

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q050

School Name:

P.S. 050 TALFOURD LAWN ELEMENTARY SCHOOL

Principal:

RINA MANJARREZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 50 Talfourdlawn School Number (DBN): 28Q050
PK-5
Grades Served: _____
School Address: 143-26 101 Avenue
718-526-5336 718-526-7261
Phone Number: _____ Fax: _____
School Contact Person: Rina Manjarrez Email Address: rmanjarrez@schools.nyc.gov
Principal: Rina Manjarrez
Angela Morgan
UFT Chapter Leader: _____
Xiomara Prawl
Parents' Association President: _____
Edith Stephens
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Alicia Harris
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
82-01 Rockaway Blvd. Queens NY 11416
Director's Office Address: _____
mwilks@schools.nyc.gov
Director's Email Address: _____

Phone Number: 917-520-6743

Fax: 718-281-3509

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Rina Manjarrez	*Principal or Designee	
Angela Morgan	*UFT Chapter Leader or Designee	
Xiomara Prawl	*PA/PTA President or Designated Co-President	
Edith Stephens	DC 37 Representative (staff), if applicable	
	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>	
	CBO Representative, if applicable	
Tonnie Robinson	Member/Teacher	
RainaMenter	Member/ Teacher	
Jennifer DeBlasie	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tamika Johnson	Member/ Parent	
Marlon Wilson	Member/ Parent	
Delores Spence	Member/ Parent	
Alicia Harris	Member/ Parent	
Blanca Cruz	Member/ Parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

PS50 is located in the South Jamaica neighborhood of Community School District 28, borough of Queens, New York. PS 50 is a racial and an ethnic mix of cultural diversity. A Principal and 2 Assistant Principals head a faculty which consists of 2 Coaches, 53 teachers 16 educational assistants, 9 school aides, 1 guidance counselor, a 3 day a week social worker, a 4 day a week school psychologist , 2 security officers, 2 full time secretaries, 1 Family Assistant, 1 nurse, 1 head custodian, 2 custodians and 6 kitchen workers. Our school encompasses Pre-K – Grade 5. We serve approximately 806 students, 15% are English Language Learners and 19% are Special Education students. We have one collaborative team teaching class on grades K-3, and two on grade four and grade five. We have four 12:1:1 special education classes comprised Kindergarten to fifth grade students.

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

Our goal at PS 50 is to create a collaborative environment with all stakeholders- staff, parents and students in which we prepared students for the demands of the 21st century and for college and career readiness.

We use research based pedagogy and programs in order to provide students instruction that will allow them to achieve at high levels. We analyze data for trends and patterns and look for gaps in what students know and are able to do and the demands of the common core.

Our greatest accomplishments include:

Our greatest strengths on our Quality Review Report 2014-15 was a well developed for Quality Indicator 1.1 in Curriculum. All curricula is aligned to Common Core Learning Standards and strategically integrate instructional shifts. Higher order thinking skills are consistently emphasized for all learners across grades and content areas. This accomplishment aligns to the Framework for Great Schools, rigorous instruction.

Key area of Focus for this school year:

Based on our Quality Review Report 2014-2015 we chose to focus and develop on 2.2 Assessment to ensure assessment is ongoing, common core aligned and utilized as a tool for adjust instructional decisions.

Instructional Focus for 2015-2016 school year:

Ensuring that students are fully aware of the criteria and performance standards by which there work will be evaluated, actively and systematically eliciting diagnostic information from individual students about their understanding of a topic, providing students with timely and consistently high quality feedback that they can use in their learning and providing students with the opportunity and tools to self assess and monitor progress are all essential to the assessment loop.

We will continue to refine and reflect on our 2014-2015 school year Instructional Focus on the Close reading of complex texts. Educators will use complex texts and complex multi-step math problems to develop close reading skills and

understanding of math concepts with their students, enabling students to access and make meaning of content and demonstrate in writing and speaking evidentiary arguments as well as their understanding of math concepts.

Socially Emotional Responsive Practice to Support Student Learning and Growth

To create a supportive Environment to align with The Framework for Great Schools we have implemented and formed collaboration with the Ackerman Institute, Competent Kids Caring Community to foster an environment where students feel safe and supported.

- PS 50 applied for a grant through the Ackerman Institute with CKCC: Competent Kids Caring Community. We were awarded a partial grant and will be funding part of the cost. Our goal is create a caring, respectful, responsible and safe community.
- Social Emotional Learning, process for helping children develop the fundamental skills for life effectiveness. Teaches will learn and teach the skills we all need to handle ourselves, our relationships, and our work effectively and ethically.
- Our collaboration with CKCC will provide us with a school wide common language, a developmentally organized curriculum and support coaches from the Ackerman Institute.
- This structure will ensure that systems are in place so that each student is known by at least one staff member in order to support students socially and emotionally so that they can be afforded opportunities to achieve at their highest levels, preparing them for college and career readiness and life as a responsible citizen.

