

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

DBN: (i.e. 01M001):

30Q150

School Name:

PUBLIC SCHOOL 150Q

Principal:

CARMEN PARACHE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 30Q150
School Type: Public School Grades Served: PK-6
School Address: 40-01 43rd Avenue, Sunnyside NY 11104
Phone Number: 718-784-2252 Fax: 718-729-7823
School Contact Person: Carmen Parache Email Address: cparache@schools.nyc.gov
Principal: Carmen Parache
UFT Chapter Leader: Joann Rodeschin
Parents' Association President: Sean O'Connel
SLT Chairperson: Deborah Alexander
Student Representative(s): _____

District Information

District: 30 Superintendent: Dr. Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101
Superintendent's Email Address: PCompos@schools.nyc.gov
Phone Number: 718 391 8323 Fax: 718-391-6147

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

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)
Carmen Parache	*Principal or Designee	
Joann Rodeschin	*UFT Chapter Leader or Designee	
Sean O’Connel	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Deborah Alexander	Chairperson/ Parent	
Jeannine Bradley	Member/ Teacher	
Mark Lilakos	Member/ Teacher	
Ivan Espinosa	Member/ Teacher	
Elsa P Hurtado	Member/ Teacher	
Alison Liu	Member/ Parent	
Nami Russo	Member/ Parent	
Meredith Faltin	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.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: 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.	Trust: 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:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 150's mission is to have all of our students achieve at their highest level and potential by providing individualized instruction in a safe and nurturing environment. We also strive to develop student awareness and respect for cultural diversity. Our school is located in a diverse community. It has an annex which houses our pre-kindergarten and kindergarten classrooms. We educate pre-K through 6th grade students from a variety of countries and linguistic backgrounds. Some of our students are new immigrants or first-generation Americans. The average attendance rate is 95.5%. We have continuously been recognized as a high achieving Title I school. For several consecutive years, our school has received an A on the progress report progress. We continue to be a school in good standing

We offer a variety of programs, such as monolingual classes in grades pre-K through sixth, one talented and gifted class per grade in Kindergarten through fifth grade, seven self-contained ESL classes- two in Kindergarten and 1st grade, and one in 2nd, 3rd, 5th, 4th, and 6th grade. We also have one dual language class in grade Kindergarten through 5th. We have an integrated team teaching class on each grade. There are four self-contained classes – k, 1/2, 3/4 and 5/6. Additionally, there is a full-time and part-time ESL teacher providing in-class services to mandated ESL students. Qualified students receive a variety of support services, such as response to intervention, academic intervention, SETTS, speech, physical and occupational therapy, mandated and preventive counseling, ESL after school program, Project Intervention and Saturday Academy.

Our curriculum for ELA and Math are aligned to the Common Core State Standards. For upper grade ELA, we have Expeditionary Learning and writing units, the early grades has reading and writing units Last year, For grades K-2, we use reading and writing units of study. To supplement the math and enrich students' experience, we have exemplars and Math League. Our exemplary arts program affords students with the opportunity to receive music, visual arts, and drama instruction within their academic day. Students also participate in additional enrichment activities, such as Chess in the School, Chorus and Band

We are proud to say that our parent body is very strong and active, participating in many activities. These activities include the Parent-Teacher Association, School Leadership Team, Chess Tournaments, math and literacy curriculum nights, other , fund raising events.

Strengths:

- Our school continues to be a high achieving school that continues to perform above the State, City and District in both ELA and Math.
- Students receive instruction in the arts - visual arts, music and drama within the school day.
- We have a wonderful partnership with the parents and PTA. They are very supportive and participate in many school activities.
- Our curriculum is aligned to CCLS.
- Teachers work together to make adjustments to the curriculum.
- Teachers share best practices with their colleagues and run professional development sessions.
- We have monthly assemblies facilitated by our guidance counselors which cover character

education.

Accomplishments:

- Our ELA State score is 10% above State, City and District. We are 5th in the district.
- For math, we continuously demonstrate growth. We are the top scoring elementary school in the district.
- Our special needs students had a 4.8 % growth in ELA and an 18 % growth for math.
- We remain in good standing with the State for ELA and Math for all subgroups.
- Strong PTA and parent body that supports the school.
- Teachers collaborating and helping each other learn.
- Teachers developing leadership skills and moving on to become principals.
- Teachers using technology- Smartboard and Elmos to enhance instruction.
- We have a great partnership with La Guardia College and receive many student-teacher interns.
- Parents participating in Parents as Learning Partners.
- Despite budget challenges, we continue to have the arts.
- We have an additional specialty teacher, so there can be a weekly planning period for teachers.
- We have implemented the Positive Behavior Intervention System. Students receive commendation cards for positive behavior. Students and classes receive monthly acknowledgements which are based on amount of commendations received.
- We have a yearly 5th grade play which highlights students' talents.
- Our band and chorus each year receives gold and bronze awards for their performance at the NYSSMA presentations.
- Students from K-6 are participating in community projects where they make a difference and raise awareness. This is a student led activity.
- As a way of increasing teacher effectiveness, teachers are participating in peer observations.

