



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	23K150
School Name:	P.S. 150 CHRISTOPHER
Principal:	PAMELA BRADLEY MUCHERE

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS 150 School Number (DBN): 23K150
Grades Served: K-5
School Address: 364 Sackman Street
Phone Number: (718)495-7746 Fax: (718)922-3785
School Contact Person: Pamela Bradley Email Address: Pbradle2@schools.nyc.gov
Principal: Pamela Bradley
UFT Chapter Leader: Elizabeth Green
Parents' Association President: Parys Johnson*
SLT Chairperson: Parys Johnson*
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Pearl Moore
Student Representative(s):

District Information

District: 23 Superintendent: Mauriciere deGovia
Superintendent's Office Address: 1665 Saint Marks Ave.
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: (718)240-3677 Fax: (718)385-3768

Borough Field Support Center (BFSC)

BFSC: North Brooklyn Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: (718) 935-3954 Fax: 718 935-2382

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Pamela Bradley	*Principal or Designee	
Elizabeth Green	*UFT Chapter Leader or Designee	
Parys Johnson	*PA/PTA President or Designated Co-President	
Veronica Boney	DC 37 Representative (staff), if applicable	
Pearl Moore	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bisi Ideraabdullah (Imani House)	CBO Representative, if applicable	
Colleen Lisner	Member/Teacher	
Michelle Hamilton	Member/Parent	
Vivian Ninves	Member/Parent	
Paul D'Amore	Member/Teacher	
Stephanie Milton	Member/Parent	
	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. Missions Statement:

"At PS 150 we believe that it is our moral duty to ensure that every student is given the opportunity to succeed. Thus, our job is to nurture, inspire, and protect the students in our care. We believe that students learn best in nurturing apprenticeship relationships in which mutual respect and learning between students, staff, parents, and the community is valued. Our mission is to educate, guide, and empower our students to become productive members of society and the best individuals they can be."

Our Goal:

"To ensure that every student is College and Career ready."

Collaborations

- For the 2015-2016 school year PS 150, via the COMPASS grant, will partner with Imani House After School Program. This program will provide after school academic and recreational support to scholars enrolled in the program. The program will begin in July 2015 via a day camp.
- For the 2015-2016 school year PS 150 plans to continue our partnership with Brooklyn Arts Council via a CASA grant from City Councilwoman, Darlene Mealy.
- For the past two years PS 150 has worked collaboratively with the Brownsville Youth Association to provide a supplemental fitness program to our scholars.

Special Community Collaborations:

- Currently PS 150 is collaborating with Medgar Evers College's Cornerstone Seth Low After School Program. This program services a number of PS 150 scholars in grades K-5.
- PS 150 intends to work collaboratively with Medgar Evers College's Cornerstone Van Dyke After School Program. This program services a number of PS 150 scholars in grades K-5.
- PS 150 has also partnered with New York Psychotherapy Counseling Center. The center provides outside services to scholars and their families. They also provide professional development to staff and workshops to families.

2. Special Populations. PS 150 has 19 scholars who receive ESL services. The home languages of these scholars include: Arabic speakers, Chinese speakers and Spanish speakers. The school needs translation services for our Chinese and Arabic speakers since no one on staff speaks these languages.

3. Framework for Great School

- Although the data from the Framework for Great School's was limited on the most recent report due to a mishap with the teacher's surveys, the School Leadership Team recognizes that a key area of focus for the upcoming year will be building trust and respect where school staff, parents, students and administrators value each other.

In order to foster this work, the school will continue to work with a consultant with expertise on creating conversations around community building, leadership development and trust.

23K150 School Information Sheet

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> The school selected and implements the Ready Gen curriculum in ELA and the Go Math curriculum in math. Both programs are aligned to the Common Core Learning Standards. The school has developed ‘suggested’ lesson plan templates that includes sections for data-driven instruction and a listing of the CCLS the lesson targets. Teachers meet regularly (once a week) in teaching teams to plan, review and update lessons and units of study based on data derived from formative and summative assessments. Teachers create and use curriculum maps to ensure that the curricula is aligned to the Common Core Learning Standards (CCLS). School leaders and teachers work together to develop a comprehensive system for analyzing formative and summative assessments to drive guided instruction and move scholars toward meeting and exceeding the CCLS. Teachers develop a system to analyze units of studies to ensure that all scholars understand the skills and strategies that have been taught. Utilizing this collected data, teachers need to create lessons to support the skills that are necessary so that all scholars are successful. To ensure that the school provides every scholar the opportunity to be career and college ready, we need to develop the capacity to generate and consistently implement DOK level 3 and 4 questions through out all subject areas. 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 in order to support the improvement of student performance in ELA, 75% of the students in grade 3 will demonstrate a 28-point increase from the beginning of the year I-Ready diagnostic assessment to the end of the year I-Ready diagnostic assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The school will provide materials and workshops to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology to foster academic parental involvement.</p>	<p>Parents</p>	<p>Sept. 2015 - June 2015</p>	<p>Principal, Ass’t Principal, Parent Coordinator</p>
<p>The school will hire retired teachers (per diem or F-status) to provide small group AIS/Rtl services to targeted scholars. The teachers will use I-Ready as</p>	<p>Scholars who scored a high 2 or low 3 on the NYS Exam, Scholars who demonstrate a need for Rtl services based on BOY</p>	<p>Oct. 2015- May 2015</p>	<p>Principal</p>

the primary instructional tool.			
Rtl push-in/pull-out and extended day instruction for ELL students (minimum of twice a week)	ELL students	Sept. 2015 - June 2015	Principal, Ass't Principal, ELL Teacher
Use of I-Ready computer program supported by lessons plans generated from I-Ready and implemented by classroom, cluster (Technology), ELL teacher and SETSS teacher.	Lowest third	Sept. 2015 - June 2015	Teachers, Principal, Ass't Principal, Assistant Principal, Technology Teacher, ELL Teacher and SETSS Teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
I-Ready computer based Diagnostic and Instruction program
Classroom teachers
AIS (Academic Intervention Service Providers)
Professional Development provided by in-house staff
Scheduling- every class will access I-Ready program at least two periods a week

