

**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**28Q050**

**School Name:**

**PS 50 TALFOURLAWN**

**Principal:**

**RINA MANJARREZ**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 28Q050  
School Type: Public Grades Served: PK-5  
School Address: 143-26 101 Avenue  
Phone Number: 7185265336 Fax: 7185267261  
School Contact Person: Beth Carrubba Email Address: bcarrub@schools.nyc.gov  
Principal: Rina Manjarrez  
UFT Chapter Leader: Angela Morgan  
Parents' Association President: Xiomara Prawl  
SLT Chairperson: Edith Stephens  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 28 Superintendent: Mabel Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd, Jamaica, NY 11435  
Superintendent's Email Address: msarduy@schools.nyc.gov  
Phone Number: 718-557-2622 Fax: 718-557-2623

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 207 Network Leader: Felice Lepore

## 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 Comprehensive Educational Plan (CEP) 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:

1. 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\*.
2. 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.\*\*
3. 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)
Rina Manjarrez	*Principal or Designee	
Angela Morgan	*UFT Chapter Leader or Designee	
Xiomara Prawl	*PA/PTA President or Designated Co-President	
Edith Stephens	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tonnie Robinson	Member/ Teacher	
Jennifer DeBlasie	Member/ Teacher	
Raina Menter	Member/ Teacher	
Tamika Johnson	Member/ Parent	
Marlon Wilson	Member/ Parent	
Mustapha Bangay	Member/ Parent	
Delores Spence	Member/ Parent	
Sergine Louis	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

The Six Elements of the Capacity Framework	
1.	<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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<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.
4.	<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.
5.	<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.
6.	<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

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS50 is located in the South Jamaica neighborhood of Community School District 28, borough of Queens, New York. PS 50 is a racial and an ethnic mix of cultural diversity. A Principal and 2 Assistant Principals head a faculty which consists of 2 Coaches, 51 teachers 16 educational assistants, 9 school aides, 1 guidance counselors, a 3 day a week social worker, a 4 day a week school psychologist , 2 security officers, 2 full time secretaries, 1 Family Assistant, 1 nurse, 1 head custodian, 4 custodians and 9 kitchen workers. Our school encompasses Pre-K – Grade 5. We serve approximately 770 students, 15% are English Language Learners and 19% are Special Education students. We have one collaborative team teaching class on each grade and two on grade four and four 12:1:1 special education classes comprised Kindergarten to fifth grade students.

Our mission statement is to provide an environment that cultivates all of our students' strengths by nurturing their verbal, mathematical, scientific, artistic, social and kinesthetic abilities. It is our goal to prepare our children to become lifelong learners as thoughtful, intelligent, and creative citizens of our community. We will do this by providing our staff with professional development that will allow our students to have standards based instructions to prepare them for college readiness.

Our goal at PS 50 is to create a collaborative environment with all stakeholders- staff, parents and students in which we prepared students for the demands of the 21<sup>st</sup> century and for college and career readiness. We use research based pedagogy and programs in order to provide students instruction that will allow them to achieve at high levels. We analyze data for trends and patterns and look for gaps in what students know and are able to do and the demands of the common core.

Educators will use complex texts and complex multi-step math problems to develop close reading skills and understanding of math concepts with their students, enabling students to access and make meaning of content and demonstrate in writing and speaking evidentiary arguments as well as their understanding of math concepts.

Our greatest strengths include the inclusion of and service to our special populations. By providing flexible programming to our students with special needs we are committing to achieving the pathway to success for all children. We offer various program options, including SETSS, full time and part time Integrated Co-teaching, and 12:1:1 self-contained classrooms; however we consider all our programs fluid and re-evaluate them annually and more frequently based on student need. For example, the part-time Kindergarten integrated co-teaching class is a newly created program based on our turning five cases from last year. We saw a clear cluster of students who would benefit from part time ICT support, and created a program to meet these needs. We also have self-contained students that transition into general education classrooms (with necessary supports as needed) for instruction in areas of strength. Students in the general education setting are supported with SETSS either 5 or 10 times a week depending on their need for support in the general education setting.

As we go forward with our Annual Review process this year, the special education team is committed to creating flexible programs that expose students to the least restrictive environment as much as possible,

maximizing their time in the general education setting. Frequent team meetings allow team members to collaborate in creating program options that are specific to student needs, as opposed to more traditional full-day placement options. School wide professional development regarding reform started last year, and continues as individual staff members attend PD opportunities and turn-key pertinent information on a monthly basis.

ELLs are clustered in one or two classes per grade. Former ELLs who need extra language support are placed in those classes as well. ELLs participate in Extended Day classes taught by ESL teachers. These students are grouped based on English Language proficiency levels and cross grades. At-risk ELLs are identified by analysis of the AMAO reports and ELL Periodic Assessments as well as formal and informal assessments and observations in collaboration among classroom teachers, ESL teachers and RTI/PPT teams. Title III money is used for an after school program to continue the support.

Our greatest accomplishments include:

In order to align the Curricular to the Common Core Learning Standards and including the instructional shifts and to promote higher order thinking skills our school has done the following:

**ELA:**

- Balance in ELA of informational units and literary units. (TC Overview for Reading and Writing for K-5)
- Created an instructional focus that incorporates ELA Shifts 1,3,4,5,6 (Shift 2 applies to grades 6-12)
- With TC Staff Developer Studied Close Reading in K-5 in order to incorporate Shifts 1, 3,4,5,6 (Shift 2 applies to grades 6-12)
- Scheduled PLC's on a variety of topics that addressed ELA Shifts such as text complexity, Read Aloud and Navigating Engage NY for Rigorous Tasks

**Math:**

- Adopted Go Math program in order to shift focus to narrow and deepen the scope on the concepts that are prioritized in the standards. .
- Teachers are helping students develop speed and accuracy with simple calculations by putting in structures to ensure students memorize through repetition core functions, such as multiplication, addition etc. For example, the first grade teachers have a series of math activities/games to help students learn their addition and subtraction facts.
- Additionally, teachers create a balance by providing time for students to use those skills by extended application of math concepts. (Complex Problem Solving)
- Next round of PLC's will have a vertical team to ensure coherence across grades so that teachers can use previous learning to build on students' deep conceptual understanding of core content.