Challenges:

- ELA continues to be an area that we need to strengthen. We had an increase in reading comprehension; however, we had a drop in writing.
- For ELA, we only have 13.8% of students scoring a level 4 and 30.3% scoring a level 3.
- On the state test for ELA, we saw a drop in performance for our ELL students, including former ELL students.
- We need to continue to work on rigor and differentiation.

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.
	<ul style="list-style-type: none"> • Our data reveals that we need to increase level 4’s and 3’s for both ELA and math. For ELA, we only have 13.8% of students scoring a level 4 and 30.3% level 3’s. <p>Strengths:</p> <ul style="list-style-type: none"> • For math, we have 32.4% level 4’s and 30.3% level 3’s. • Teachers are receptive to professional development based on responses to survey. • Teachers are continuously revising curriculum as a result of teacher-student assessments. <p>Priority Needs:</p> <ul style="list-style-type: none"> • Continue to work on planning lessons that have rigorous outcomes and learning activities. • Continue to plan differentiated learning activities and supports that help all students learn. • Continue to work on questions that elicit and deepen student thinking.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, our teachers will develop a common language around rigor using the Depth of Knowledge and Hess Matrix. They will receive professional development that will result in a 60% increase in teacher practice as measured by the Danielson Framework 1e, 3b and 3c and the Depth of Knowledge and Hess Matrix.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers will receive ongoing professional development around rigor and differentiation of instruction on Mondays	ALL teachers	September 2014-June 2015	Administration and PD Team
Teachers will participate in ongoing collaborative Unit Planning to lift rigor in writing, math and specialty areas.	ALL teachers	Ongoing: September –June 2015	Administration and team leaders

Classroom teachers will receive Metamorphosis Math Professional Development and learn strategies that will help them plan questions and modify math problems as a way of increasing student thinking.	K-6 Classroom teachers	October-2014 May 2015	Administration and Math Coach
Classroom teachers will receive Accelerated ELA Professional Development that will help design and adjust writing units of study in ELA to make them more rigorous and differentiated	K-6 classroom teachers	November 2014 –May 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Title 1 10% set aside for professional development and tax levy funds to pay for consultants, tax levy funds for per diem

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
In February 2015, we will check the progress of this goal. By this time, we expect the following: teachers will have implemented the adjusted writing units, and there will be movement towards effective practice as noted by the feedback given to teachers.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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

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| 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. |

<p>On the ELA State test, less than a third of our students received all points for the writing portion of the test.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Our students are very articulate and enjoy taking initiative. • We have been working on questioning and discussion with our students which prepare to articulate and take ownership of their learning. • We have a student council that is active and provides them with opportunities to make decisions. • We have already started to include students in parent orientation and parent tours. <p>Priority Needs:</p> <ul style="list-style-type: none"> • Involve students in leadership activities. • Continue to work on building student independence
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Part 2 – Annual Goal

<p>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.</p> <p>By June 2015, our school will work on establishing a supportive environment by having 75% of students provide peer feedback on elaborating and revising their writing work as measured by a CCLS aligned writing rubric.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Students will be taught how to provide peer feedback using a rubric/checklist.	ALL students grades K-6	September 2014- June 2015	Administrators Classroom teachers
Students will engage in peer assessment	ALL students grades K-6	September 2014- June 2015	Administrators, and classroom teachers
Teachers will implement the structures necessary for students to engage in peer feedback around elaboration and revision.	ALL students grades K-6	December 2014-June 2015	Administrators, and classroom teachers

Teachers will review and adjust current rubrics to ensure that it includes elaboration and revision. They will create peer checklists for students to use.	ALL students grades K-6	November 204-2015	Administrators, ELA grade leaders and classroom teachers
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Part 4 – Resources Needed

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

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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:				
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.				
By February 2015, we will measure growth towards goal this goal by seeing student peer feedback checklist on writing work				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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

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| 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. |

8 out of 54 classroom teachers (15%) teachers participated in peer observation

Environment survey data-

- 80- administrators provide time for collaboration;
- 92- work together in teams to improve practice

Strengths:

- Environment survey – 87 indicate that teachers trust each other
- Every week, teachers have an additional planning period where they meet and collaboratively plan.
- The schedule has built-in extra common prep periods where teachers can meet and collaborate.
- Teachers are meeting weekly for inquiry work.
- Colleagues are sharing best practices with inter-visitations and professional development.