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress monitoring will occur in November, January, March, May-June
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> Attendance <ul style="list-style-type: none"> The school has established a system for monitoring student attendance however according to the Framework for Great Schools Report (2105), the school has a 31% absenteeism rate <ul style="list-style-type: none"> The school utilizes School Messenger to reach out to parents of students who are absent or late The school’s office Family Workers make daily calls to the homes of scholars who are absent Monthly meetings with the Attendance Teacher Social Emotional Programs and Support <ul style="list-style-type: none"> Although the school has developed a PBIS program, the school has been on the Persistently Dangerous list. During Spring 2015 the school established a PATH Kids program to support the social -emotional development of scholars through out the building During the Spring 2015 the school purchased Connect with Kids an online social emotional program. This program will go live in September 2015 and will be addressing the needs of our scholars at PS 150 Classroom teachers and administrators conduct Town Hall meetings to address social-emotional and behavior concerns on a daily bases. During the NYSED Safety Walkthrough: 		

- “Some staff indicated they have the skills to handle bullying harassment/discrimination however, more training is needed.”
- NYSED suggested that the school should “Continue to reinforce and build upon the bullying prevention programs and strategies to improve the effectiveness of bullying prevention, interventions and supports of all students affected.”
- Although students told the state interviewer that “I feel really safe in school,” 47% of scholars interviewed indicated that they don’t not feel accepted by their peers
 - The school has two RFA liaisons that do outreach to the parents and work with students on building character education and social-emotional issues that occur during the school year
 - Though out the year there have been parents workshops discussing bullying, summer slump and other emotional needs of our parents and students
- OORS Reporting/NYSED Safety Walkthrough Feedback
 - For the 2013-2014 school year the school entered 322 incidences

For the same period for the 2014-2015 school year the school reduced the incidences to 110 incidences

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the percentage of scholars listed as Chronically Absent on the Framework for Great Schools Report will decrease by 20%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Daily selection of PATH kid in each classroom</p>	<p>All Scholars (one scholar per class per day)</p>	<p>September 2015- June 2016</p>	<p>Classroom Teachers</p>
<p>Daily outreach to the parents of absent students</p>	<p>Scholars who are absent with a target of scholars who are chronically absent</p>	<p>September 2015 - June 2016</p>	<p>Office Family Workers</p>
<p>Town Hall Meetings to address social emotional concerns of scholars (meetings initiated by concerns presented by scholars (OORS incidences and concerns box))</p> <p>Concerns box in classroom and in office</p>	<p>All scholars</p>	<p>September 2015 -June 2016</p>	<p>Classroom Teachers and Administrators</p>

Monthly Parent Outreach meetings to Parents of scholars who identified as Chronically Absent	Scholars with less than 90% absenteeism for the 2014-2015 school year	Monthly from October 2015 - June 2016	Administrators
Parent-Teacher Workshops on SEL topics (i.e. Connect with Kids online program)	Parents and teachers	October January April	Administrators
Absentee Counseling (counselors will confer with students who are absent for more than 2 absences per month)	Students who are absent 2 or more days in a month	September 2015 - June 2016	Guidance Counselor and SAPIS
Monthly Attendance Awards (100% attendance and improvement)	Students who have 100% attendance and those listed as Chronically absent	October 2015- June 2016	PTA, Office Family Workers, PBIS team
Progress Chart Maintenance	Students absent more than 90% in the 2014-2105 school year	September 2015 - June 2016	Office Family Workers
FBA/BIP Development for Special Education students who incur infractions (OORS)	Special Needs Scholars who generate infractions (OORS)	September 2015 - June 2016	SBST, Guidance Counselor, PPT

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SBST Guidance Counselor Office Workers PBIS Team											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 the percentage of scholars listed as Chronically Absent on the Framework for Great Schools Report will decrease by 10%.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> In the Spring of 2015 Teacher teams worked with staff developers and updated curriculum maps for the upcoming year (math and ELA) While teacher teams work collectively on joint lesson planning, we recognize that lesson plans need to be more reflective of the individual needs of students in specific classes in order to better address the needs of all students (customization of lesson plans) While teachers effectively align lessons to CCLS, we recognized that a greater emphasis needs to be placed on creating multiple entry points for the various learners- especially for English Language Learners, students with IEPs and advanced learners. 		
<p>While the school regularly implements both formative and summative assessments, we need to work on using the data to revise lessons, create multiple entry points based on the data to better fostering student participation in their own learning. The school is working on developing a more student friendly rubrics that can be used as a teaching tools at the beginning of assignments.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, in order to strengthen inquiry based collaborations and increase opportunities for teacher leadership resulting in coherent and increased achievement for all students, 100% of classroom teachers and paraprofessionals will have served regularly on at least one bi-weekly school improvement team and will have served on at least one weekly inquiry/grade team as demonstrated by sign-in sheets, agendas and minutes maintained by team members.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Weekly Team Teacher meetings to analyze student work products and data.</p>	<p>Teachers and Paraprofessionals</p>	<p>2015-2016</p>	<p>Administrators, Teachers and paraprofessionals</p>
<p>Weekly School Improvement Team meetings.</p>	<p>Students and Staff</p>	<p>2015-2016 School Year</p>	<p>Administration/ Teachers</p>