**Common Planning:**

Embedded in schedule is Common Planning. Teachers plan as teams to ensure engaging, rigorous and coherent curricular within grades.

Some examples of Common Planning Activities are:

- Teachers meet with coaches and administrators to prepare a Unit Overview. Unit overview is aligned

to the standards. Teachers prepare teaching points

- Teachers choose Close Reading Texts together. They read and analyze the text to come look for patterns and come up with an agreed upon Central Idea and Author's Purpose. Teachers write multiple choice questions and short response questions together. For example in the classroom on the bulletin boards you will short response questions that students answered after engaging in Close Reading.
- Plan complex math problems/tasks in order to have students practice skills and deepen conceptual understanding. For example, in the classroom you will see math tasks on the bulletin boards. In order for all students to access the content a graphic organizer (UPSC) and or the six step problem solving.
- Review monthly unit plan in Math Teacher's Guide to make adjustments to individual lessons.
- Grades 3-5 teachers plan social studies centers and mini lectures for social studies and align to Scope and Sequence as well as ELA Units (*For example, in grades 4-5 students partake in a Historical Fiction Unit of Study in ELA. In order to help students gain a better understanding of historical, geographic, and the social issues of the era students are immersed in Social Studies Centers around a particular time period. This work enables students to uses strategic thinking and reasoning (Webb DOK Level 3) as well as extended thinking (Webb DOK Level 4) to understand, apply, analyze, evaluate and synthesize information in order to generate a new or deeper understanding of the information they are learning.*)
- K-2 Teachers Plan Science units with FOSS Kits and align to Scope and Sequence as well as ELA Units. For example,
- K-2 Use the Scope and Sequence and the Houghton Mifflin Social Studies Series teachers plan units of study.

In addition to our CEP goals, we are prioritizing the following areas for growth:

### **Teacher Effectiveness**

To Improve teacher effectiveness towards implementing pedagogical practices that incorporates the instructional shifts that are necessary to engage students with the Common Core Learning Standards, by providing feedback that is momentous, scaffold and targeted through frequent short cycles of observation where precise next steps are generated and implemented

The Danielson Framework is integrated into the culture of our school. Administrators have collaborated with network achievement coaches and our Talent Coach to develop a normed understanding of professional practice. As a result of this norming process administrators provide opportunities for teachers that promote shared reflection using the Danielson rubric, enabling teachers to continuously evaluate and revise their professional practice. School leaders engage in frequent short cycles of observations and provide teachers with actionable feedback that result in a shift in teaching practice, enhancing students' learning. After feedback is given to teachers administrators are able to observe whether or not next steps have been implemented. Our tracking sheet shows the levels of performance of each teacher and allows us to provide differentiated professional development.

### **Mathematics**

To strengthen mathematics instruction by developing teachers' practice in mathematics and by deepening their understanding of the "major works of the grades" as expressed in the Common Core Standards in Mathematics

Teachers are asking higher order thinking questions and requiring critical mathematical thinking by their students. It is no longer just about the “right answer”. Formal and informal observations allow the administrators to observe these practices in action. Additionally, the curriculum maps developed with our instructional coaches illustrate this shift in instruction.

## **Writing**

To engage students in literary and writing tasks across disciplines with a focus on information and argument writing

Teachers are asking higher order thinking questions and requiring critical mathematical thinking by their students. It is no longer just about the “right answer” or information that can be lifted from text. Teachers have moved beyond skills based teaching. Formal and informal observations allow the administrators to observe these practices in action. Additionally, the curriculum maps developed with the instructional coaches illustrate this shift in instruction.

- Outside organizations are invited to come into P.S. 50 and expose them to different community resources. Agencies from immigration, Health Plus/AmeriGroup, Queens Guidance Center, Dress for Success Adult Continuing Education and many more take part in educating our families.
- Every year, the Parent Coordinator applies for Literacy without Walls Early Childhood Program. We provide our Pre-K and Kindergarten families with a Museum Pass that allows up to 5 people free admission to cultural institutions. This allows our families to expose their children to the arts at an early age.
- Parent Coordinator schedules one on one appointment with parents to assist with resume writing, housing information and job opportunities.

## 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.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

P.S. 50 was well developed in area 1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key. P.S. 50 was developing in area 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products and area 1.3 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Also, an area of focus according to this quality review was research-based, effective instruction that yields high quality student work. Our student progress based on 2012-13 progress report in ELA was 62%. Since this time we have implemented the Common Core Learning Standards and Instructional Shifts in both ELA and math and NYS has fully aligned both state exams with the CCLS. According to the School Quality Snapshot 2013-2014, only 25% of the students in grades 3-5 met the state standards in ELA with an average score of 2.5 out of 4.5. In the School Quality Snapshot, only 44% of students in grades 3-5 met the state standards in Math which is higher than the city average of 39% and the same as the district average.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure access to a rigorous curriculum that aligns with the CCLS instructional shifts, we provide students strategically targeted instruction that engages students in the close reading of complex text so that by June 2015 there will be a 3% increase in the number of students in grades 3-5 reaching proficiency on the NYS ELA Exam administered in April 2015.