Priority Need:

- At this time, there continues to be inconsistencies in the practice across classes.
- Continue to increase teacher peer observations across classes and grades.

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.

By June 2015, 26 out of 54 classroom teachers will participate in peer observations where they will provide their colleagues with actionable feedback using the Danielson Framework 3b and 3c that will result in an increase in effective teacher practice.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

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|-----|--|--|---|--|
| 15. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change | Target Group(s)
<i>Who will be targeted?</i> | Timeline
<i>What is the start and end date?</i> | Key Personnel
<i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
| 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). | | | |
| 17. | Strategies to increase parent involvement and engagement | | | |
| 18. | Activities that address the Capacity Framework element of Trust | | | |

Teachers will participate in collaborative lesson planning, they will observe their peers and use the Danielson Framework to provide actionable feedback for questioning and discussion and engaging students in learning.	ALL teachers	December 2014 – June 2015	Administrators and grade leaders Classroom teachers
Teachers will receive professional development around the Danielson Framework 3b and 3c, so they can continue to norm their practice.	ALL teachers	December 2014- June 2015	Administrators Classroom teachers
Teachers will participate in collaborative unit planning and studying of student work	Classroom teachers	November 2014-June 2015	Administrators and grade leaders Classroom teachers

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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.

By February 2015, we expect to have at least 2 teachers on each grade participating in peer observations. Grades will have adjusted two unit plans in writing.

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Due to some scheduling issues, we were only able to have one teacher per grade participating in peer observations. In second grade, we had two teachers. At this time, we expect to continue to have peer observations and meet our end of year 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.

On the environment survey, 76 indicate that teachers are given leadership opportunities

Strengths:

- We have had grade and content leaders.
- Grade leaders have become facilitators of meetings and inquiry work. They are responsible for communicating to the team and sending the minutes of the inquiry minutes.
- This year, we have the grade leaders become our think tank.

Priority Needs:

- Continue to increase teacher capacity and distributive leadership beyond teacher leaders.

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.

By June 2015, our administrators will guide teacher collaboration as they visit classrooms on three student- focused instructional rounds using an agreed upon classroom visitation rubric to measure student outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Teachers will receive training related to instructional rounds and collecting low inference	Grade leaders PK-6	November-2014 -June 2015	Principal and APs
Teachers will receive professional development around student engagement	Grade leaders PK-6	Ongoing	Principal and APs

Part 4 – Resources Needed

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

Per diem to hire subs to cover grade leaders

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

- 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.

By February 2015, grade leaders will have participated in one student-focused instructional round

Part 6b. Complete in February 2015.

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

Due to grade leaders requiring more planning time, we had to put off our first student-focused instructional round to the first week of March. The date is scheduled for 3/5/15. We expect to meet our end of year goal of three student-focused rounds by having one in April and 3rd one in May/June.

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.

On the environment survey, the data reveals the following about communication to parents related to their child’s progress throughout the school year:

5 or more time	3-4 times	1-2 times	Never
24 %	33 %	36 %	7%

Strengths:

- We send out progress reports to parents three times a year.
- Teachers hold parent meetings and make parent contact whenever needed.
- We have a variety of parent activities throughout the year.
- We have parent workshops throughout the school year.
- Principal has “Conversation with the Principal.
- Parents volunteer at parent events.

Areas of need:

The majority of teacher outreach is mainly for students who are experiencing difficulty. Only a few teachers are making positive contacts with families.

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.

- By June 2015, 100% of teachers will initiate outreach to strengthen communication with families, and provide families with ways to best assist their children with current instructional programs as evidenced by parent checklist/, logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Modify current parent log to include positive outreach	ALL parents grades PK-6	December 2014	classroom teachers
Teachers will contact at least one parent weekly and provide positive feedback about the student.	ALL parents grades PK-6	December-June 2015	Principal and teachers

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

- 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.