Creation of school wide Community Practices	Students and Staff	Sept 2015	Administration
Hire a data coach to help teachers analyze data and support with creating and maintaining a data tracking system	Staff	2015-2016 School Year	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers											
Paraprofessionals											
Professional Development											
Schedule reflecting teacher team meetings,											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teacher teams will be able to demonstrate the impact of their data inquiry work as evidenced by adjusted lesson plans, unit plans, assignments and grades (results).
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strength</p> <ul style="list-style-type: none"> The school leader posts the school's goals and mission for the school community to see (lobby and hallways). The school leader ensures that teacher teams have common preparation periods at least 4 days a week The school leader distributes the school's goals to the entire school community via memos and letters to parents. 		
<p>Needs</p> <ul style="list-style-type: none"> The school leaders need to develop and adhere to an observation calendar that distributes observation evenly over the course of the school year. The school leaders need to conduct monthly meetings to analyze observation patterns as evidence in Advance reports. The school leaders then need to revise and develop professional learning opportunities to address the developmental needs of the staff. <p>The school leaders needs to monitor and support the work done during common planning periods and during teacher team work sessions</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers who were rated “Developing” in component 3b of the Danielson Framework will be rated “Effective” in this component.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will conduct monthly data analysis meetings with individual teachers.</p>	<p>Teaching staff</p>	<p>October 2015- June 2015</p>	<p>Administrators</p>
<p>On a monthly basis school leaders will analyze</p>	<p>Teaching Staff</p>	<p>October 2015 – June 2015</p>	<p>Administrators and Staff Developers</p>

observation data to determine common and individual areas in need of development.			
Consultants from Generation Ready will be hired to provide individual, job-embedded and small group support for teachers	Targeted Staff (needs based)	September 2015 –May 2014	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Generation Ready staff developers											
Emergent and Lead Teachers											
Common Planning and Professional Learning Time											
Lunch and Learns											
Data Consultant											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 at least 50% of teachers who received “Developing” in Danielson 3b during the 2014-2015 school year will have an “Effective” rating in component 3b of the Danielson Framework.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <ul style="list-style-type: none"> Parent breakfast and workshops are held monthly to engage parents in learning opportunities to support their children on the various literacy and math programs used by scholars. Open house held annually to introduce the parents to the teachers a school policy and learning expectations. Parent /Teacher conferences are held three times a year to inform parents of student progress and expectations. During these conferences student progress is presented to parents using data from formative assessments as well as summative assessment. <p>Due to personnel changes, during the 2014-2015 school year, progress reports were limited. This year 4 progress reports will be sent home midway through each marking period.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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 2016, the school will increase the monthly parents meetings and workshops from one a month to three per month. The school will increase the number of parents that attend the monthly workshops by 20% as evidenced by agendas and sign-in sheets.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The principal will conduct a monthly Parent-Principal workshop in addition to workshops conducted by the Parent Coordinator.</p>	<p>Parents and Guardians</p>	<p>September 2015 –June 2015</p>	<p>Principal, Parent Coordinator</p>
<p>Increase the number of parents who attend parent/teacher conferences and parent workshops by 20% as evidenced by agendas and attendance sheets.</p>	<p>Parents and Guardians</p>	<p>September 2015 –June 2015</p>	<p>Parent Coordinator</p>

The school will purchase DataCation/Skedula in order to increase communications with parents about their scholars' academic progress.	Parents and Guardians	August 2015	Principal
The school will purchase School Messenger in order to maintain communication with parents about events at the school.	Parents and Guardians	July 2015	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School Messenger - online automated call system											
DataCation- online grade keeping and parent outreach program											
Monthly Parent-Principal breakfast											
Monthly Parent Coordinator workshops											
Monthly PTA meetings											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2014 we will have conducted at least 10 parent sessions.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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)	<ul style="list-style-type: none"> Scholars not making progress on TC assessments <p>Scholars scoring 1.8-3.4 on NYS Exam</p>	I-Ready	<p>Small group pull out by retired teachers.</p> <p>Small group pull out and push in by SETSS teacher (as per space availability)</p> <p>Small group support by classroom teacher (intensive guided reading 3-4 per week)</p>	During the school Day by retired teachers, After school (Imani House),
Mathematics	Scholars scoring 1.8-3.4 on NYS Exam	I-Ready	<p>Small group pull out by retired teachers.</p> <p>Small group pull out and push in by SETSS teacher (as per space availability)</p>	During the school Day by retired teachers, After school (Imani House)
Science	<ul style="list-style-type: none"> Grade 4 	<p>Hands on work in science lab</p> <p>Test preparation material</p>	Small group push in	Saturday Academy
Social Studies	<ul style="list-style-type: none"> Scholars not making progress on TC assessments 	I-Ready	<p>Small group pull out by retired teachers.</p> <p>Small group pull out and push in by SETSS</p>	During the school Day by retired teachers, After school (Imani House),

	Scholars scoring 1.8-3.4 on NYS Exam		teacher (as per space availability) Small group support by classroom teacher (intensive guided reading 3-4 per week)	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> OORS incidences Students with FBA/BIPs	Connect with Kids	Small group and one on one support	During the school day At Lunch time

