



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>23K 150</b>
<b>School Name:</b>	<b>THE CHRISTOPHER STREET</b>
<b>Principal:</b>	<b>EDWARDS, DELLIE M</b>
	<b>BRADLEY, PAMELA</b>

## School Comprehensive Educational Plan (SCEP) Outline

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## Section 1: School Information Page

### School Information

School Name: The Christopher Street School School Number (DBN): 23K150  
School Level: Elementary Grades Served: K-5  
School Address: 364 Sackman Street, BROOKLYN NY 11212  
Phone Number: 718-495-7746 Fax: 718-922-3785  
School Contact Person: STEPHENS, Tracy Email Address: TStephe2@Schools.NYC.Gov  
Principal: EDWARDS, Dellie M  
UFT Chapter Leader: GREEN, Elizabeth  
Parents' Association President: JOHNSON, Parys  
School Leadership Team  
Chairperson: STEPHENS, Tracy  
Student Representative(s): N/A

### District Information

District: 23 Superintendent: Mauriciere de Govia  
Superintendent's Office Address: 1665 St Marks Avenue BROOKLYN NY 11233  
Superintendent's Email Address: MDGov@Schools.NYC.Gov  
Phone Number: 718-240-3677 Fax: 718-385-3768

### Cluster and Network Information

Cluster Number: 2 Cluster Leader: ZAHARAKIS, Despina  
Network Number: 210 Network Leader: BRUCELLA, Joanne

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
<b>EDWARDS</b> , Dellie M	*Principal or Designee	
<b>GREEN</b> , Elizabeth	*UFT Chapter Leader or Designee	
<b>JOHNSON</b> , Parys	*PA/PTA President or Designated Co-President	
<b>BONEY</b> , Veronica	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<b>D’AMORE</b> , Paul	Staff	
<b>STEPHENS</b> , Tracy	Staff	
<b>MARSHALL</b> , Katina	Parent	
<b>EGGLESTON</b> , Yvette	Parent	
<b>SANTANA</b> , Eglis	Parent	
<b>WILLIAMS</b> , Monique	Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and</li> </ul>

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

At PS 150K we believe that every scholar must be nurtured, valued and empowered to have the highest aspirations for their future and to reach their full potential through the provision of a stimulating, innovative and creative curriculum. We strive for our learning community to achieve the highest possible standards in character development and academic excellence by equipping them with the skills to succeed and inspiring a lifelong love of learning.

We are working together as a family to:

- Continue to raise standards across the school, striving towards excellence
- Have high expectations of all our learners
- Develop our scholars sense of purpose, understanding, motivation and ability to ask and answer questions objectively through purposeful activity
- Maintain a team of staff who are valued and work collaboratively
- Continue to develop a school ethos of calmness and respect
- Develop the physical environment in which we all work and play
- Encourage strong school/home ties
- Inspire our community to value education and its benefits
- Acknowledge our common values whilst embracing our differences

Our School Values

- We believe in the equal worth of everyone as learners
- The goal of high expectation so that scholars achieve their full potential – physically, emotionally, and mentally
- Recognition that scholars are entitled to a broad, balanced and relevant curriculum
- An understanding that learning should be active, independent and a life learning process for us all
- A commitment to preparing our scholars to make a positive contribution to the world and achieve economic well-being.

**WE WILL COLLABORATE AND SUCCEED**

## 23K150 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	189	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	93.0%	% Attendance Rate		91.3%
% Free Lunch	96.2%	% Reduced Lunch		1.9%
% Limited English Proficient	16.0%	% Students with Disabilities		30.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American		60.6%
% Hispanic or Latino	31.5%	% Asian or Native Hawaiian/Pacific Islander		2.3%
% White	3.3%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	N/A	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.64
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.1%	Mathematics Performance at levels 3 & 4		2.1%
Science Performance at levels 3 & 4 (4th Grade)	61.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 23K150 School Information Sheet Key