By February, we should see on parent logs from all teachers at least one positive contact.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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42. 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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2014 NYS CC exam cut-off score of 299 as determined by NYS Boces AIS Recommendation, teacher observations, and student performance on baseline assessments	Fountas & Pinnell LLI, iReady, close reading strategies,	Small Group Instruction, one-to-one, tutoring	During the school day and Project Intervention after the school day two times a week from January to April
Mathematics	2014 NYS CC exam cut-off score of 289 as determined by NYS Boces AIS Recommendation, teacher observations, and student performance on baseline assessments	iReady, GoMath intervention, peer work on problem	Small Group Instruction, one-to-one, tutoring	During the school day and Project Intervention after the school day two times a week from January to April
Science	Teacher observation, baseline assessments,	Embedding CCLS strategies for literacy in content area groups	Small Group Instruction, one-to-one, tutoring	During the school day
Social Studies	Teacher observation, baseline assessments	Embedding CCLS strategies for literacy in content area groups	Small Group Instruction, one-to-one, tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher and parent referral, related service provider observations, student work and classroom behavior.	PBIS, Obstacles to Learning Program, Guidance Success, Career Planning	Small Group Instruction, one-to-one, tutoring	During the school day

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

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

Strategies for retention:

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

Assignments

- Provide new teachers with assignments in grades with which they are familiar and that match their certification

- Match teachers to assignments as much as possible within their three choices
- Encourage teachers to indicate new grade assignments as a way of helping teachers grow and refresh their teaching skills

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).

- Administrators will attend Department of Education and Network workshops related to the Common Core Standards
- The professional team will develop differentiated professional developments that target teacher's goals and areas of need.
- Teachers will receive ongoing training related to the Common Core Standards
- Teachers will also attend specific curriculum professional development related to Go Math, Expeditionary Learning, Special Education and ELL strategies
- Teachers will receive in-house professional development by highly recommended consultants – Math with Metamorphosis and ELA with Accelerated Learning

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.).

- In Pre-K, we are using a fully aligned Common Core Curriculum – “Big Day for Pre K.”

The family worker is hosts several parent workshop related to the Common Core Standards that are covered in Pre K.

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.

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

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 codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	480,819	X	7, 10, 14, 16, 18, 20, 21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	109,958		
Title III, Part A	Federal	19,204		7
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	5,208,833	X	7, 10, 14, 16, 18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 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.

PS 150 Queens Parent Involvement Policy (PIP) 2014-2015

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

School Vision

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

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

Our school encourages families to be:

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

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the No Child Left Behind Act (NCLB). Those programs, activities and procedures will be planned and operated in meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the NCLB, and includes, as a component, a school-parent compact consistent with section 1118(d) of the NCLB.
- The school will incorporate this parental involvement policy into its school improvement plan. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the

school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the NCLB in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand. Bilingual speakers are available to help families.

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

- o Parents play an integral role in assisting with their child's learning.
- o Parents are encouraged to be actively involved in their child's education at school.
- o Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

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

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

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

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

Description of How School Will Implement Required Parental Involvement Policy Components

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

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

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

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

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

Facilitation of parent driven events provided by the school includes:

§☐ Flyers

§☐ Funds for refreshments

§☐ Use of rooms

§ Materials

§ Computers

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

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

- o Parents will develop school improvement projects and do action research, including: survey other families, including a Needs Assessment Survey and a School Climate Survey

- o Other actions under consideration are:

- o Observe in classrooms.

- o Review materials.

- o Visit other schools and programs.

- o The school will work to publish a catalog of all the programs in the school, describing how to apply and who is eligible. This could include, but is not limited to: Title I, special education, gifted programs, dual language and bilingual programs, Prep for Prep.

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

1. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as,

- I. The State's Common Core Standards.

- II. The State's student academic achievement standards – what children should know and be able to do at each grade level.

- III. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

- IV. Explain what the state tests measure and how the results are used.

- V. Explain how students' report card grades are connected to standards.

2. The school provides opportunities for families to develop their skills, self-confidence, and contacts:

§ Families are involved in planning how they would like to be involved at the school.

- School committees and PTA reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.

- The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.