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
All teachers at PS 150 are highly qualified. To assist in our recruitment efforts we utilize New Teacher Finder, Open Market Candidates and recommendations from teaching staff. To support high quality professional development that ensures staff is highly qualified we hire outside consultants from Generation Ready (formally known as the AUSSIES), and PD offered by the Borough Field Support Center. We also send teachers to professional development sessions offered by the UFT and other outside agencies.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Each Monday classroom teachers, paraprofessionals and staff will attend Professional Development for 80 minutes. These training sessions which are conducted by the principal and staff developers/consultants. One of the many foci for the school year is "Improving the Quality (and Quantity) of Student Work Products." At the heart of these sessions is a study of CCLS, state exemplars, and performance tasks. During PD sessions and during grade team meetings, teacher teams analyze students work products and discuss lessons that need to be taught to improve the product. Teachers who exhibit difficulties are provided with job-embedded one-on-one staff development.
PD for Implementing the GoMath Program will be provided by NYCDOE, Pearson, and visiting staff developers.
PD for Reaching Special populations (Special Needs, ELL, AIS) will be provided by a administrators and via inter-visitations to schools both in the district and outside the district
Ongoing PD for Understanding the new Teacher Effectiveness and Development System will be provided by the Administrative Team, the MOSL team and Support Staff
Ongoing PD for implementing Ready Gen and Engage NY materials will be provided by Generation Ready staff developers.

Select teachers (Emergent Leaders) will attend PD offered by District 23. These teachers will turnkey information to the staff.

The principal and the assistant principal will attend PD offered by the district. They will turnkey the information to the staff.

PD for Establishing Positive Classroom Management and School Culture will be provided by the SBST, Connect with Kids (PD series) and administrators

Our teachers will attend weekly Professional Learning Community meetings on Mondays with a focus on improving the Quality and Quantity of student work. These PD sessions will be facilitated by staff members including Emergent Leaders (D23).

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

Our school works closely with our neighborhood daycare centers to provide inter-visitations for incoming pre-school students. Students from the Nat Azarow Day Care will hold their step up services at PS 150.

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.

Our school has a MOSL Team and Instructional Leadership Team (ILT) where the teachers review prerequisites for the implementation of and effectiveness of assessments. These teams evaluate student assessment results and work data to revise and modify lesson plans along with the reading program to address the needs of all students as diverse learners.

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	239,488.00	x	Section 5 Tenet 2, 3, 4, 5, 6
Title I School Improvement 1003(a)	Federal	N/a	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	76,549.00	x	Section 5 Tenet 3
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	1,189,576.00	x	Section 5 Tenet 2, 3, 4, 5, 6

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):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy 2015-2016

I. General Expectations

PS150 the Christopher Street School agrees to implement the following statutory requirements:

- o The school will put into effect operational programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o 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

- o 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

o 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:

o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that 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.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 150 The Christopher Street School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: discuss at leadership team meetings, PA Executive Board Meetings, PA Meetings.
2. PS 150 The Christopher Street School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: schedule a Quality Review, have SCEP training and planning sessions.
3. PS 150 The Christopher Street School 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: discussions at school leadership meetings, workshops on the interpretation and utilization of data, workshops on study skills and standardized testing.
4. PS 150 The Christopher Street School will coordinate and integrate Title I with parental involvement strategies under the following programs: Monthly Parent-Principal Breakfasts, Saturday Science Program, After-school and morning programs, tutorials, Title II, Reading/Math push in program, RtI services, Test preparation workshops in literacy and math.
5. PS 150 The Christopher Street School 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. Evaluations will be conducted through surveys that will be distributed to all parents through mailings and student handouts. Parent Coordinator along with the PA will be responsible for creating, distributing and collecting the surveys. Parental roles will be determined by the results of the survey. The survey will be collected by the homeroom

teachers and submitted to the leadership team. The leadership team members will compile the results into a table. Results will be discussed, a list of conclusions will be drawn and an action plan devised.

6. PS 150 The Christopher Street School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement.

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

i. the State's academic content standards

ii. the State's student academic achievement standards (Common Core Learning Standards-CCLS)

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: standardized test workshops, and parent teacher conferences

b. The school will provide materials and workshops to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster academic parental involvement.

c. P.S. 150 will educate school staff concerning the value and utility of contributions of parents as well as implement and utilize programs such as: DataCation and School Messenger to enable teachers and staff to reach out to, communicate and work with parents as equal partners.

d. The school will provide opportunities for learning how to implement and coordinate parent programs and build ties between parents and schools, by offering workshops to parents by the parent coordinator and various staff members (SBST, administrators and teachers).

e. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Saturday Academy Program, After-school and morning programs, tutorials, Title II D, Reading/Math pull-out/push-in program, RtI, Lunchtime help, Test preparation workshops in literacy and math, and conduct other activities, such as parent workshops and early morning ELL classes (Rosetta Stone), that encourage and support parents in more fully participating in the education of their children. This is done by communicating with the home through the school messenger, notices, phone calls and direct mailing.

f. The school will utilize the Translation Committee and the Parent Coordinator to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The school, in consultation with its parents, will build parents' capacity for involvement in the school and school system to better support their children's academic achievement, by integrating the following discretionary activities listed under section 1118(e) of the ESEA by:

- 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 in parental involvement activities for community-based organizations and businesses, including faith-based organizations;
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Meetings. This policy was revised and adopted by the PS 150 The Christopher Street School and will be in effect for the period 2013-2014 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2013.