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	04,05			
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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
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Personnel (2013-14)				
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Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school currently use a research based common teaching framework. Teachers generate questions using the Depth Of Knowledge model in order to improve higher order thinking skills and support discussions regarding content. Teachers use the PAR-4 Method to encourage student generated questions. Discussions are student centered and students are given time to generate responses and provide feedback to peers. A five-step flow-of-the-day method is used in the area of math throughout the school to stimulate processing prior to solving a problem. Flexible groupings, prompts and targeted scaffolds are consistently implemented to provide multiple entry points for all learners. Our school needs to strengthen its focus to include rigorous and challenging tasks for all students. We need to work to ensure that all teaching practices adequately challenge students to produce higher quality work products. {Data source: QR}

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students will increase Math performance by 5% growth from the mid-year Go-Math Assessment to the end-year Go-Math Interview Assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Consultants from Go-Math, Generation Ready and school staff will provide Professional Learning experiences. Lead teachers will receive training in Math from CFN 210 and turnkey to staff. Staff will use resources from the Common Core Library to use in their math classes. The school will purchase Go Math internet support for families. The school will purchase I-ready and administer the diagnostic exam and assign scholars remedial work based on the outcome of the diagnostic.	All Classroom Teachers and Paraprofessionals, Administrators, Support Staff, Whole class, SWD's, ELLs.	Sept 2014- June 2015	Principal, Asst. Principal, Grade Teams
RTI that ensures all support staff are working with children in an effective way in all lessons. SWDs will use WOWZER or COOL MATH GAMES to improve math performance. Extended day instruction for ELLs with tier 1 and 2 instruction (twice a week). ESL teacher participates in all trainings offered by the Office of English Language Learners, as well as CFN 210	ELLs, STH,	Sept 2014- June 2015	Principal, Asst. Principal, Grade Teams
To foster academic parental involvement , the school will provide materials and workshops to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate,.	Parents	Sept 2014- June 2015	Principal, Asst. Principal, Parent Coordinator, PA.
Collaborative work activities during Staff professional learning sessions; team building activities; Family Math events, Inter/Intra-visitation opportunities for teachers and support staff, Parent Volunteer opportunities.	All PS 150 teachers, support staff, Administrators, and Parents	Sept 2014- June 2015	Principal, Asst. Principal, Parent Coordinator, Grade Teams

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Human Resources:** Use of Admin, Teachers, Support Staff, Network 210, Consultants, ESL Teacher to establish a well-developed clear and effective set of strategies on how to teach skills to children to solve math problem.  
 ESL teacher will scaffold math activities during extended day program (2 x 2hrs on 2 days per week) for ESL students.

**Instructional Resources:** Go-Math Program, Technology(Wowzer), Field Trips, Supplemental Material to support student achievement in Math.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, all students will demonstrate a 5% increase from the score they received from the beginning of the year Go-Math Interview Assessment to the end-year Go-Math Interview Assessment.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The original goal was: By June 2015, all students will increase Math performance by 10% growth from the mid-year Go-Math Interview Assessment to the end-year Go-Math Interview Assessment. The new goal is: By June 2015, all students will increase Math performance by 5% growth from the mid-year Go-Math Assessment to the end-year Go-Math Interview Assessment.

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school has systems in place: verbal cues and positive reinforcement strategies, daily practices by students, the repetition of the school creed, chants, counts and clap-and- freeze attention getting techniques used by teachers to get full attention and respect from each student, visual reminders that support social and emotional developmental health.

The school has a State approved Incident Reduction plan in place.

We are building capacity for partnerships with Brooklyn College, community organizations

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, in order to increase positive behavioral interactions, the school will implement a school-wide behavior management program as measured by a 20% percent decrease in level 3 and 4 incidents as indicated by OORS Reports.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The school will continue to implement PBIS with clear expectations for teacher-student interactions and use of consistent routines. A school wide incident reduction plan has been created and is focused on the areas where most incidents occur as well as our repeat offenders.	Whole school – all student groups/sub groups	September 2014- June 2015	SAPIS worker
School improvement Team will analyze data from OORS, VADIR as well as teacher’s anecdotes to address the needs of the students. Guidance Counselor and SAT will adopt scholars who are at risk to discuss strategies, work through problem solving activities and monitor their progress. Character education given by the SAPIS worker will focus on different character traits as well as situations that arise in the classroom.	Whole class, SWDs, ELLs small groups (push-ins/pull outs )	September 2014-June 2015	School Improvement Team, Administration
Parents will attend monthly workshops on various topics such as bullying, fire and safety, internet safety, corporal punishment etc. Parent have been welcomed to volunteer in the school (helping in the classroom, cafeteria and hallways).	Parents	September 2014-June 2015	Principal, Assistant, Parent Coordinator
Structures are in place so that each scholar is known well by a staff member who helps their social-emotional learning, development, and guidance/advisement supports that align with that scholars learning needs	Whole school – all student groups/sub groups	September 2014-June 2015	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Consultants from McKinney Vento professional learning opportunities Use of pedagogical staff: in the implementation of a problem solving curriculum (CCLS driven) Parental engagement and involvement Use of SBST and other resources Schedule the school assessment team to adjust schedule to give individualized counseling to targeted students Resources for PBIS Program Behavioral strategies