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

3. The school offers programs and activities to engage families in improving student achievement:

- Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.
 - Programs and activities help families understand what their children are learning and promote high standards.
 - Workshops, interactive learning kits, curriculum nights, exhibitions of student work, and other family learning activities show families how to help their children at home and respond to what families say they want to know about
 - The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.
4. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Math night, Literacy Night and targeted parent workshops
 - Other parent workshops under consideration related to specific programs, including Talented and Gifted, Dual Language, Integrated Collaborative Teaching, and Chess in the Schools
5. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
6. The school will provide professional development for families and staff on how to work together productively, with the following goals in mind:
- Families learn how the school system works and how to be effective advocates for their children.
 - Teachers learn about successful approaches to working with families of diverse cultural backgrounds.
 - Families and staff can learn together how to collaborate to improve student achievement.
 - The school reaches out to identify and draw in local community resources that can assist staff and families.
7. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children well in advance, and in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. The school will consider and/or further develop the following actions, in the interest of furthering communication and partnership with their families:
- Publish a catalog of all the programs in the school, describing how to apply and who is eligible. This will include Title I, special education, gifted programs, dual language, bi-lingual, and Prep for Prep, Saturday Academy, afterschool programs, and Project Read.
 - Update the school’s website on a regular basis, at least monthly. Include a calendar of events and meetings, add a “How Parents Can Help” section with volunteer opportunities, and include links to free events and discounts to museums, etc. Reach out to parents to assist in management of website.
 - Reach out to parent leaders from each ethnic group to communicate with their communities.
 - Expand use of email throughout the school, including encouraging teachers to use this as a means of communicating with families. Encourage parents to form communication circles within their class, grade or other community.
 - The principal has initiated a parent email list as a way of increasing communication with parents.
 - Families will feel more confident and informed if they can easily identify school

staff members. The school will begin to develop a school directory, including photos of all staff members, including teachers, administrators, aides, custodians and lunchroom staff, and/or post photos in school lobby to be accessible to families.

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

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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

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

School-Parent Compact (SPC)

[Public School 150Q], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 148	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III supplemental services for ELLs for the 2014-2015 school year will be held after school. Beginning on January 7, 2015 and run through April 2, 2015. The program will meet for 2 hours on Wednesday and Thursday from 2:45 to 4:45. This program will have a total of approximately 90 students in grades K-6. The breakdown for each class is approximately 15 students per class. There will be 6 teachers instructing these students. The students will be grouped by grade, as well as, English Language proficiency level, derived from their NYSESLAT score. The certified ESL/Bilingual teachers will be working with the lower level ELLs and the two non-certified teachers who will be working with the advanced level students, but will be switching classes midway through the period with two of the Bilingual/ESL teachers. In this way all of the program students will be serviced by certified bilingual/ESL teachers. The language of instruction will be English. The teachers will meet to plan instruction that is aligned to our ELLs language needs and data. The rationale of the program is to improve language/literacy skills in each of the four modalities. Strategies for the ELLS will include Shades of Meaning, scaffolding of instruction, different entry points, grouping and differentiation (by level – BIAP). In order to increase reading comprehension, teachers will plan read alouds with a vocabulary focus and language goals, trade books and charts to support Read aloud, Shared reading, Shared writing pieces. Additionally we will be using Getting Ready for the NYSESLAT from Attanasio & Associates as our program of instruction.

Subgroups of ELLs include the following: SIFE – 0, Long term ELLs, SWD, Newcomers. Differentiation of writing for Long Term ELLs as this is an area where traditionally they don't do well. Newcomers will receive work in phonics, vocabulary, use of visual supports and scaffolding of instruction. SWD will be worked with through small group instruction and differentiation of activities.

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

Part C: Professional Development

Begin description here: The rationale for the Professional Development for this year will include best practices for the teachers who will be working in the Title III program. The focus of topics to be covered will include Best ELL Practices, strategies for improving reading and understanding, importance of focused read-alouds, Text Complexity, Rigor, Language Prompts, Juicy Sentences, Tricky Words, and Planning with ELLs in mind. This PD is scheduled throughout the following intervals: January 7th, February 12th, and March 18th for half hour intervals. PD will be provided by the following administrators, Zulma Tanzer and Ismael Perez.

The teachers will meet to plan instruction that is aligned to our ELLs language needs and data. The rationale of the program is to improve language/literacy skills in each of the four modalities. In order to increase reading comprehension, teachers will plan read aloud with a vocabulary focus and language goals. In addition, teachers will also plan shared reading activities and interactive writing activities. They will also be using Empire State NYSESLAT ESL/ELL, these books are geared towards the NYSESLAT and provide students with the needed familiarity with the four modalities assessed.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental involvement is attained through the work done with the Parent Coordinator and the PTA. Workshops to inform parents of academic requirements and regulations are done regularly. Information is sent home regarding monthly units of study and other activities in the school. Parents are also invited to partake in monthly publishing celebration in all classrooms. Evening family activities to promote Math, Literacy, Science and the Arts are also provided. Our evening programs are generally one and a half hours in duration. Parents are notified by flyer, parent letter in their home language when available, and the school website.