1. School-Parent Compact –

PS 150 The Christopher Street School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2015-2016.

SCHOOL-PARENT COMPACT

The Christopher Street School and the parents of the students participating in activities, services, and programs funded by Title I of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2015-2016.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Christopher Street School (PS 150) will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
- *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Anthony Alvarado states, "How well the teachers are learning determines how well the students are learning." Our teachers will meet weekly with coaches and the administration to develop teaching skills and stay current on new standards.*
- *Teachers on each grade level/subject area will follow a curriculum map developed by appropriately licensed classroom teachers, using Common Core State Learning Standards (CCLS) as a guide.*
- *Teachers will create rigorous end of unit tasks that all students must complete to demonstrate independent mastery of the skills acquired.*
- *Teachers will use assessments as a guide to plan instruction according to their students' needs. Our students will be instructed within their "zone of proximal development."*
- *Teachers on each grade level/subject area will develop lesson plans to meet the needs of diverse learners by including differentiated activities/tasks appropriate for students' varied levels of learning.*
- *Teachers will include student-centered instruction that is aligned with curriculum maps, using Common Core Learning Standards (CCLS) as a guide.*
- *Teachers on each grade level will include the use of 'authentic texts' in ELA lesson plans to enhance and support students' learning.*
- *The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to laptop computers and computer based software, etc.*

- **Conduct parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

September 17, 2015 (Evening)

November 5, 2015 (Afternoon and evening)

March 3, 2016 (Afternoon and evening)

May 12, 2016 (Evening)

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

October 9

December 4

February 5

March 24

May 6

- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide report cards as follows:**

November 5 at Parent Teacher conference (1st marking period ends October 27)

December 23 Backpack home (2nd marking period ends on December 16)

March 3 at Parent Teacher conference (3rd marking period ends on February 24)

June 28 Backpack home the last day of school

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
- Tuesdays during Parent Outreach sessions (immediately after school)
- *Parents can request to see a teacher or an administrator either in writing or verbally by notifying the Parent Coordinator. The Parent Coordinator will notify the staff member and set a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*

Parent Responsibilities

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

- **Supporting my child’s learning by making education a priority in our home by:**
- *Ensuring that my child and I use the online programs provided by the school (MyOn, GoMath Academy, I-Ready, Think Central, Wowzwers)*
- *making sure my child is on time and prepared everyday for school;*
- *monitoring attendance;*
- *talking with my child about his/her school activities everyday;*
- *scheduling daily homework time;*
- *providing an environment conducive for study;*
- *making sure that homework is completed;*
- *monitoring the amount of television my children watch*

- **Participating, as appropriate, in decisions relating to my children’s education;**
- **Promoting positive use of my child’s extracurricular time;**
- **Ensuring that my child wears his/her uniform;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with my child every day;**
- **Providing my child with a library card;**
- **Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;**
 - **Supporting the school’s goals of Be Responsible, Be Respectful, Be Rewarded**
- **Respecting the cultural differences of others;**
- **Helping my child accept consequences for negative behavior;**
- **Being aware of and following the rules and regulations of the school and district;**
- **Supporting the school discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**
- **Log onto DataCation weekly to check child’s progress (Progress Reports). *Internet access will be made available through the Parent Coordinator.***

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: <u>PS 150: The Christopher School</u>	DBN: <u>23K150</u>
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: <u>20</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

Begin description here: _____ The rationale for professional development will be to aid the ESL teacher to receive support in pedagogical growth, understanding of the Common Core Standards, its alignment to instruction, and how instruction can be tailored to ELL students. As the ESL Teacher, Ms. Camacho, I will be receiving professional development in a form of monthly workshops for the school year 2014-2015. These will be provided by CFN 210: Patricia Tubridy and include the following but limited to; Vocabulary Instructional Strategies, Differentiation of Instruction, Data Analysis, Academic Language and Vocabulary Development, and Preparing for the NYSELAT. The form of documentation that will be kept is a sign-in sheet with signature, time, and date of the workshop.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>0</u>	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>0</u>	_____
Educational Software (Object Code 199)	<u>0</u>	_____
Travel	<u>0</u>	_____
Other	<u>0</u>	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 150
School Name PS 150		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Pamela Bradley	Assistant Principal Amy Bardales
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Winter Clark	School Counselor Tracy Adams
Teacher/Subject Area Tammie Stephens	Parent type here
Teacher/Subject Area Colleen Lisner	Parent Coordinator Shaquila Bruno
Related-Service Provider Rachel Riley-Banks	Borough Field Support Center Staff Member type here
Superintendent M. deGovia	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	191	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	6
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	13	0	4	4		1	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

**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	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0
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Freestanding English as a New 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		1	4	1	3	7	1							0
Chinese				1										0
Russian														0
Bengali														0
Urdu														0
Arabic				1										0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	1		1										0
Emerging (Low Intermediate)					2									0
Transitioning (High Intermediate)		1		1	3									0
Expanding (Advanced)		2		2	2	1								0
Commanding (Proficient)			2											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1											0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - At PS 150 we administer the TCRWP, Dolch Word List and I-Ready Diagnostics to assess the early literacy skills of our ELL's. These assessments gives us insights about the grade level they are reading on and helps us set incremental goals for each scholars. The running records and I-Ready helps us track whether the scholar is making progress over time. We also use the NYSITELL as an assessment tool to measure the English language proficiency of our ELLs. This data provides insight to their command of the English language so that we can determine the best way to create a learning environment that will support and advance their language acquisition process. We also administer the NYSESLAT once a year, which provides us with an overview to our ELLs progress with the English language in the areas of reading, writing, listening and speaking.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? In terms of NYSITELL results, the data patterns in performance levels reveal that overall speaking, reading and listening are at medium to high levels whereas writing levels are consistently low. This has been evident in classwork as well.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

ELL Periodic Assessments

ELL Periodic Assessments assess ELLs' in 3 of the 4 ELL modalities-listening, reading, and writing. Speaking is not included. We use these assessments to predict the probability of ELLs NYSESLAT outcome. We do not use ELL periodic Assessment as a future predictor by itself.