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the amount of incidents will be reduced by 10%, from 2013-14 by ongoing evaluation of the program by analyzing OORS data. Adjustments and revisions will be made as necessary.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We believe that continued work to strengthen teacher inquiry based collaborations will show a marked increase in student achievement. This will result in a comprehensive knowledge of each student, teachers feeling less alone, strong collegial relationships and increase the level of trust among the entire staff.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, in order to strengthen inquiry based collaborations and increase opportunities for teacher leadership, all teachers will serve on at least one bi-weekly school improvement team and will serve on at least one bi-weekly inquiry team as demonstrated by attendance sheets maintained by team members.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities,</li> </ol>			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Generation Ready will provide Professional learning opportunities, with rigorous monitoring</p> <p>Danielson Framework - This use of this tool will be built into our professional learning Monday afternoon practice, to give us ample opportunity to perform and embed this skill</p> <p>NYC DOE Handbook for Professional Learning – form a professional learning community to use this tool with lead teachers to turnkey the information</p>	All pedagogical staff	September 2014 – June 2015	Principal, Assistant Principal, TIF Personnel, CFN
<p>Teachers will be provided specifically designed instruction rooted in the Universal Design for Learning on a continuum of academic support across all content areas for these students</p> <p>Teachers will form a professional study group to professional resources to use in the study group</p>	Ells teacher, Special Needs teachers, Gen Ed teachers, Whole class SWD Ells,	September 2014 - June 2015	Principal, Assistant Principal, TIF Personnel, CFN
Tuesday PM - will use Tuesday afternoon to provide Parent Engage Time to make home-to-school connection with parent involvement	Admin, teachers	September 2014 - June 2015	Principal, Assistant Principal, Parent Coordinator, CFN
Teachers will collaborate on a weekly basis to work in inquiry teams to develop consistent practices	September 2014 - June 2015	September 2014 - June 2015	Teachers, Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Admin, Teachers, Support Staff, CFN 210, TIF, Parents.
Instructional Resources: Engage NY, NYC Capacity Framework, Technology, Field Trips,

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>6. Specify a timeframe for mid-point progress monitoring activities.</p>
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By February 2015, evaluation of the program through bi-weekly feedback from PLC evaluation feedback data will result in all teachers strengthening inquiry based collaboration and opportunity for teacher leadership as evidenced with attendance sheets.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>x</b>	No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

No revisions are need. The school has re-established and is implementing the original plan and have created an implementation calendar to ensure success.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Due to the change of leadership, state and in-house assessment data, administration has now reevaluated the needs of the school as well as the mission. Administration has now created a new direction to improve student’s performance to reach AYP and improve teacher pedagogy. Schedules have been revamped to provide more support for students in need in all the subgroups. Professional Learning from Administration and Generation Ready consultants have been providing support to improve teachers development of their lessons, general practices and differentiation strategies.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase of teachers rated effective and highly effective as compared to June 2014, in Danielson’s Framework for Teaching Component 3B: Questioning and Discussion Techniques as evidenced by the end of year Measures of Teacher Practice ratings in Advance.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School administrators will study Advance data to note trends and patterns in order to provide targeted professional learning opportunities School administrators will provide resources such as ARIS Learn, ASCD to impact teacher practice	Teachers, all whole class, sub groups	September 2014 - June 2015	Administration
School administrators will provide intervisitation (internal and external)for teachers to observe best practices	Teachers, all whole class, sub groups	September 2014 - June 2015	Grade leaders, administration