### 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:	<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>
<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, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework</li> </ol>			

element of Trust			
Weekly Common Planning- Circular 6 Teachers on a grade will meet weekly to plan out units of study to ensure that grades are aligned and meeting the CCLS	Teachers/Coaches	September 2014- June 2015	Administrators, teachers, coaches
Weekly PLC Professional Development Close reading of complex texts, student engagement, understanding complex questions, citing evidence from text, measuring complex texts, analysis of text complexities, planning for teaching complex texts with support, accountability during read aloud and independent reading, using IRAs to measure accountability	Teachers	September 2014- June 2015	Administrators, teachers, coaches
AIS programs and structures to support all students below grades level during the school day. Utilizing programs such as Leveled Literacy Intervention, Wilson and Foundations. Depending on area of need small groups of students will be grouped together to improve reading skills.	Students in K-5 that are in need of academic interventions services	September 2014-2015	Administrators, teachers, coaches, RTI specialty teachers
Parent Workshops – Saturday test workshops, Tuesday parent engagement workshops and meetings, coffee and conversation, curriculum night in September, open school week in November	Parents	September 2014-2015	Administrators, Coaches, teachers, Parent Coordinator,
TC Staff Developer – meeting with individual grades to support work with complex texts, meeting with ELL teachers and teachers of Special Education students to modify and support this work	Teachers, coaches, ELL and Special Education Educators	October 2014- June 2015	Administrators, Coaches, teachers
ELL teachers and Special education teachers will meet in cycles during PLC time to plan and modify strategies to guide students through the reading and comprehension of complex texts	ELL teachers, Special education teachers and general education teachers that have ELL SWD students in their class	October 2014- June 2015	Administrators, Coaches, teachers
AIS afterschool programs students will be provided with a rigorous, small flexible program that will meet twice a week for 1.5 hours to improve reading and mathematical skills.	Students 1-5 that are in need of academic intervention services	January 2015- March 2015	Administrators, coaches, teachers
Literacy/Math Coaches – K-2 and a 3-5 coach to support teachers implementing complex texts in their classrooms Coaches will model, coach into teacher lessons, gathers appropriate materials, provide individualized professional development to teachers in the areas that they need and want support	Teachers	September 2014-June 2015	Administrators, Coaches
Trust – intervisitations between teachers on the same grade as well as vertically to observe best practices as well as give feedback to grow instructional outcomes	Teachers	September 2014-June 2015	Administrators, Coaches

#### **Part 4 – Resources Needed**

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

Complex texts/Exemplar texts from CCSS Appendix B

Use of Smart board document camera

Common grade preps during the week

Leveled Literacy Intervention

Running Records Kits

MOSL Writing Assessment

School-made K-2 midyear writing assessment

Grades 3-5 Baseline ELA Assessment

Grades 3-5 Midyear Sample ELA Assessment

AIS providers

Time for inter-visitations and debriefings after for teachers on the same grade level and vertically

Time for grades to meet with TC Staff Developer

TC Staff Developer

2 Literacy/Math Coaches

Substitute teachers to cover classes for TC meetings, inter-visitations, debriefings

### 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	<b>Tax Levy</b>	X	<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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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.

In grades 3-5, a Common Core aligned beginning of the year assessment in ELA was given. In January, the students will take a Sample ELA Assessment to measure progress from the beginning of the year baseline.

In grades K-2, a TC Running Record Assessment was given in September as a baseline level. The students are assessed 5 times a year with a running record assessment and the January measure can be used to monitor progress at the midpoint of the year.

In grades K-2, the beginning of the year MOSL in writing can be used as a baseline assessment to measure students’ reading levels and understanding of complex texts. In January, a school-made assessment that matches the criteria of the MOSL will be administered to measure student’s progress toward meeting the end of the year benchmark.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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 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.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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.  |

Looking at the School Quality Guide for 2013-14 in the area of School Culture we were meeting or above city average in all areas with the exception for maintaining order and discipline at our school which was only 45%. However, we need to strengthen the culture of mutual trust and respect to increase the active participation of staff in school-wide decisions. According to the Quality Review report, “the school does not yet adequately include parents in the development of the Comprehensive Educational Plan, or in other decision-making, thus limiting support in key issues relevant to establishing an environment that supports the academic and personal growth of students.” Additionally, based on an analysis of data from the NYC School Survey, some teachers feel administration does not include everyone in decisions regarding the selection of professional development. Some teachers stated that were granted permission to attend a requested professional development. This inconsistency leads to uneven support for and from staff members.

### 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 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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	In order to improve the culture of the building, discipline, and social-emotional support, we will meaningfully involve teacher, parent and student voice in decision-making to initiate, guide and lead school improvement efforts so that by June 2015 we will show an increase of 3% on the New York City Survey in the area of School Environment, Safety and Respect.
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### 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:	<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>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
A discipline committee will be formed that include an administrator, teachers, parents, guidance counselor and student council member to establish clear guidelines and protocols for student behavior and character education that adhere to the Chancellors Discipline Code; SLT parent members will be actively involved in the creation of the Comprehensive Education Plan – particularly in areas that are directly related to parent involvement and engagement.	Entire School Community	January 2014-June 2015	Classroom teachers, guidance counselor, social worker, school psychologist, parent coordinator and administrators

PLC will give teachers the opportunity to work together in the following areas; effective behavior management techniques and creating a character education plan	All teachers	January 2014-June 2015	Special needs teachers, RTI providers and ELL teachers, Staff developers, coaches and administrators
School Wide Activities and assembly programs will be planned with parent representatives, teacher representative and student council members, implement activities to promote discipline, respect and safety across all constituencies – including ELLs and SWDs.	Entire school community	January 2014-June 2015	Classroom teachers, guidance counselor, social worker, school psychologist, administrators
Trust – teachers, students and parents will be involved in decision making as it relates to discipline, social emotional supports and safety. All protocols and procedures will be given out and explained.	Entire School Community	January 2015-June 2015	Classroom teachers, guidance counselor, social worker, school psychologist, administrators

**Part 4 – Resources Needed**

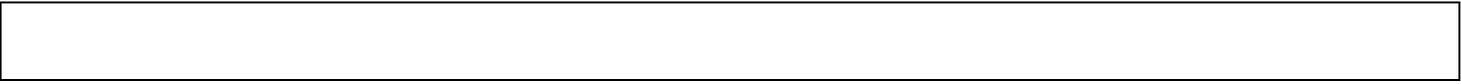
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
OTPS for assembly programs Scheduled meeting times for Committee members

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
Per Session funds or scheduling adjustment– for team of educators to meet to implement this initiative OTPS Funds to invite vendors artists to conduct assembly programs and workshops Supplies for books									