Rather, we use it in conjunction with the past NYSESLAT scores. There is a relationship between past NYSESLAT and ELL Periodic Assessment Scores and what ELLs achieve in the future NYSESLAT.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The data gathered from the NYSESLAT and completed assignments is immensely helpful in planning instruction for the year using RtI framework for grades K-5. Through familiarizing ourselves with the ELLs native language and culture we can use the ELLs schemata to engage them with new material and make lessons meaningful, focusing on language and literacy throughout the curriculum across content areas. Scholars who are not making progress receive initial RtI support from classroom teachers who increase small group focused work for these scholars. RtI services are also provided by the SETSS teacher, Speech teacher and retired teachers who target scholars via small group instruction utilizing lessons from I-Ready.

6. How do you make sure that a student's new language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions through the development of lessons and creation of assessments.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
I evaluate the success of my programs for ELLs with the results that are provided through assessment and performance.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When new students are enrolled into school, we ask the parents to complete the HLIS (Home Language Identification Survey) through an interview with the ENL teacher. The interview is performed in English and forms are available in both English and Spanish. Following the completion of the HLIS, the NYSITELL is administered to any students that are determined to speak a language other than English. After the test is taken, parents are notified by through Parent Survey and Program Selection Forms so that they can choose the ENL program of their choice for their child; our school offers Freestanding ENL. After the choice for Freestanding ENL is made, the parent receives an Entitlement Letter for their child and the ELL student is placed into an ENL class that is appropriate for their language proficiency and grade level.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here:

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here:

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL Teacher gathers the assessment data from the NYSITELL to determine which students are eligible for ENL services. Entitlement Letters are procured from the NYC DOE website, filled in with both the student's and the teacher's names, a copy is saved for compliance records, and the original is given to the office for mailing.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

If a parent requests the Re-Identification of an ELL within 45 days of enrollment, the school must review all documents related to the identification of the student and may administer the NYSITELL if it wasn't used previously in the identification process. The school must also consult with the parent or guardian of the child.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

For students that are identified as ELLs, the parents are notified with a survey and program selection form. This form allows them to select the program that they feel would best suit their child's language needs. This action is taken immediately following after the NYSITELL is administered, within the first 10 days of enrollment.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents of newly enrolled ELLs are invited to a parent orientation where they can view the Parent Orientation video; afterwards, the Parent Survey and Program Selection forms are distributed. The parent are informed that they must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We document and make attempts to gather initial parent selection preference; these attempts are documented and maintained using existing school procedures.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL Teacher generates the parent notification forms and coordinates with the Main Office for distribution.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL Teacher maintains binders that contain completed ELL documents: Parent Survey, Program Selection forms, copies of the Home Language Identification Surveys, entitlement and non-entitlement letters.
11. 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.
We send letters to parents in their home language to inform them of the mandated NYSESLAT tests. Next, we schedule the days and time for the tests. We also determine who the administrators are, making sure that the categories of people who are prevented from administering the tests are kept out. When the tests arrive in the building, we take the inventories and lock it up in the vault. Test administrators are trained on how to administer and score the speaking test. All administrators must be familiar the direction of each section of the test. We administer each section of the test on a daily basis. The tests are taken from the vault and returned there daily. We take attendance of students who are tested in each section each day and we admister a make-up test to students that miss any section of the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL Teacher generates the continued entitlement and transitional support parent notification letters and coordinates with the Main Office for distribution.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
We found that 90% of the parents have chosen the Free Standing ESL programs for their children. Students have benefitted from this program as indicated by the NYSESLAT results. Our program is the Freestanding ENL. Parents who chose the Transitional Bilingual program or the Dual Language program have rejected options to transfer their children to other schools where these programs are offered. At this point, we do not have as many students on grade level to open a Transitional Bilingual or Dual Language program. We monitor our ELLs population for any shift that would require opening up TBE or Dual Language classrooms. However, when parents reject transfer, we provide the students with ENL services.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - a. Freestanding ENL program instruction for ELLs is provided in a pull-out heterogeneous setting; students are organized into small groups according to grade and proficiency level. No more than two grades and/or two levels are placed together at a time.
 - b. TBE program. *If applicable.*
 - b. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering and Emerging groups meet 8x a week for 360 minutes of ENL instruction and Transitioning and Expanding groups meet 4x a week for 180 minutes of ENL instruction, as per the mandate for each proficiency level. In addition, Commanding students receive one unit of ENL a week. The language of instruction in the content areas is English, and teachers utilize ESL methodologies during instruction to facilitate students' academic content learning. The homogeneous grouping of ELLs according to grade level and proficiency levels makes it possible for us to fulfill the mandated minutes of instructional service per student per week.
3. Describe how core content is delivered in each program model. 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.