They will ensure that all goals for each subgroup are incorporated into their

A monthly newsletter to parents of school events and curriculum updates tips strategies on how they can engage their children at home reading and math	Teachers, all whole class, sub groups	September 2014 - June 2015	PC, administration
School leaders will provide consultants to work individually with teachers	Teachers, Paraprofessionals	September 2014 - June 2015	Administration

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional learning , observation and feedback, CFN professional learning, Generation Ready consultant, Teacher teams, inquire team, inter visitations, D23 Lab sites at partner schools with the superintendent.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
By February 2015, administration will review data monthly from observations and feedback given to the teachers to determine next steps.
<b>Part 6b.</b> Complete in <b>February 2015.</b>

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We are a nurturing environment By June 2015, parents stating they “disagree” or “strongly disagree” with the statement, “My child’s school keeps me informed about what my child is learning” (2013- 2014 School Survey).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will have a 10% increase in parental involvement activities from the September- January period compared to the February - June time period as evidenced by attendance sheets.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
5. Strategies to increase parent involvement and engagement			
6. Activities that address the Capacity Framework element of Trust			
External consultants will provide professional learning opportunities on strong home relationships, how parents can be more involved with their students education, Teachers will regularly update parents weekly as well as during Parent teacher conferences. Emails, Progress Reports, Parent Newsletter and monthly calendar, monthly math and literacy nights	All Parents/guardians	September 2014 - June 2015	PC, Administration
Workshops will be geared towards crucial issues for these subgroups; translators will be provided at all meetings.	All Parents/guardians	September 2014 - June 2015	PC, Administration
School messenger will be utilized to keep parents informed about upcoming event, workshops and trips	All Parents/guardians	September 2014 - June 2015	Administration
Principal will have breakfast for the class Invited to assemblies and perfect attendance Accomplishments	All Parents/guardians	September 2014 - June 2015	Administration

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Assistant Principal, Teachers, Parent Coordinator, Presenters,

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, an increase attendance at PTA meetings of 5% as evidenced through attendance sign-in sheets.

#### **Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Due to the sudden change of leadership, many key parents (PTA) were discouraged and did not remain involved. The PC went out on a medical leave in late January, leaving a gap in parent outreach and programs. With the return of the principal in late January, coupled with the plans of the Interim Acting principal, the school has reengaged parents and the will conduct parent outreach campaigns through supporting Parent-Principal's Breakfast and reestablishing the grandparents group.

The old goal was a 10% increase in parent involvement from 2013-2014 to the 2014-2015 school year. The revised goal is: By June 2015, we will have a 10% increase in parental involvement activities from the September- January period compared to the February - June time period as evidenced by attendance sheets.

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYSESLAT and Home Language Survey, TC assessment	The language of instruction will be English and focus on reading and writing skills	Small group tutoring	After school
<b>Mathematics</b>	NYS math scores, Performance task and Go Math unit assessments	Test ready and problem solving task	Small group tutoring	Saturday academy
<b>Science</b>	Utilizing the data from teacher created assessments and NYS Science test data	The language of instruction will be English and focus on reading, writing and problem solving skills	Small group tutoring	During school day
<b>Social Studies</b>	Data from performance tasks and assessments	The language of instruction will be English and focus on reading and writing skills	Small group tutoring	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	ORRS, VADIR, Teacher anecdotal	Students are consistently referred to GC, SAPIS, and SAT for at risk counseling. LEGO Social Skills Building	Individual and small group	During school day

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

The Instructional Cabinet will have the opportunity to interview potential staff members with suitable qualifications in the content area to be filled.

Assignments will be based on their qualifications and their ability to deliver a high quality demo lesson.