**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:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
School wide surveys will be created, for parents, teachers and students. The survey will be given at the beginning of the initiative, at the half-way point (March 2015) and at the end of the year. The results will be analyzed to monitor progress and make adjustments as necessary.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	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 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.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Teams of teachers in grades K-5 are using data in all subjects, reflecting upon and revising instructional practices. Our goal is to develop teachers’ expertise in the effective use of data to further differentiate instruction and meet specific and diverse student academic needs. Teachers understand that data informs instructional change. Teachers are being reflective about their practice and are researching new instructional strategies to differentiate based on the needs of their students. Students’ goals are embedded in the instruction and assessments. The sharing of teacher leaders’ expertise is occurring in teams and is enabling the teams to become more collaborative. According to the School Quality Guide PS 50 students are exceeding the target in mathematical progress and achievement. However, we are 7% from meeting the target in ELA progress and have dropped 5% in student achievement.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence across classrooms and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 80% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and create opportunities that challenge students to perform at higher levels of learning so that by June 2015 60% of students will make a full year of progress as measured by the Teachers College Running Records 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:	<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>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. 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>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			
TC Staff Developer and			
TC Staff Developer and coaches will work with teacher teams and verticals teams to lead teachers in analyzing student work and adjusting curriculum to meet the needs and raise rigor	Teachers	September 2014- June 2015	Teacher , coaches and administrators
During Common planning teachers will collaboratively plan rigorous lessons in reading complex texts and creating complex questions to support the CCLS	Teachers	September 2014- June 2015	Teacher , coaches and administrators

During PLC teachers will continuously analyze ELA data to revise the current curriculum to meet the CCLS as well as raise rigor and reading achievement	Teachers	September 2014- June 2015	Teacher , coaches and administrators
Parent workshops will provided to parents on reading complex texts and reading skills and strategies so that they can support their child at home	Parents	September 2014- June 2015	Teacher , coaches and administrators
Trust – intervisitations between teachers on the same grade as well as vertically to observe best practices as well as give feedback to grow instructional outcomes	Teachers	September 2014- June 2015	Teacher , coaches and administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Coaches TC staff developer Common planning prep time Scholastic News Rally Rehearsing for the common core

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
TC running records will be analyzed formally 4 times a year, October, January, March and June. Teachers and administrators will review student data in a class to ensure that students are making progress.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	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 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.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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.   |

In nurturing future leaders, through both traditional and non-traditional administrative programs, the principal’s role of shared leadership and transparent thinking was one that became more evident. Therefore, the principal considered the needs of all teachers/staff members in taking on an active leadership role in the educational community. In reviewing the School Survey, only 23% of teachers felt that teachers were not given a leadership role.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to maximize staff talents and strengths and develop effective teacher leaders who can support the professional learning of individual teachers and teacher teams, we will create a school-wide culture of shared and distributed leadership across all stakeholders so that by June 2015 85% of teachers will have the opportunity to engage in a leadership role.

### 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:	<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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
After analyzing the school data teachers are given the opportunity to take a leadership role in planning and organizing a professional learning community	Teachers	September 2014- June 2015	Teachers and administrators
Highly effective teachers have chosen option to have 3 observations by their peers and are organizing the inter-visits	Teachers	September 2014- June 2015	Teachers and administrators
A school wide professional development team which is made up of teachers and administrators meet to discuss and establish professional development opportunities for the school	Teachers	September 2014- June 2015	Teachers and administrators
Effective teachers are mentoring new teachers	Teacher	September 2014- June	Teachers and administrators

		2015	
Parent workshops conducted by teacher leaders will provided to parents on reading complex texts and reading skills and strategies so that they can support their child at home	Teachers, parents	September 2014- June 2015	Teachers and administrators
Trust- To effectively foster a climate of trust, administrators will allow and encourage teachers to take a leadership role in organizing professional development, PLC, organizing school wide events, organizing and leading parent workshops	Teachers	September 2014- June 2015	September 2014- June 2015

**Part 4 – Resources Needed**

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

Teachers  
Schedules changes  
Supplies for professional development activities

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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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:

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

Parent and Teacher surveys will be created and given out in February and in June to determine if progress is being made towards reaching this goal.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	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.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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.  |

Family interest and involvement is a strong motivator for children to do well in school. When children know that their families know what is happening in their class, they are motivated to pay closer attention, participate more, and take more pride in their work. School leaders, staff and parents recognize that high expectations for student achievement are critical to prepare students for college and career. To that end, systems have been put in place to communicate effectively to the entire school community. However, based on an analysis of the 2013-2014 New York City School Survey, only 58 % of parents were invited to an event less than four (4) times in the year.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children, by June 2015 we will reflect a 10% increase in the School Survey item stating: “How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc.)?”

### 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:	<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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parent coordinator will be the primary contact for all parent events being offered. The parent coordinator will ensure that notices are sent home in advance, are colorful and inviting, phone messenger reminders and flyer reminders.	Parents	September 2014-June 2015	Administrators, parent coordinator
Parent Engagement time on Tuesdays: Teachers will invite parents to workshops as well as 1 on 1 conference throughout the year.	Parents	September 2014-June 2015	Administrators and Teachers
Parents will be invited to School Activities : Bengali festival, Hispanic Cultural Day, Caribbean Cultural Day, PTA Thanksgiving Feast, ballroom dance performance, holiday feast, holiday craft activities,	Parents and students	September 2014-June 2015	Administrators, parent coordinator and Teachers

holiday performance, Open School Week, Curriculum Night, basic computer skills to help the students			
Grants – for Cookshop, Nutrition Workshops, other grants that will bring and build parent involvement	Parents	September 2014-June 2015	Administrators, parent coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent coordinator Materials for workshops

