also use the services of the Translation and Interpretation Unit.In compliance with Chancellor's Regulations, Section VII, all parents are provided with a copy of the Bill of Parents Rights and Responsibilities in English and their native language. Upon entering the school through the main entrance, there are signs in all nine languages indicating the availability of Interpretation services. All parents are aware of how to communicate with the school, and how to ask for assistance in their native language. The ESL teacher with the assistance of the Parent Coordinator, informs the parents how to access the Translation and Interpretation Unit. We provide Bilingual flyers on Citywide ELL meetings, and citywide Community Education Council meetings.

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: Frank Hankinson	DBN: 31R050
This school is (check one): ☐conceptually consolidated (skip part E below) ☒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): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 49 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # 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: After examining the 2012 NYSESLAT results, we noticed that the scores in writing either declined from the previous year or flatlined. Inaddition, only 24% of grades 2-4 were Proficient on the NYSESLAT. We feel it is necessary to address this population's needs,since 27 out of 40 are in grades K and 1, and 19 are in grades 2-4.The ELL afterschool program will meet on Fridays at 2:45 -4:45pm beginning in January and running through June 2013 .There will be 20 sessions. The language of instruction will solely be in English, however, the native language will be supported by various resources such as bilingual dictionaries, bilingual fiction, and non-fiction books. Mrs. Murphy, our certified ESL teacher will be conducting the instrution in conjunction will 2 other content area teachers.They will be working in small group instruction.The children are grouped according to their Lab-R and NYSESLAT results (Beginner, Intermediate, Advanced). Each session, the groups rotate amongst the three co-teachers. Each week, the children will visit all three teachers, and the teachers will co-plan all the lessons. One teacher will use the Empire State NYSESLAT practice book,which addresses the four modalities, listening, speaking, reading and writing, while one will have another group working in Readers' Workshop, while the third teacher will work in Writers' Workshop. The NYSESLAT practice book provides support for students: to speak in response to photographs and questions asked by the teacher, to listen to information read by the teacher or on a CD, to read words, sentences, passages, and respond to questions about phonemic understanding, to write letters, and write sentences using picture cues. This will take place within the same room to enable the teachers to collaborate with each other, on students' needs. The groups will then rotate within the 2 hour session, so that each teacher sees each child.

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: To support instruction for ELLS, , Mrs. Murphy will be attending a four session workshop entitled, Enacting CCLS Practices to Support the Achievement for ELLS in Math. In addition,we are being offered an opportunity for professional development on English Language Learner topics presented by Alison Provencher, Regional Bilingual Special Education Specialist. This four part series will be held at the UFT Center; 4434 Amboy Road (behind the main UFT building); Staten Island 10312. The ESL teacher and her co-teacher will be attending the four sessions. Session 1: December 14, 2012 Instructional Strategies for English Language Learners with Special

Part C: Professional Development
Needs provides a practical overview of high yield instructional strategies to improve academic outcomes under the Common Core Learning Standards. Best practices and quality indicators will be presented on culturally responsive teaching strategies and differentiating instruction in the content areas. Participants will also practice implementing principals of Universal Design for Learning. Session 2: January 8, 2013 – Literacy, Vocabulary & Writing Session 3: February 12, 2013 - Meeting the Educational needs of SIFE, LT ELLs, & SWD Session 4: March 6 , 2013 – Leadership for ELL/SWDs: How to Observe, Support and Supervise Teachers of ELL/SWDs (Teacher Effectiveness) Also, we are planning Mondo Publishing to do PD on January 12, on the program, "Let's Talk About it", which is an oral language program. In addition, the teachers will particpate in 4 Lunch & Learns conducted by Mrs. Murphy. Mrs. Murphy has informed the staff of a website to take ELL webcasts. The site is: Colorincolorado.org. The teachers also collaborte with Mrs. Murphy, and spend time observing her in her classroom.All fifth grade staff meets with our TESOL to assist the ELLS as they transition into Middle School. Our staff takes part in workshops and small group instruction and teachers use strategies that transition into Junior High curriculum. Our staff is aware of the particular middle schools that provide ESL support to their Ell population. All fifth grade staff is aware of the particular procedures for state testing for (SWD) which deal with extended time, group size and location. Fifth grade teachers attend an orientation session or meet with an orientation group from the Middle Schools. Our staff has been surveyed by our TESOL and the results provide us with an accurate account of the percentage of teachers that need ongoing training. The majority of our teachers have reached either the minimum 7.5/10 hours of mandated training. All teachers are welcome to observe the ESL Lab in action and confer with our TESOL on a needs basis. They are also invited to district wide professional development opportunities which provide ESL workshops.

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: Two licesnsed ESL providers will be conducting three workshops for our Title lll parents. The schedule and topics are as follows: January 5 - Orientation, NYSESLAT and NYS Testing, report cards, meeting the needs of ELL/SWD. January 19 - Enacting CClS Practices to Support ELLs Achievement in Math.

Part D: Parental Engagement Activities
February 2 - Literacy, vocabulary, writing. We hire Translators for all our parents that have expressed a need for help on their HLIS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of. This includes game night where all families come and share fun filled math based games, and Family Literacy Night. Parents who are available during day hours may be part of a lower grade reading group, Art Fair, productions to enhance our school, and assist in the school book store. Our Ell parents meet with our TESOL several times a year to address their needs and their student's expectations. These meetings are held in the privacy of the ESL classroom on a one on one basis or as a group. Also, parents express their needs through a school translator from the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to ensure that their particular needs are being addressed. Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events. We invite our local public library and Jewish Community Center to attend our parent workshops so that our Ell parents learn that these particular groups offer free ESL classes during the day hours. Our school offers parent workshops to prepare the parents for the coming year both academically and socially. Parents attend a series of ongoing ESL workshops during the school year. These workshops are geared towards introduction to the NYC school system, academic goals for their children and to address their individual needs and concerns. Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We have tools that we are able to supply to them either during, after, before or weekend hours. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
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) • Per session • Per diem	$6022.80	120 hrs. (3 teachers) x $50.19
Purchased services	$1301.14	Mondo Staff developer $1000.00

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• High quality staff and curriculum development contracts.		Title lll (3teachers attending 2 hr. training 6hrs. x$50.19 = $301.14
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$2972.64	To invest in materials NYSESLAT - to assist students in understanding what is expected of them in specific modalities. (Continental Press, Inc.)
Educational Software (Object Code 199)	?????	
Travel		
Other	$903.42	Parent workshops conduted by 2 ESL teachers 18 hrs. x$50.19
TOTAL	$11,200.00	