On September 15th and 22nd of 2014, Margaret Suarez and Ismael Perez facilitated a parent workshop for Parent Choice Selection Form. Parents were invited in to listen to a presentation regarding parent selection and the types of programs available to NYC students. They were also shown Parent Orientation video in their native language. Afterwards parents were instructed to fill out The Parent Selection form prior to leaving the school. Translation was available through staff members on hand who had knowledge of the languages present.

November 20, 2014 International Night - Where families prepared dishes from their native country to share with the rest of the school.

December 9, 2014 Science teachers will be having a meeting with parents to instruct them on the

Part D: Parental Engagement Activities

upcoming Science Fair

December 10, 2014 ELL parent workshop. Parents are being invited to attend a workshop to discuss the NYSESLAT. Topics will include: Why is my child taking the NYSESLAT? What do the different levels of the NYSESLAT indicate? How does a student test out of the ELL Program and no longer have to take the NYSESLAT? This workshop will be hosted by the Parent Coordinator (Geneva Pate, Margaret Suarez and Ismael Perez). Materials will be provided in English and Spanish.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 30	Borough Queens	School Number 150
School Name P. S. 150		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	10	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5	Number of special education teachers with bilingual extensions	5

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1149	Total number of ELLs	234	ELLs as share of total student population (%)	20.37%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	7			8			0			15
ESL	96	2	8	50	1	14	7		5	153

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	
Total	103	2	8	58	1	14	7	0	0	168
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>15</u>	Number of third language speakers: <u>4</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>3</u>	Asian: <u>8</u>	Hispanic/Latino: <u>68</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>22</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	0	3	5		1	0						12
Intermediate(I)	9	2	5	3	6	1	0							26
Advanced (A)	16	16	20	25	10	13	8							108
Total	26	20	25	31	21	14	9	0	0	0	0	0	0	146

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	11	12	2	0	25
4	15	1	0	0	16
5	9	3	0	0	12
6	6	6	1	0	13
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	19	2	2	1	2	0	29
4	9	1	6	0	0	0	1	0	17
5	3	1	6	1	3	0	0	1	15
6	2	0	9	0	0	0	2	0	13
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	7	0	7	1	1	1	19
8									0

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)		1	2	6	2	7	11	26
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.
 Paste response to questions here:
 Fountas and Pinnell Running Record Reading assessment Grades K-6
 K-2 Advance Writing Task

i-Ready Computer Program Grades 1-6

Performance Series first grades 3-6

ELL Periodic Assessment grades 3-6

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

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

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

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

Paste response to question here:

Paste response to questions 1-6 here

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

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

Paste response to question here:

4. For each program, answer the following:

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

Paste response to questions here:

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

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

Paste response to question here:

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

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

Paste response to question here:

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

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

Paste response to question here:

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student arrives at P. S. 150, a licensed pedagogue administers the Home Language Identification Survey (HLIS). The ESL Coordinator reviews the HLIS. If the child is eligible for testing he/she is tested within ten days with the LAB-R and/or the Spanish LAB. If it is determined that the child is entitled to services as per the score on the LAB-R, the parent or guardian is contacted and informed by phone by the Parent Coordinator, as well as a letter being sent home to the parent with the child. Parents are then required to attend an orientation for parents of ELLs. During this orientation, parents/guardians are informed through a presentation, pamphlets and a Department of Education video of the various ELLs programs available for their child. Additional staff is present to translate any additional information given and answer any questions. At the end of the presentation on the various educational programs for ELLs, parents/guardians are then asked to make a program selection. The program selection forms are distributed to each parent to fill out. Upon completion, the forms are collected and reviewed.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Paste response to question here:
A parent orientation meeting is held at the beginning of the year, with the help of translators, explaining the program choices. This orientation is held for all the parents of newly identified ELLs. A phone call is made to the parent/guardian and a notice in their native language is sent home. The ELL Coordinator conducts the meeting, explain the programs, answers any additional questions and assists parents in filling out their Program Selection Form. The parent coordinator, and an administrator are present to help translate and assist the Coordinator. If parents are unable to attend, we reach out to them to conduct either small group or one on one meetings for the parent/guardian. As new admits arrive throughout the year, the ELL coordinator follows the same steps as above for identification, and for informing the parents of the newly identified student. The coordinator has a one to one parent orientation with the parent of the new admit, using a translator when needed.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Paste response to question here:
At the parent orientation, the parent coordinator, ESL coordinator, and an administrator are present to help explain our language allocation policy as well as the parent selection form. Parents watch the video, questions are answered, and assistance in filling out the Program Selection Form. During this process, the school utilizes staff members who are proficient in various native languages to address questions and concerns. As new admits arrive throughout the year, the ESL coordinator has a one to one parent orientation with the parent of the new admit. In alignment with the parent choice, identified ELLs are placed in Bilingual or ESL instructional programs.
Students already identified as ELLs, receive an entitlement letters as well as their NYSESLAT score to bring home at the beginning of the school year. In addition, a meeting is held to explain the ELL identification process as well as the assessment and scores. All Program Selection forms are copied and the original is placed in the student's cumulative folder. Copies are collected and filed in the ELL office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here:
From September to June, the ESL teachers follow a timeline for parent involvement in order to make parents aware of the DOE ELL program choices. The Home Language Identification Survey is administered to new admits as they arrive throughout the year. Parent orientations are conducted as new admits arrive. All outreach information is distributed in various languages to assess/support the needs of ELL families. The parents are advised each school year that their child will be receiving ESL services by a continued entitlement letter, and these letters are distributed in the native language of the family.