Special Populations:

Our special education team is committed to creating flexible programs that expose students to the least restrictive environment as much as possible, maximizing their time in the general education setting. Frequent team meetings allow team members to collaborate in creating program options that are specific to student needs, as opposed to more traditional full-day placement options. School wide professional development regarding reform, writing of quality IEP's and ensuring Least Restrictive Environment (LRE) will be offered ongoing throughout the year.

English Language Learners (ELLs) are clustered in one or two classes per grade. Former ELLs who need extra language support are placed in those classes as well. ELLs participate in Extended Day classes taught by English as Second Language (ESL) teachers. These students are grouped based on English Language proficiency levels and across grades. At-risk ELLs are identified by analysis of the Annual Measurable Achievement Objectives (AMAO) reports and ELL Periodic Assessments as well as formal and informal assessments and observations in collaboration among classroom teachers, ESL teachers and Response to Intervention/ Pupil Personnel Team (RTI/PPT) teams. Flexible in school programming is provided to ensure that student's individual needs are met. Title III money is used for an after school program to continue the support.

Our Curriculum:

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

English Language Arts (ELA):

- Create a balance in ELA of informational units and literary units. (TC Overview for Reading and Writing for K-5)
- Our Teachers College (TC) Staff Developer will study assessment and instruction across grades K-5.
- Scheduled (Professional Learning Community (PLC's) on a variety of topics that addressed ELA Shifts such as text complexity, Read Aloud and Navigating Engage NY for Rigorous Tasks
- Teachers partake in common planning and Professional Learning Community (PLC) as teams in order to Design Coherent Instruction and Assessment.
- In the 2014-2015 school year, we implemented the Foundations Program in Kindergarten and First Grade. In this school year, we will be implementing Foundations in 2nd Grade and Just Words in Third Grade. We will continue

to use Wilson as needed for our students in grades 3-5, including but not limited to, ELL's and Students with Individualized Education Plans (IEP's).

- Our lower grade 12:1:1 classrooms are designing Literacy and Math Stations to engage their students. Our upper grade 12:1:1 classes will use Leveled Literacy Intervention, Close Reading, Thinking Maps, Just Words and Wilson.

Writing

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

Teachers are asking higher order thinking questions and requiring critical thinking by their students. It is no longer just about the "right answer" or information that can be lifted from text. Teachers have moved beyond skills based teaching. Rubrics and student checklists make the criteria clear to students and enable them to engage in self-assessment. Teachers can use rubrics to provide students with specific and timely feedback in order to advance their learning. Formal and informal observations allow the administrators to observe these practices in action. Additionally, the curriculum maps developed with the instructional coaches illustrate this shift in instruction.

Math:

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

Common Planning:

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

Some examples of Common Planning Activities are:

- Teachers meet with coaches and administrators to prepare a Unit Overview and Common Core aligned assessments across grades.
- Teachers choose Close Reading Texts together. They read and analyze the text to come look for patterns and come up with an agreed upon Central Idea and Author's Purpose. Teachers write multiple choice questions and short response questions together. For example in the classroom on the bulletin boards you will short response questions that students answered after engaging in Close Reading.
- Plan complex math problems/tasks in order to have students practice skills and deepen conceptual understanding. For example, in the classroom you will see math tasks on the bulletin boards. In order for all students to access the content a graphic organizer (UPSC) and or the six step problem solving.
- Review monthly unit plan in Math Teacher's Guide to make adjustments to individual lessons.
- Grades 3-5 teachers plan social studies centers and mini lectures for social studies and align to Scope and Sequence as well as ELA Units (*For example, in grades 4-5 students partake in a Historical Fiction Unit of Study in*

- *K-2 Teachers Plan Science units with FOSS Kits and align to Scope and Sequence as well as ELA Units. For example, K-2 Use the Scope and Sequence and the Houghton Mifflin Social Studies Series teachers plan units of study.*

Teacher Effectiveness

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

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

Collaboration with Community Organizations:

Outside organizations are invited to come into P.S. 50 and expose them to different community resources Agencies from immigration, Health Plus/AmeriGroup, Queens Guidance Center, Dress for Success Adult Continuing Education and many more take part in educating our families.

Every year, the Parent Coordinator applies for Literacy without Walls Early Childhood Program. We provide our Pre-K and Kindergarten families with a Cool Culture Card that allows up to 5 people free admission to cultural institutions. This allows our families to expose their children to the arts at an early age.