Core content is delivered using differentiated instruction, scaffolding techniques and RtI framework, keeping Common Core Learning Standards as a guideline for framework.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four areas of English acquisition over the course of the year through coursework and activities designed to support and challenge their language acquisition skills.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Instructional differentiation

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

Newcomer ELLs

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

Developing ELLs

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

Long Term ELLs

Use variety of questioning techniques to expand student thinking.

Use of home language strategies to support English learning.

Chart

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

Former ELLs up to two years exiting ELL status

We will engage long-term ELLs with high-interest activities and texts. We will use native language materials to support English language learning. We will ask open-ended questions that expand students thinking. Students will do peer assessing to compare thinking and to build knowledge.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
Between 6 and 12 months from the date of the superintendent’s notification to the principal, parent, guardian, and/or student, the principal, must review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The principal will then consult with a qualified staff member in the school, the parent/guardian, and the student.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers of ELL-SWDs use visuals, scaffolding and differentiation techniques in accordance with the students' IEP to provide access to academic content areas and accelerate English language development. We use ELL strategies and available materials (including bilingual texts) for ELLs instruction.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Student centered curricular and instruction at PS 150 sets high expectation for ELL-SWDs. Instruction and curricular are not watered down for these students, rather they achieve English-Only and general population students' goals from routes that are accessible to them. We use ELL strategies and available materials (including bilingual texts) for ELLs instruction. We follow students' IEP goals, and we group students for meaningful productive outcomes. Groups are small with interactive instructional activities.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

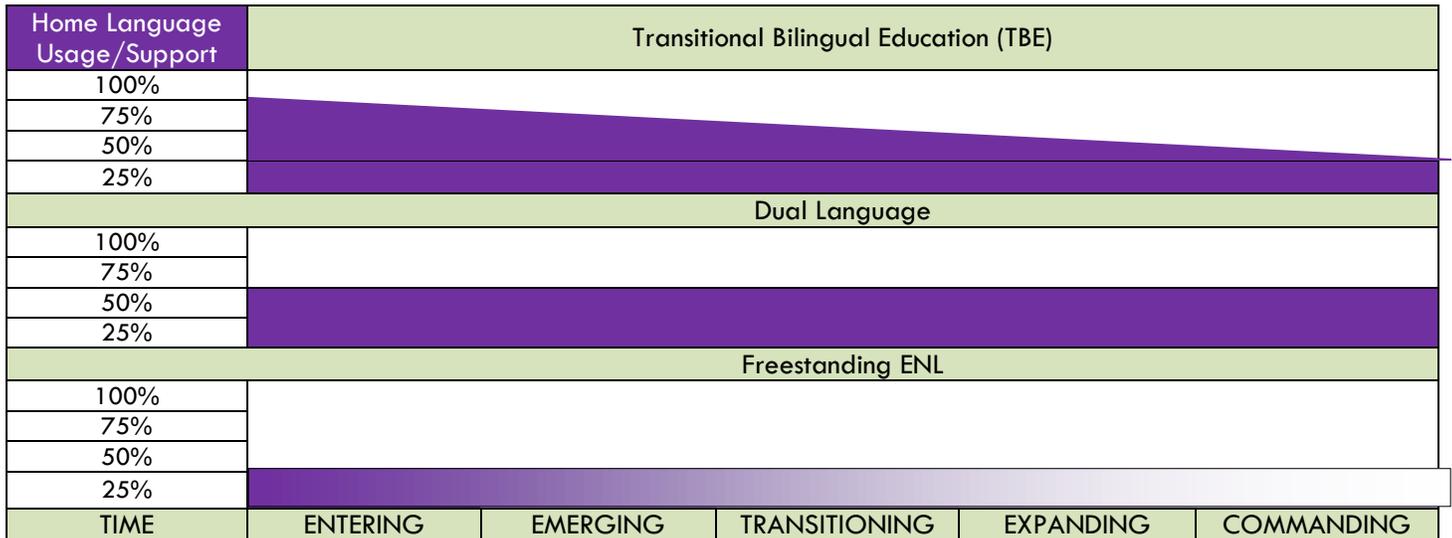


*Note: “other approved services” does not apply to New York City at this time.