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

Paste response to question here:

Prior to the NYSESLAT testing each year, the ELL coordinator and the testing coordinator review the following ATS reports to ensure that all ELLs are administered the NYSEALAT: RLER, RLAT, RADP, and the RETT. From these reports, a list of ELLs who will be tested is generated. Students are grouped and a testing schedule is created to ensure all students that need to be tested are tested. A letter informing the parents of the testing days is also sent home at that time. During the testing, there is follow-up each day to gather names of those students who were absent so they can be given a make-up when they return to school. Students must receive a proficient score on the NYSESLAT in order to exit the program.

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

Paste response to question here:

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions here:

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

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

Advanced students are assigned to monolingual classes

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

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

Paste response to questions here:

P. S. 150 follows the Commissioner's Regulation Part 154 to deliver ELL instruction. The Dual Language classes receive the required minutes of ESL instruction per week on English days (180 minutes of ESL for advanced and 180 minutes of ELA; 360 minutes of ESL for intermediate and beginners), according to their LAB-R or NYSESLAT scores. In our ESL classes the required minutes of ESL instruction per week is followed. A beginner or intermediate student receives 360 minutes per week, and an advanced student receives 180 minutes per week and 180 minutes of ELA. In monolingual classes, the ESL teachers push in and pull out students to give them their mandated time.

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

Paste response to question here:

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

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

In our TBE/DL program Science, Social Studies and Mathematics are delivered by the classroom teacher in both English and Spanish. We follow the alternating day model where one day all instruction is done in English and the next in Spanish and so forth. To this end all of our Dual Language teachers are licensed and proficient in Spanish. Materials for this program are also available, where possible, in both languages. Students who take the NYS exams are all tested in English and prepared in English as well. Students from our D/L program are eligible for our Project intervention program, ELL program and Saturday Academy. We have coordinated with our CFN 204's Shirley Rouse-Bey to come in throughout the year and provide professional development to our ESL and D/L teachers in ways to support second language acquisition and native language support. Some of the strategies used are Shades of Meaning, Visuals, and small group instruction.

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

Paste response to question here:

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

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

Paste response to question here:

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

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

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

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

Paste response to questions here:

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

Strategies to employ with newcomer students will be RTI services, differentiating instruction, small group instruction, after school and Saturday programs geared toward newcomer students, accelerated or explicit teaching of academic language, and native language support when available. Currently newcomers receive additional support during our extended day program as well as participating in our ELL Title III program. This group is working on a basic understanding of English language with a focus on academic vocabulary, listening and speaking skills. Lessons include audiotapes and visual presentations in addition to small group instruction so that students feel comfortable practicing with an unfamiliar language. This group is taught by a certified ESL teacher who helps students acquire English skills and cultural awareness in a more efficient and speedy manner.

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

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

Our plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is to encourage them to attend our after-school programs and to include them in all ELL activities. These students are still provided with ELL support although they no longer need to sit for the NYSESLAT. These students also continue to receive testing accommodations for two years.

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

Paste response to question here:

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

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

Paste response to question here:

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

Courses Taught in Languages Other than English 

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

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

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

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

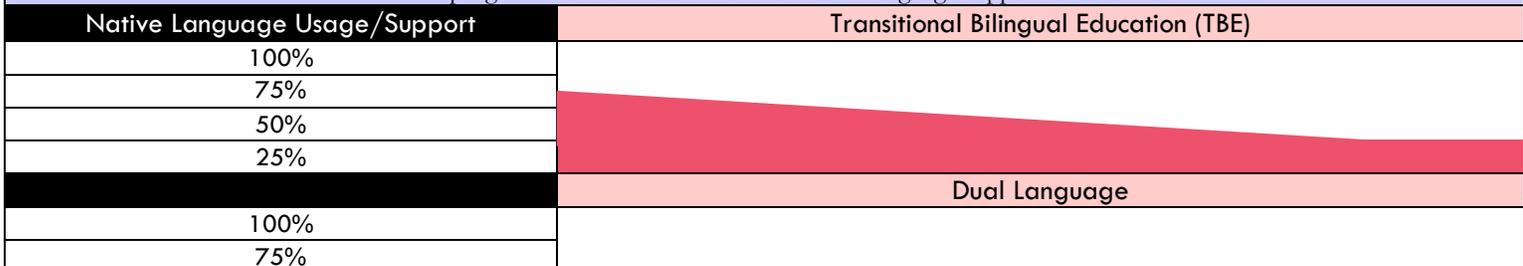
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our approach for helping ELLs on a daily basis includes, small-group instruction, assessment (including benchmark tests, and other forms of ongoing formative assessment), frequent teacher assessments to ensure that the instruction they receive is effective. It's important to also note that these students also participate in the i-Ready computer program, RTI, ESL After school programs - Project intervention, ELL Institute, and Saturday Academy.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
- We feel that our current program is effective in meeting the needs of our ELLs in both content and language development after looking at recent trends in our NYSESLAT scores. There has been an increase in the number of ELLs meeting the proficiency level each year over the past three years.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
- Programs are remaining consistent as we have had good results with the approaches we have taken as stated above.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here:
- All ELLs are given a letter to take home in their native language inviting them to attend the Title III after school program. Parents are encouraged to accept this invite. This program focuses on working with our ELLs to achieve fluency in all modalities of the NYSESLAT (reading, writing, speaking & listening). The program focuses on these four modalities and provides strategies for the students to assist them in their acquisition of English and help them on their state exams. We also provide a Saturday Academy, ELLs are also invited to this program, especially those ELLs who need further support and development in their reading, writing, and math skills. ELLs are also encouraged to stay for the extended day program that we offer. Letter are sent home to parents strongly encouraging students to attend.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Paste response to question here:
- K-2 Advance Writing Task
3-6 Performance Series (reading & math)
RTI Those ELLs receiving RtI are given additional instruction using the Fountas and Pinnell Leveled Learning Assessment System. Instruction is provided in a small group setting geared to our Tier 2 and 3 students.
i-Ready is used in grades K-6 and is a cross grade level assessment which combines a valid and reliable growth measure as well as individualized instruction. i-Ready assesses both reading and math. Teachers are given a clear plan of action to take. Students get explicit online instruction.
The book NYSESLAT and Beyond for our after school program This program includes each of the four modalities tested on the NYSESLAT and gives instruction as well as practice in each.
New York Ready Instructional Supplement In addition to the i-Ready these instructional supplements compliment the online component.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here:
- The Language Allocation Policy document will be used to guide instructional decisions as well as to modify and differentiate instruction for ELLs throughout the day and in our after-school programs. Appropriate leveled classroom libraries in English and native languages are available to support instruction. Presently, we are planning to build on the native language books available to students both in the classroom as well as the school library. Teachers in Dual Language and ESL programs use a balanced literacy approach while employing ESL strategies and methodologies such as Total Physical Response (TPR), use of visual aids, and the above mentioned appropriate leveled classroom libraries. Teachers throughout the grades use multiple assessments to determine where students need support. Running records, conference notes, data collection, and RTI grade level skills assessment charts are used consistently to monitor students' progress. Periodic interim assessments, and ELL interim assessment data is collected

after each administration and used for data driven instruction. An after school ESL program for ELLs is in effect to give extra support to students in the beginner to advanced stages. Project Intervention also gives extra support to more advanced ELLs, particularly those who are not exempt from state tests

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

Paste response to question here:

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

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

18. What language electives are offered to ELLs?

Paste response to question here:

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

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

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

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

C. Professional Development and Support for School Staff

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

Paste response to questions here:

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

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

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

D. Parental Involvement

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

Paste response to questions here:

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>P.S. 150-Q</u>		School DBN: <u>30Q150</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Parache	Principal		1/1/01
Ismael Perez	Assistant Principal		1/1/01
Geneva Pate	Parent Coordinator		1/1/01
Bruce Bird	ESL Teacher		1/1/01
	Parent		1/1/01
Margaret Suarez	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mark Lilakos	Coach		1/1/01
	Coach		1/1/01
Mark DeSillas	Guidance Counselor		1/1/01
Diane Foley	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q150 School Name: P.S. 150 Q

Cluster: 2 Network: CFN 204

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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