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
In February we will review the sign – in sheets from all parent workshop and events. We will compare them to previous year to ensure that more parents have been invited and are attending events.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**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>	<p>Tc Running Records Performance Tasks Results NYS ELA exam Teachers tests</p>	<p><b>Wilson Reading System:</b> Teach students fluent decoding and encoding skills to the level of mastery.</p> <p><b>Leveled Literacy Intervention:</b> A small-group, supplementary intervention program designed for the lowest achieving children in the early grades.</p> <p><b>Response to Intervention</b> <b>R.T.I teachers and Classroom teachers</b> provide differentiated instruction who are at risk of not meeting the New York State Learning Standards</p> <p><b>At Risk After school Academy:</b> Designed for level 1 and 2 students to address their individual needs</p> <p><b>Saturday Test Sophistication Program:</b> Grades 3-5 students will receive instruction to prepare students for the NY state exams</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>During school</p> <p>During school</p> <p>During school</p> <p>After school</p> <p>Saturday</p>
<b>Mathematics</b>	<p>Math Chapter tests Math Baseline Tests NYS math exam</p>	<p><b>A.I.S Services:</b> Coaches and RTI teachers provide</p>	<p>Small group</p>	<p>During</p>

		<p>differentiated math instruction to students at risk</p> <p><b>A.I.S After School Program:</b> Grades 3-5 students receive instruction designed to help them prepare for their upcoming State Tests</p> <p><b>Saturday Test Sophistication Program:</b> Grades 3-5 students will receive instruction to prepare students for the NY state exams</p>	<p>Small group</p> <p>Small group</p>	<p>After</p> <p>Saturday</p>
<b>Science</b>	<p>Science classroom tests</p> <p>NYS science exam</p>	<p>Tier I Intervention – Classroom Teachers provide small group instruction within the classroom for students performing below grade level.</p>	<p>Small group</p>	<p>during</p>
<b>Social Studies</b>	<p>Social Studies classroom tests</p>	<p>Tier I Intervention – Classroom Teachers provide small group instruction within the classroom for students performing below grade level.</p>	<p>Small group</p>	<p>during</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>counseling</p>	<p><b>Guidance Counselor</b> Counseling is provided to students who are in need. This includes peer mediation, crisis intervention, and parent conferences. The guidance counselor also helps graduating students and their parents with the transition into Middle School</p> <p><b>School Psychologist</b> Services provided are agency referrals, educational, social and personal services. The psychologist identifies emotional, social, neurological factors</p>	<p>Small group or 1:1</p>	<p>during</p>

that impede on student performance and provides prescriptive measures that address student needs by suggesting additional student support services.

**Social Worker**

The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline. The social worker also provides referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers.

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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.
<ul style="list-style-type: none"> <li>P.S. 50Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee.</li> <li>When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates.</li> <li>All students at P.S. 50Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided.</li> </ul>

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

**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.).

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

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

### 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.

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

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

### 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 (CEP) 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,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$403,289	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$152,653	x	
Title III, Part A	Federal	\$14,322	x	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,601,379	x	

**<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:

1. 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.
2. 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:

3. **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).

4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 8: 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 CEP 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. **PS 50**, 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. **PS 50** 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)

**PS 50Q**, 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



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

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 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 50 Talfourd Lawn	DBN: 28Q050
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 5  
# of content area teachers: \_\_\_\_\_

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Supplemental program is to help English Language Learners achieve/acquire English proficiency in the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State English Language exam. The target AMAO 1 for 2013-14 was 66.4%, we did not meet by a difference of 3.03%. Our target for 2014-15 school year is 67.4%. We are going to use the NYSESLAT data to analyze and target individual students that were close to making progress to ascertain their individual area of need. The target AMAO 2 for 2013-14 was 14.3%, we did not meet by a difference of .44%. We are going to use the NYSESLAT data to analyze and target the students that were close to achieving proficiency.

In reviewing our data our goal is to supplement and provide additional services to English Language Learners to improve reading and writing skills.

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

The after school program will be conducted by 5 highly qualified certified ESL teachers and 1 content specialty teacher. To serve all of our ELL students in grades 1-5, we are planning 2 twelve week sessions to differentiate instruction for the various levels of our students. The first session will run 6 weeks, January 7th - February 12th to target our beginner and low level intermediate students in grades 1, 2, 3, 4 and 5 for a total of 5 groups. The students will meet for 1.5 hours twice a week, Wednesday and Thursday from 2:30-4:00 for a total of 12 sessions. Each group will have 12 students. The second session will run for 6 weeks, February 25th - April 2nd to target our higher level intermediate and advanced students in grades 1, 2, 3, 4, 5 for a total of 5 groups. The students will meet for 1.5 hours twice a week, Wednesday and Thursday from 2:30-4:00 for a total of 12 sessions. Each group will have 12 students. All students in grades 1-5 will be served by an ESL certified teacher for both sessions.

The major focus will be to improve reading and writing skills and build academic language through a comprehension monitoring, assessment and teaching system. The resources we will utilize are Achieve 3000 and National Geographic by Reach. Students will be serviced by ELL teachers to build academic language and basic skills. We will use content based articles to build content knowledge and navigate through complex texts and writing that adhere to the CCLS. Students will also be exposed to the NYSESLAT format using Continental NY ELLS.

### Part B: Direct Instruction Supplemental Program Information

Placement within a supplemental program will be determined by:

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

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

### Part C: Professional Development

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

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

Begin description here: Professional Development will be provided to ELL teachers by Literacy Coach, Math Coach, Network ELL Staff Developer who specializes in methodologies which improve reading and writing skills in English Language Learners. We plan to conduct 1 workshop a month beginning in October and concluding in May during school year. Workshops will be approximately 45 minutes to 90 minutes depending on topic. Workshops will be facilitated by ESL teachers, Literacy coaches, math coach and or administrators. ELL teachers will meet monthly to analyze data, student work and to collaborate and plan instructional best practices.