Staff will be supported through on going observations with feedback along with continuous learning opportunities to perfect their craft

**2b. 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).

Establish leaderships teams with clear roles and responsibilities and a clear focus on actions to achieve pupil success

Analysis and evaluation of data and assessment carried out by all leaders to identify areas for improvement

Provide in-class support targeted to areas of need as identified through observations

Ensure high-quality (Monday PM) professional learning activities have clear impact on school instruction and student achievement

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

Parents will attend district fairs, Open House at PS 150, PC will invite parents and scholars from neighboring daycare for a reception

**4b. 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.

Each grade is represented on the MOSL committee

Each teacher will meet vertically

Data specialist will attend Network Professional Learning Op in order to engage the staff in discussion around data

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$51,056	X	10, 16, 18, 19, 24,
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	24
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

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 the school. **[The Christopher Street 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 the school and the families. The 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 the school community. **[The Christopher Street 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 the school community;

The 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. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC)

**[The Christopher Street 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 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>150</b>
School Name <b>The Christopher Street</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Pamela Bradley</b>	Assistant Principal <b>Amy Bardales</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Adekunle Ibrahim</b>	Guidance Counselor <b>Ms. Adams</b>
Teacher/Subject Area <b>Tammie Stephens</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Gwen Barry</b>	Parent Coordinator <b>Veronica Elikens</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	33									33

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	33	0	0	0	0	0	0	0	33	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	7	8	4	5	3								29
Chinese	1	2												3
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>4</b>	<b>9</b>	<b>8</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>33</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	3	3	1	0									8
Intermediate(I)	1	0	4	2	3	1								11
Advanced (A)	2	6	1	1	2	2								14
Total	4	9	8	4	5	3	0	0	0	0	0	0	0	33

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2				3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
At PS 150, we use TCRWP to assess students' early literacy skills. TCRWP is a K-5 tool that we use to assess students' knowledge of phonics, phonemic awareness, and the concepts of prints. In addition to TCRWP, we use SIPPS, a phonics program that is used to build foundational reading skills for students. We use the data we gather from TCRWP and SIPPS assessments to determine the instructional

differentiation and the independent reading levels of our students. According to our data, 80% of newcomer ELLs lack the foundation in phonics, and phonemic awareness. They also lack the knowledge of age-grade appropriate sight words that are essential for comprehension. The data we gather from our ELLs reveal that the reading levels of ELLs are as diverse as that of the English-Only population. As a result, we differentiate instruction of ELLs based on their reading capacity. Data from on-going assessments shows that our ELLs are making incremental progress in their comprehension skills by using decoding strategies and their ability to recognize sight words.

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

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

#### Instructional decisions based on data

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

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

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

There are no significant differences in the listening scores of the beginning, intermediate, and advanced ELLs across the grades. There are, however, significant differences in the reading and writing scores of the beginning, intermediate, and advanced ELLs across the grades. ELLs in the upper grades (4<sup>th</sup> and 5<sup>th</sup>), who are advanced, show a significant higher scores of 15% in reading and writing tests than ELLs who are K-3. What this data means for school leaders and teachers of ELLs K-3, is that teachers must spend more time doing guided reading and writing, while upper grade teachers must allow their ELLs to do more independent reading and writing.

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

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

Based on past NYSESLAT and ELL Periodic Assessments, we, at PS 150 are differentiating instruction on the modalities that ELLs/SWDs have deficiencies. Armed with the knowledge of the ELLs IEP, the teachers of ELLs/SWD considers the modalities in students have most needs in order to target interventions. ELLs who are struggling with the foundational skills are supported with SIPPS Phonics instruction.

There are bilingual texts in Spanish, Chinese, and Arabic to help students build concepts and apply reading skills. There are technology based reading and writing materials to support ELLs/SWDs individualized learning. Classroom teachers meet with struggling ELL students in small guided reading and writing groups that target specific needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- We have a clear strategy that allows our ELLs to gain both the linguistic and academic competence in English as their second language. We have an organized phonic and phonemic awareness (SIPPS) programs to help ELLs acquire literacy in their second language. In addition, we utilize ELLs first language to support their English learning by providing them with a library of books in their first language. Finally, we strive to engage ELLs to actively participate in meaningful activities, such as turn and talk, TPR, and by using technology. All classroom teachers, at PS 150, are trained to include and differentiate instruction for their ELLs. ELLs are supported with the vocabulary instruction in every classroom. The use of glossary in the content subjects is supported in every classroom.
- Native language support
- Although PS 150 does not have the transitional bilingual program, we use native language to support ELLs in content areas. Literature and research abound in support of native language and cultural background of students as representing funds of knowledge for them and for helping them to build cultural capital. We, at PS 150, support our ELLs with materials that buttress students' foundational knowledge as a means to a wider knowledge. Materials exist in the form of story books and content area texts in the students' native languages. When needs arise, we will utilize the support of bilingual paraprofessionals for our ELLs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We evaluate the success of our programs for ELLs when they meet the ELL AYP (as evident in any of the modalities (speaking, listening, reading and writing). In addition, success is determined by the growth in the reading level of ELLs who have benefitted from the phonics program (SIPPS) or from the TCRWP.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