28Q050 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	795	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.7%	% Attendance Rate		92.6%
% Free Lunch	86.8%	% Reduced Lunch		6.1%
% Limited English Proficient	14.2%	% Students with Disabilities		18.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	13.6%	% Black or African American		25.8%
% Hispanic or Latino	40.3%	% Asian or Native Hawaiian/Pacific Islander		17.7%
% White	2.2%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.92	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	25.3%	Mathematics Performance at levels 3 & 4		44.2%
Science Performance at levels 3 & 4 (4th Grade)	88.8%	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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	YES	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	YES	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (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	YES			
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

P.S. 50 received a well developed in area 1.1 Design engaging, rigorous, and coherent curricula, in all subject areas on the 2014-2015 school year. P.S. 50 moved from developing to proficient in area 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products and area 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Also, an area of focus according to this quality review was research-based, effective instruction that yields high quality student work. Our student progress based on 2012-13 progress report in ELA was 62%. Since this time we have implemented the Common Core Learning Standards and Instructional Shifts in both ELA and math and NYS has fully aligned both state exams with the CCLS. According to the School Quality Snapshot 2013-2014, only 25% of the students in grades 3-5 met the state standards in ELA with an average score of 2.5 out of 4.5. In the School Quality Snapshot, only 44% of students in grades 3-5 met the state standards in Math which is higher than the city average of 39% and the same as the district average.

Part 2 – Annual Goal

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

By June 2016, there will be a 3% increase in the number of students in grades 3-5 reaching at or above proficiency as evidenced on the NYS ELA exam results.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Weekly Common Planning- Circular 6 Teachers on a grade will meet weekly to plan out units of study to ensure that grades are aligned and meeting the CCLS	Teachers/Coaches	September 2015- June 2016	Administrators, teachers, coaches
Weekly PLC Professional Development Close reading of complex texts, student engagement, understanding complex questions, citing evidence from text, measuring complex texts, analysis of text complexities, planning for teaching complex texts with support, accountability during read aloud and independent reading, using IRAs to measure accountability	Teachers/Coaches	September 2015- June 2016	Administrators, teachers, coaches
AIS programs and structures to support all students below grades level during the school day. Utilizing programs such as Leveled Literacy Intervention, Wilson and Foundations. Depending on area of need small groups of students will be grouped together to improve reading skills	Students in K-5 that are in need of academic interventions services	September 2015- June 2016	Administrators, teachers, coaches, RTI specialty teachers
Parent Workshops – Saturday test workshops, Tuesday parent engagement workshops and meetings, coffee and conversation, curriculum night in September, open school week in November	Parents	September 2015- June 2016	Administrators, Coaches, teachers, Parent Coordinator,

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.
Complex texts/Exemplar texts from CCSS Appendix B

Use of Smart board document camera

Common grade preps during the week

Leveled Literacy Intervention

Just Words for 3rd grades

Running Records Kits

MOSL Writing Assessment

School-made K-2 midyear writing assessment

Grades 3-5 Baseline ELA Assessment

Grades 3-5 Midyear Sample ELA Assessment

AIS providers

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

Time for grades to meet with TC Staff Developer

TC Staff Developer

2 Literacy/Math Coaches

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

Part 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	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

In grades 4-5, teachers will administer a beginning of the year simulated ELA assessment and then again in January. We expect to see that 60% of students make a 2% increase on these tests. In grades K-3, a TC Running Record Assessment was given in September as a baseline level. The students are assessed 5 times a year with a running record assessment and the January measure will be used to monitor progress we expect to see 60% of students making appropriate progress based on the level they started with. We expect to see in Kindergarten 60% of all students reading at a level B. In grades 1 and 2 we expect to see 60% of the students move at least 2 reading levels; In third grade we expect to see 60% of students to increase at least one reading level.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Looking at the School Quality Guide for 2013-14 in the area of School Culture we were meeting or above city average in all areas with the exception for maintaining order and discipline at our school which was only 45%. Our school is in need of a Positive Behavior Expectations initiative as well as a Social Emotional curriculum which will give our students the necessary skills needed to succeed academically.

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

By June 2016, there will be an increase of 3% on the 2015-16 NYC School Survey in the category of Supportive Environment as measured by the area of School Environment, Safety and Respect for a Supportive Environment.