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

**Part D: Parental Engagement Activities**

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

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

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

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

- The Nuts and Bolts of the NYSESLAT Exam
- What Students are Expected to Know in a Particular Grade
- ARIS Workshops
- Preparation for the NYS ELA and Math Exams
- Strategies to help your child navigate through complex texts
- Activities to Help Parents Help their Children at Home
- Creating Natural Language Books
- Reading Strategies

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

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

**Part E: Budget**

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

Allocation Amount: \$14332

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

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

Allocation Amount: \$14332

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>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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>28</b>	Borough <b>Queens</b>	School Number <b>050</b>
School Name <b>Talfourd Lawn Elementary School</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>Rina Manjarrez</b>	Assistant Principal <b>Beth Carrubba</b>
Coach <b>Laleana Alfredsson</b>	Coach <b>Jillian Vonness</b>
ESL Teacher <b>Maria Lampros</b>	Guidance Counselor <b>Johanna Vazquez</b>
Teacher/Subject Area <b>Daniele Zanoni</b>	Parent <b>Lacey Calderon</b>
Teacher/Subject Area <b>Malisa DaSilva</b>	Parent Coordinator <b>Isadora Guzman</b>
Related Service Provider	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>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>6</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>6</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>735</b>	Total number of ELLs	<b>113</b>	ELLs as share of total student population (%)	<b>15.37%</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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained	10	20	15	23	13	9								90
Pull-out	0	1	4	7	5	6								23
<b>Total</b>	<b>10</b>	<b>21</b>	<b>19</b>	<b>30</b>	<b>18</b>	<b>15</b>	<b>0</b>	<b>113</b>						

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	91		11	21		12	1		1		113

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>	<b>91</b>	<b>0</b>	<b>11</b>	<b>21</b>	<b>0</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>113</b>
Number of ELLs who have an alternate placement paraprofessional: <u>4</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>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	18	15	20	16	10								85
Chinese														0
Russian														0
Bengali	3	1	3	9	2	3								21
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi	1	1	1	1		2								6
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>10</b>	<b>21</b>	<b>19</b>	<b>30</b>	<b>18</b>	<b>15</b>	<b>0</b>	<b>113</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)	6	1	3	4	5	4								23
Intermediate(I)	0	14	5	5	4	4								32
Advanced (A)	4	6	11	21	9	7								58
Total	10	21	19	30	18	15	0	0	0	0	0	0	0	113

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<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	12	2	0	0	14
4	8	7	1	1	17
5	10	3	1	0	14
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14		2		0		0		16
4	9		6		4		2		21
5	8		8		1		0		17
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		2		10		5		19
8									0

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.  
 PS 50 uses the TCRWP assessment to assess literacy skills. The data shows that our ELL students are performing below grade level. Looking at the trends of ELL student growth on running records over the past two years, our ELL students performing at levels 1 and 2 at the September benchmark as compared to the same students performing at level 3 on the June Benchmark shows a 10 % increase

from the 2011-2012 school year to the 2012-2013 school year. Through professional Development for teachers of ELL students, analyzing data with teachers of ELL student PS 50 will target the areas of student needs to ensure that ELL's continue to make growth with the ultimate goal of performing on grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
NYSESLAT data across proficiency levels over the past two years show a decrease in students performing at Beginner and Intermediate and an increase in students performing at Advanced and Proficient. There was a 9% decrease in students performing at the Beginner level. There was a 29% decrease in students performing in the Intermediate level. There was a 19% increase in students performing in Advance. There was a 17% increase in students performing Proficient.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The Spring 2013 NYSESLAT results are not available on the RNMR at this time:

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We use the Spansih Lab to assess students academically in their native language. We also, assess students informally in Bengali and Punjabi to assess native language skills. As students begin to learn the English Language, teachers provide differentiated instruction. Data from tests and student work is analyzed to determine if progress is being made. If a student is not making progress we analyze student work and flexibly schedule students throughout the day to better meet their needs. When curriculum programs and RTI programs are being reviewed for purchase we carefully look at the research and ELL accomodations embedded prior to purchasing.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Program success for ELLS is evaluated based on the number of students who become English proficient and no longer need to be ESL

serviced, as well as the number of students whose overall NYSESLAT levels have improved. The four modalities are examined separately and compared from one year to the next to determine if the ELL student has shown any progress in that area. Based on these four modalities, ELL students receive differentiated instruction targeting those areas in which more help is needed. This year we had a 19% increase in students performing at a proficient level on the NYSESLAT. PS 50 also had a 68% increase in students making progress and moving up a level on the NYSESLAT. We also had a 13% increase on our Progress Report for ELLs meeting growth percentile.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Upon registration all new entrants are required to complete the Home Language Identification Survey (HLIS). The HLIS is provided in the language spoken by the parent/guardian of the new entrant.
  - An informal interview with the parent and new entrant is conducted by a trained pedagogue of the school. Staff members assigned are, assistant principals, ESL teacher and coaches.
  - If the new entrant speaks Spanish, Bengali, Urdu or Punjabi, the informal interview process will be conducted by a pedagogue that speaks that language or another staff member will translate for an assigned pedagogue. Public School 50 has an administrator, Guidance Counselor, Parent Coordinator, Para Professionals, School Aides and several teachers who speak Spanish. We also have staff members that speak Bengali, Urdu and Punjabi.
  - The DOE phone translation services are used, when there is no one to translate in the new entrant's native language.
  - Sometimes parents bring their own translators and/or a relatives or neighbors.
  - The HLIS are reviewed, the parent and child are interviewed by an Assistant Principal, ESL teacher or coach and the determination is made to test the child using the LAB-R. The LAB-R is administered by an ESL teacher or Assistant Principal. The results of the LAB-R are used to determine whether the student is entitled to receive English Language Support. Spanish speaking students that fail the LAB-R are administered the Spanish LAB. The Spanish lab is administered by a spanish speaking ESL teacher or a bilingual spanish teacher. The results of this exam are used to determine whether the student is proficient in their native language.
  - In September PS 50 holds a meeting with all new entrants within the first 10 days of school to hold an orientation meeting and learn about the 3 different programs. At this time parents watch the video in their home language and fill out the parent survey. ALL survey are collected at the conclusion of the meeting. New entrants that arrive during the year are scheduled for an orientation session they day they come to register. At registrations once it is determined through the interview that the student is entitled to testing, one of the staff members assigned are called to administer the test and conduct an orientation session with the parent if the student fails the LAB-R. At this time parents are told about the 3 programs, watch the video and complete the parent survey.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Structures in place to ensure parents understand all three program choices:
  - To ensure parents of new entrants understand the three programs available for them to choose from: Transitional Bilingual Education, Dual Language and English as a Second Language, ongoing orientation sessions are held throughout the school year.
  - At these orientation sessions, the ELL program requirements, expectations, assessments and standards are explained. Parents have an opportunity to view a video in their native language, about the program choices available.
  - The Orientation-Video sessions are organized so that a pedagogue and a member of the LAP Committee are present at the Orientation. Also, one of the Assistant Principals, an ESL Teacher, or the Parent Coordinator is present at the given sessions and all sessions are conducted in the Native Language or a Translator is provided.
  - During the heaviest time of registration, in September, sessions are held in the library and are targeted to accommodate groups of 10-15 parents at a time. If necessary, sessions are held one-on-one with parents.
  - Throughout the year, as parents come in for enrollment, our goal is to identify, interview, test the student and have an orientation