### Initial Identification

At enrollment, Dr. Ibrahim, the ESL teacher meets and talks informally with parents/guardians of students to determine the language that a family speaks at home. This informal assessment helps to determine students home language. Based on students home language, the process of identification is formalized by asking parents/guardians to fill out the Home Language Identification Survey (HLIS) that is translated into their home language to make an initial determination of students' eligibility for the placement test (LABR). A student is considered to have a home language other than English when: (a) a response to one of the initial 1-4 questions indicate that the student uses a language other than English at home, and (b) when two responses the last 5-8 questions indicate that the student uses a language other English. The trained pedagogue conducts an interview with parents/guardians in their native language to complete the second part of the survey and to determine Language Assessment Battery-Revised (LAB-R) eligibility. At our school, Dr. Sam Wasef, the school physical therapist will support Dr. Ibrahim with the translation of Arabic

interviews; Ms. Bishop, a paraprofessional, will support Dr. Ibrahim with the Spanish translation of interviews; and Ms. Irfan, a teacher, conducts the interview in Bengali. In case of Chinese and any other languages that are not represented by in the school, the NYC Translation System is used.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Criteria and procedure for placing ELLs

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

**Instructional delivery**

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Paste response to question here:

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

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

The weekly grading system for ELLs is based on the four modalities. ELLs are evaluated through classroom participation in turn and talk for listening and speaking skills. They take quizzes to assess their listening, speaking, reading and writing. ELLs are also evaluated for reading and writing during the Phonics program (SIPPS), independent reading, and writing sessions. Periodically, we administer TCRWP Assessments, ELL Periodic Assessments, and trade books NYSESLAT preparation tests.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

**Instructional differentiation**

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

#### Zero to three years ELLs

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

#### Four to Six Years

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

#### Sixyears Plus

Use variety of questioning techniques to expand student thinking.

Use of home language strategies to support English learning.

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

Use quickwrite to develop writing stamina.

#### Long-Term ELLs and Special Needs

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

#### Former ELLs for up to 2 years

Expanding former ELLs reading genre to include wide informational texts

Strengthen ELLs writing repertoire to include narrative and expository

Support former ELLs with higher order questioning techniques

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Cognitive Academic Language Learning Approach (CALLA).

Quality Teaching for English Learners (QTEL).

Close Reading

Sheltered Instruction Observation Protocol (SIOP).

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Courses Taught in Languages Other than English

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

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

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

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

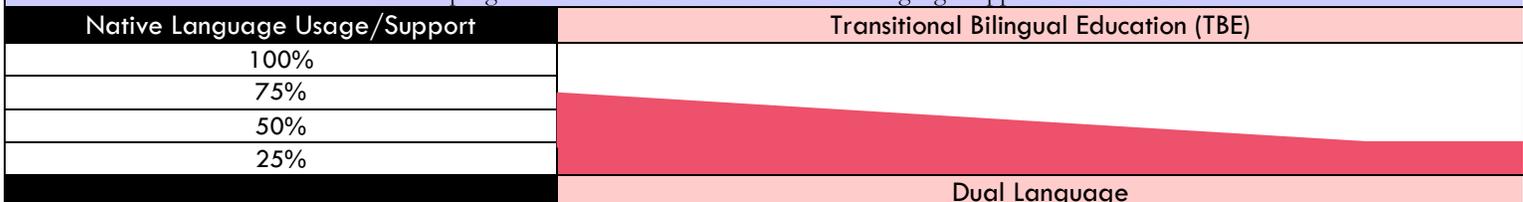
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

### Targeted intervention programs

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

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

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

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

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

A literacy program that has phonics learning as one unit.