Chart
Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs**
- Our entering ELLs, across linguistic spectrum have difficulties with academic language, reading and writing. The Cognitive Academic Language Learning Approach (CALLA) has been used to teach content at PS 150 in both the push-in and pull-out models. The purpose of CALLA is to focus on the content being studied, then select the academic language, and the learning strategies to be taught. ELLs are motivated to learn the language that represents the ideas of the content. Instructional scaffolding and a lot of activities that rely on students' prior knowledge are utilized during the initial stage of the program until students attain English proficiency. As students acquire academic language, they develop a repertoire of language that can be read and written, in addition to scaffolding instruction. Thus, CALLA helps ELLs in three ways: learn content, acquire academic language, and enhance learning strategies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Making Meaning, ReadyGen are programs lend themselves to authentic texts, student inquiry and voice. ELLs are empowered to construct meanings from the authentic texts during share-outs. Students use authentic language for expression, and they build on the knowledge of their peers. ELLs develop quantity and quality authentic writing as a response to the texts that they read. During share-outs, students develop listening, speaking, and the necessary sociolinguistic skills necessary for second language learning.
12. What new programs or improvements will be considered for the upcoming school year?
- A multifaceted, interactive program for ELLs that utilizes text, independent and guided reading as well as video for enrichment.
13. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at PS 150 are represented in all the school curricula and extracurricula activities. ELLs, including those with special needs, have access to all the subjects in the school, which include, language arts, math, social studies, science, computer technology, and French. In addition, the push-in aspect of the ESL services provides the ELLs an opportunity to same access to curriculum and instruction as the English-only students. Thus, ELLs may achieve the same goal as the English-only students. ELLs at our school have access to intervention services of counseling and career goal. Parents of ELLs are invited to participate in conferences of concern to their children through translated notices and interpreters. As a result, we have ELLs in after-school programs and are able to attend field trips.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Bilingual and Dual Language library
Computers, Smartboard
Making Meaning
ReadyGen
TCRWP
REACH program by National Geographic
Language Power
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Home language support is delivered at PS 150 by encouraging ELLs to explore and utilize their native language and culture as background knowledge. Research shows that a wealth of knowledge in native language and culture can support second language learning. For this reason, we have materials in students' language for their enjoyment, for use in response to literature, and for content area learning. ELLs have access to dictionaries in their languages.
- Native language support**
- At PS 150, we encourage ELLs to explore and utilize their native language and culture as background knowledge. Research shows that a wealth of knowledge in native language and culture can support second language learning. For this reason, we have materials in students' language for their enjoyment, for use in response to literature, and for content area learning. ELLs have access to dictionaries in their languages. If certain ELLs require the services of a bilingual para, we will provide it.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Our bilingual and dual language books are age appropriate with varying difficulty levels. Our leveled books run from A-Z.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- Assist with paperwork if needed and arrange for interpreter if needed, review Home Language Survey for updates, access exam history for understanding of ELL eligibility or program placement, update classroom teachers of their incoming new ELLs.

19. What language electives are offered to ELLs?

Paste response to question here:

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL 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?
The school offers instructional and professional developments (ID/PD) in ELL. ID/PDs will focus on teachers and paraprofessional roles, instructional delivery for ELLs, instructional and assessment equity for ELLs, cultural responsive teaching, and the goal of creating ELLs who will be self-directed learners. In order to support the pedagogical personnel with ELLs' transition from elementary to middle and high schools, teachers of graduating ELLs at the advanced and transitional levels are considered for more indepth English learning. They will utilize text and technology based programs. Also, pedagogical staff dealing with ELLs at the beginning and intermediate levels of proficiency are trained to teach ELLs the subject content that is available to English-only students, with modified language or difficulty level. Teachers and paraprofessional receive mandatory trainings in ENL methodologies and assessment tool for ELLs. The ELL teacher will use some school professional days to discuss relevant ELL topic with the staff.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ENL teacher attends PD workshops throughout the year to support and enhance ELL-specific professional skills and to stay on-trend with the latest ENL field developments.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here:

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

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

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

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

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

After reviewing the Parent Survey and Program selection forms for the past few years, we have noticed at our school that about 90% of our parents have chosen the Free Standing ESL program, the rest 20% have transferred to the Transitional Bilingual program. Because of this parental choice, our school has aligned our program to the parents' choice of ESL. Also, our parental involvement has enabled us to focus on students who need extra help with homework because parents are unable to help them due to their limited English proficiency. Through our involvement with parents, we advise them of the danger of formal education interruption (SIFE), and data shows that most of our parents have chosen to keep their children in school, rather than move them back and forth in and out of the country. PS 150 also partners with Imani House, a non-profit organization with a focus on the development of literacy.

D. Additional Information

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

School Name: PS 150

School DBN: 23K150

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Bradley	Principal		9/18/15
Amy Bardales	Assistant Principal		9/18/15
Shaquila Bruno	Parent Coordinator		9/18/15
Winter Clark	ENL/Bilingual Teacher		9/18/15
	Parent		9/18/15
Tammie Stephens/GE	Teacher/Subject Area		9/18/15
Colleen Lisner/SpEd	Teacher/Subject Area		9/18/15
	Coach		9/18/15
	Coach		1/1/01
Tracy Adams	School Counselor		9/18/15
Mauriciere deGovia	Superintendent		9/18/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23K150** School Name: **PS 150**
Superintendent: **M. deGovia**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The HLIS (Home Language Identification Survey) and Student Emergency Contact Cards are both used to determine the language preference of the parent community for written and oral communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents preferred languages for written and oral communication include: Spanish, Chinese, and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Survey Forms, Entitlement and Continued Entitlement Letters, newsletters, cell phone policy, Parent Handbook, monthly parent calendars

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The school will conduct 4 Parent-Teacher Conferences. The school will conduct monthly parent workshops and monthly Principal-Parent workshops. Informal parent meetings take place in the morning during our school-wide Town Hall Meetings and after school at dismissal.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

To meet the identified translation needs of our Spanish speaking parents, the school will utilize Spanish speaking staff members to provide written translations. We also utilize select bi-lingual parents to translate written documents. For parents who speak another language other than Spanish, the school's office workers or the Parent Coordinator contacts the Translation and Interpretation Unit. Google translate is utilized when translating documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

To meet the identified translation needs of our Spanish speaking parents, the school will utilize Spanish speaking staff members to provide oral translations. We also utilize select bi-lingual parents to translate. For parents who speak another language other than Spanish, the school's office workers or the Parent Coordinator contacts the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The LAC and principal will conduct staff workshops in order to ensure that staff members are aware of how to use translation services and over the phone service.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A welcome poster in multiple language is posted in the lobby. We also post and distribute Parent's Guides to Language Access in the main lobby.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent coordinator will create a survey and survey parents twice a year (Fall and Spring) about the quality and availability of services.