and viewing of the video at the time of enrollment.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Distribution of Entitlement Letters and Collection of Parent Survey and Program Selection Forms:
  - Entitlement letters are given directly to parents if the student is tested during registration or they are sent home with the student the day of testing. Orientation meetings are conducted at the time of registration or a specific date is given for the parents to come in attend.
  - After the orientation meeting and viewing the video, parents receive a Parent Survey and Program Selection Form, which enables them to indicate the program they would like to request for their child. Translation is provided for parents to ensure understanding. The forms are always provided in their native language. Forms are collected at the conclusion of the orientation meeting.
  - Using the data collected, PS 50 determines the type of programs we can offer.
  - Parents are informed by letter of the program for their child. Letters are sent home with students for the beginning of the year enrollments and parents are called to discuss if a default option was selected. Enrollments that occur during the year are given directly to parents at the conclusion of the Orientation Meeting and proper placement is discussed.
    - Continued entitlement letters are sent home with the student in September
  - All forms and letters are copied and one is placed into the students' cumulative record and a copy is retained in the general office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The following criteria and procedures are in place to ensure all identified ELL students are in the appropriate ESL program:
  - P. S. 50 relies on the results of the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT) to determine who is a Limited English Proficient student (LEP). Students who score below State designated levels of proficiency on the above exams are provided the services as set forth in the CR Part 154.
  - Upon analysis of the LAB-R, NYSESLAT- (RLAT), the Principal, Assistant Principals, and ESL teachers ensure LEP students are placed in the appropriate programs.
  - Parents receive detailed information regarding the services their child will receive, based on their performance level: Beginner, Intermediate, or Advance.
  - Through personal contact and/or letters to parents, P.S. 50 shares the instructional schedule ESL children will have in order to receive English Language instruction. All communication with parents is held in their native language.
  - Parents are informed of the programs available for the current year of study. In 2013-2014 P. S. 50 expects to continue offering ESL instruction via two models: Self-contained classroom instruction and Pull-Out/Push-in model. Self-contained ESL classes are instructed by teachers who have dual certification in Common Branches and ESL.
  - We welcome and encourage all ESL parents to meet with staff and/or Parent Coordinators to discuss questions and/or concerns regarding the ESL programs we have created for the students.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Each year in the spring, the NYSESLAT is administered to all ELL students. We notify the parents when the students will be tested on all components. We offer make up testing when students are absent for a scheduled part. We begin testing as early as possible to ensure that we will be able to fully test each and every student. We reach out to parents of students that are not in attendance and stress the importance of having their child attend daily and the importance of the exam they are taking. The testing coordinator uses ATS reports to determine NYSESLAT eligibility and then keeps track and ensures that each child is tested and completes all 4 parts.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The administration is committed to providing the program choices of parents based on the Parent Survey and Program Selection Form.
  - In the school year 2012-2013, P. S. 50 was only able to offer parents Freestanding ESL programs. The freestanding ESL program includes ELL support in Language Arts, Math, Science and Social Studies.
  - In the school year 2013-2014, P. S. 50 also is only able to offer parents Freestanding ESL programs. The freestanding ESL program includes ELL support in Language Arts, Math, Science and Social Studies.
  - This year, parents of new entrants chose the following programs thus far, ESL: 9, Dual Language: 4 Transitional: 2.

- Last year, parents of new entrants chose the following programs, ESL: 22 Dual Language: 5 Transitional: 2
- Parents that chose Dual Language and Transitional were offered the opportunity to have us locate a neighboring school with these programs. Last year only one parent chose to have their child placed in a different school, all others chose to remain with us and have their child receive ESL in a self contained class. We reach out and email [ELLprogramtransfers@school.nyc.gov](mailto:ELLprogramtransfers@school.nyc.gov) to consult and help locate schools that the programs that parents requested.
- Each year we review the choice selections to see if we can accommodate a new program by looking at the previous year requests combined with the current year requests. Many parents that had previously, requested the Bilingual and Transitional programs no longer want that choice after having their child in our self contained ESL program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Instruction is delivered in the following manner:

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

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

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

below)?

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

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

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

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

Tests are administered or translated for ELL students in their Native Language to compare the results with tests taken in English. These results help us to form the correct path of instruction. We can then appropriately schedule and plan instruction for students depending on the area of need, language and or content.

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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