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

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

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

### ELLs equal access to all programs

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

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

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

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

Bilingual and Dual Language library.

Computers and a smartboard.

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

Making Meaning

Rapid Words (Learning Games)

Disney Learning (Audio-Video)

ReadyGen.  
SIPPS (Phonics)  
TCRWP  
Rosetta Stone

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

**Native language support**

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Our bilingual and dual language books are age appropriate with varying difficulty levels. Our leveled books run from A-Z. Our SIPPS program caters for phonics from K-5 or beginners and extension.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Assist with paperwork if needed and arrange for interpreter if needed.  
Review Home Language Survey for updates.  
Access Exam History for to understanding of test eligibility or placement.  
Update incoming classroom teachers of their new ELLs.

18. What language electives are offered to ELLs?

Paste response to question here:

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

### Professional Development for pedagogical staff

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

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

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

## D. Parental Involvement

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

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

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

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

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

### **E. Additional Information**

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

Paste response to question here:

**School Name: PS 150**

**School DBN: 23K150**

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

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



**Department of English Language Learners and Student Support**

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 150: The Christopher School	DBN: 23K150
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for this direct instruction supplemental program is to support ESL students who meet the following requirements according to the NYSESLAT: lowered down to beginner, continues to stay at the intermediate for two consecutive years, decreased score in the Reading section, or are at the beginner level. The majority of these students have recently transferred to the school or the country within the past two years. In addition, their reading level according to Teacher's College Running Records (September 2014) are far below grade level. Therefore, ESL students in grades K, first, second, and third will be targeted for after-school support with one certified ESL teacher: Ms. Camacho as well as a Common Branch ELA teacher: Ms. Sobey. The twenty students will be divided into two groups within the same room: beginners/intermediate (ELL teacher) and intermediate/advanced (Common Branch ELA Teacher) with ten students in each group. Both teachers will focus on reading and writing skills (other literacy skills will also be embedded within instruction). The instructional strategies that will be used by both teachers are the following, but are not limited to: chunking, decoding, scaffolding, and modeling. The ELL teacher will also address phonics, letter/sound recognition, sight word recognition, and fluency to improve the student's reading levels. The program will be conducted on Wednesdays and Thursdays from 2:30 p.m. to 5:00 p.m. starting on December 3rd and ending on April 30th. Both teachers will use the same materials that will include illustrations to help clarify the texts; texts that contain repetitive and predictable phrases; high-frequency vocabulary; and authentic teacher materials. In addition, materials will include Pearson: Cornerstone and Steck-Vaughn: ESL Building English Proficiency which will be used by both teachers.

**Part C: Professional Development**

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

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

Begin description here: The rationale for professional development will be to aid the ESL teacher to receive support in pedagogical growth, understanding of the Common Core Standards, its alignment to instruction, and how instruction can be tailored to ELL students. As the ESL Teacher, Ms. Camacho, I will be receiving professional development in a form of monthly workshops for the school year 2014-2015. These will be provided by CFN 210: Patricia Tubridy and include the following but limited to; Vocabulary

**Part C: Professional Development**

Instructional Strategies, Differentiation of Instruction, Data Analysis, Academic Language and Vocabulary Development, and Preparing for the NYSELAT. The form of documentation that will be kept is a sign-in sheet with signature, time, and date of the workshop.

**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: Parent engagement is essential to the increase success of their ELL children and the school itself. Parents/Guardians will be invited to participate in various workshops which support the academic and social progress of their children. Workshops will be provided by the ESL certified teacher as well as the Common Branch teacher with any necessary interpreters. Parents will receive notifications through fliers and phone calls in the primary home language of Spanish. The topics that will be covered include the following one-hour workshops: How to promote Literacy at Home (December 10, 2014); Understanding the Common Core (February 4, 2015); Preventing the Summer Slide (April 30, 2015). These workshops will be documented by using agendas and sign-in sheets.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	0	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	0	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	0	_____
Travel	0	_____
Other	0	_____
<b>TOTAL</b>	_____	_____

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 23K150 School Name: The Christopher Street School

Cluster: 2 Network: 210

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