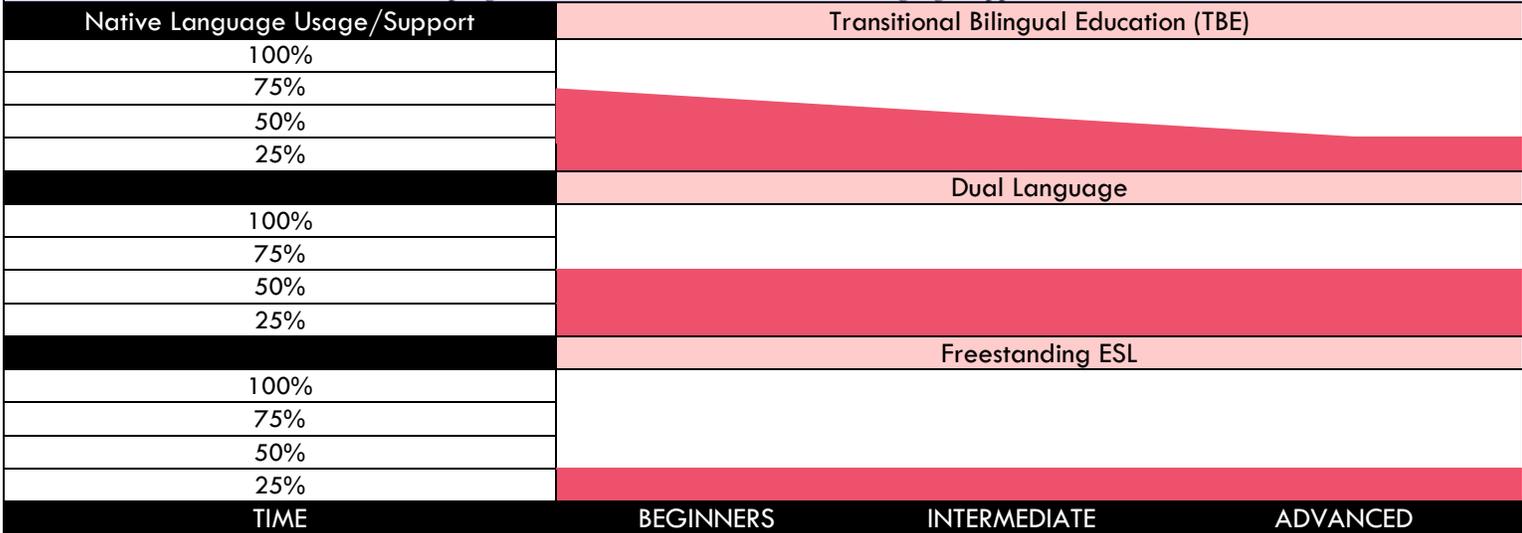
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In order to ensure that ELLs receive help in specific areas, such as ELA, math, and other content areas. Several interventions programs are utilized, such as Wilson, Leveled Literacy and Achieve 3000. Based on baseline assessments and individual needs students are programmed by the RTI team. Several instructional materials are employed to support the ELL students. For those whose proficiency level is beginning, picture cards, phonics books, simple readers, technology (computers), and audio-visual equipment are used. For intermediate level ELL students, simple chapter books, writing and grammar books, take home booklets, and games are used. Advanced students use thematic books focusing on the content areas, grammar books, games, and books teaching the literacy skills. All materials are equally used in all areas regardless of the language proficiency of the ELL students. Translated math books are also given to Spanish ELLs for use at home. In addition, bilingual glossaries are available to ELL students, which may also be used during the statewide math exam. ELA practice books are supplied to every classroom teacher and are made available to all students. For those grades taking the science citywide exam, bilingual glossaries are also available. Hands-on lessons and the use of visuals are also employed in the content areas. Academic vocabulary is stressed at all levels of instruction across the content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- NYSESLAT data, baseline test data, classroom tests and tasks are analyzed continually through out the year to determine if students are making progress. We look at the science exam data, 79% of our ELLs performed at proficiency level, to determine success in science content for our 4<sup>th</sup> grade ELLs. NYSESLAT data shows that students are making progress in Language, 19% increase in students performing at proficiency level and 68% moved up a proficiency level. Meeting with teachers, coaches and administrators to review targeted student work and data occur 3 times a year, the first meeting is to analyze data and set goals, the second is to establish if students are making progress and if the current instructional program is working. The final review is to determine if students made progress, were we successful.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are going to begin using Achieve 3000, it is a researched based program with built in supports for ELLs and SWDs. We decided to use this to help our ELLs understand higher level content based articles to meet the Common Core Learning Standards. We are continuing to use Wilson and Leveled Literacy, both programs have proven to be successful with our ELL population. We are placing in extra supports for our ELL-SWDs, since these are our students experiencing the greatest difficulty passing the NYS ELA and Math exams. A combination of Push-in, Pull out and RTI will be used to help them succeed. Our self-contained ESL classes will continue to modify curriculum and put strategies in place to better meet the needs of ELLs. We also implemented a monthly meeting for ELL teachers, that will allow them the opportunity to plan, discuss strategies and turn key Professional Development workshops that they may have attended. Network ELL specialist will come to some of the sessions to discuss data and provide professional development.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students in grades 3-5 are invited to our Saturday Test Prep Academy. All students in grades 3-5 falling below standards are invited to our AIS after school program. All students that fall below grade level are invited to attend the extended day session to be in small group intervention sessions. All students are invited to be apart of extracurricular activities that occur throughout the year. All students include ELLs, students with disabilities and regular education students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs have access to technology programs such as, Reading A-Z, a program that allows students to read, hear stories and answer stories, Math IXL, a computer based program to practice mathematical problems, Brain Pop, Brain Pop jr. and Brain Pop ESL.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is very important as a foundation on which ELL students can build their new language learning. If the ESL or classroom teacher is able to communicate in the ELL students' language this is encouraged. Classroom instructions are translated in the students' native language, as needed; and ELL students are also paired with another student who speaks the same language. They work together as a collaborative team, with the more advanced student helping the less proficient student with translation, comprehension, etc. In this way, native language support is stressed in the ESL environment. ELL students are allowed the opportunity to express themselves both orally and in written form in their native language. The native language and culture of the ELL student

are also celebrated during multicultural lessons taught throughout the school year.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
P.S. 50 ensures that required services and resources support our ELLs' ages and grade levels. Every effort is made to provide every ELL student with the necessary high-interest books and supplies to pique their interest.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
At the present time we have no activities for newly enrolled ELL students before the beginning of the school year. Our bilingual spanish guidance counselor and Bengali school psychologist help new comers to acclimate, show them around and make themselves available to speak with students and check in with them periodically.
18. What language electives are offered to ELLs?  
None
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

#### Professional Development and Support for School Staff

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

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

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

DBN: 28Q050 School Name: PS 50

Cluster: 2 Network: 207

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

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

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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.

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

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

Major findings reveal the following:

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

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

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

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

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

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

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

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