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 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?</p>
<p>Implementation of the CKCC curriculum school wide by all staff members. All staff members will be trained in the proper implementation by September 2015 to roll out the program on Monday October 5, 2015. To ensure success all teachers will participate in a grade appropriate weekly lesson every Monday</p>	<p>Teachers, Students, Parents</p>	<p>September 2015- June 2016</p>	<p>CKCC teacher Facilitator, Administrators, guidance counselor, SBST team members</p>

morning. A full time cluster teacher position, who will also act as a school facilitator, will be created to support the initiative and engage students in role playing activities. The school will be supported with a coach from CKCC to support teachers and parents monthly.			
PLC will give teachers the opportunity to work together in the following areas; planning and aligning social emotional practices, effective behavior management techniques, school wide positive behavioral expectations and creating a character education plan. School facilitator will meet regularly with grade team leaders to ensure coherence and proper successful implementation.	Teachers, Students	September 2015- June 2016	Teachers, CKCC teacher facilitator, Administrators, guidance counselor, SBST team members
School Wide Activities and assembly programs will be planned with the school facilitator, the CKCC coach, teachers, parent representatives, and student council members, implement activities to promote discipline, respect and safety across all constituencies – including ELLs and SWDs.	Teachers, Students, parents	September 2015- June 2016	CKCC teacher facilitator, Administrators, guidance counselor, SBST team members
Trust – teachers, students and parents will be involved in decision making as it relates to social emotional supports, respect and safety. All protocols and procedures will be given out and explained.	Teachers, Students, Parents	September 2015- June 2016	Teachers, CKCC teacher facilitator, Administrators, guidance counselor, SBST team members

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.										
OTPS for assembly programs										
Scheduled meeting times for Committee members										
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	Title II, Part A	X	Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
Students will be given a pre assessment CKCC survey at the beginning and the end of the year to determine the effectiveness of the program. Teachers will be given an end of year survey to evaluate the effectiveness the program had on each student. We will administer the beginning year assessment to the students at the mid point to determine if the program is having a positive effect. We expect that 75% of students will look at and think differently about items in the survey. We will also compare the number of OORS incidents the school had in the 2014-15 school year and compare the numbers to this school year. We will expect a 3% decrease in the number of incidents in February 2016 to February of 2015.
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the School Quality Guide PS 50 students are exceeding the target in mathematical progress and achievement. However, we are 7% from meeting the target in ELA progress and have dropped 5% in student achievement. Based on the Quality Review Report teacher teams are proficient at collaborating and reviewing data. We want to further develop this area in order to raise student achievement in independent reading levels. The majority of our topics for professional development were based on designing coherent instruction, using complex texts and embedding higher order thinking question. We find a need to increase the amount of time spent on teacher teams analyzing student assessments and collaborating ideas to improve student achievement and make necessary shifts in curriculum.

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

By June of 2016, 100% of classroom teachers will collaboratively analyze and revise assignments or assessments to increase the cognitive complexity as evidence by the adjustment of lesson plans and teacher practice based on student work so that 60% of grades K-5 students will make one year progress as measured by the pre and post Teacher College Running Records

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
TC Staff Developer and coaches will works with teacher teams and verticals teams to lead teachers in analyzing student work and adjusting curriculum to meet the needs and raise rigor	Teachers	September 2015- June 2016	Teacher , coaches and administrators
During Common planning teachers will collaboratively review assessments to plan rigorous lessons and adjust accordingly	Teachers	September 2015- June 2016	Teacher , coaches and administrators
During PLC teachers will continuously analyze ELA data to revise the current curriculum to meet the CCLS as well as raise rigor and reading achievement	Teachers	September 2015- June 2016	Teacher , coaches and administrators
Parent workshops will provided to parents on reading complex texts and reading skills and strategies so that they can support their child at home Trust – intervisitations between teachers on the same grade as well as vertically to observe best practices as well as give feedback to grow instructional outcomes	Parents Teachers	September 2015- June 2016 September 2015- June 2016	Teacher , coaches and administrators Teacher , coaches and administrators

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.											
Coaches TC staff developer Common planning prep time Scholastic News Rally Rehearsing for the common core											
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	Title II, Part A	X	Title III, Part A		Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Teachers and students will look at and analyze TC running records to ensure that all students have made half a year of progress as evident on TC assessment pro

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In nurturing future leaders, through both traditional and non-traditional administrative programs, the Principal's role of shared leadership and transparent thinking was one that became more evident. Therefore, the principal considered the needs of all teachers/staff members in taking on an active leadership role in the educational community. In reviewing Advance data, Quality Review and Advance, and our own observations we noticed that the element of using Assessment in Instruction needs to be further developed. In reviewing the School Survey, only 23% of teachers felt that teachers were not given a leadership role. Looking back at the professional development plan from the previous year , we noticed that the majority of professional development was given by Coaches, Administrators and outside organizations. Only, 5% of teachers were empowered and given a leadership role in leading professional development activities. On the 2014-15 Quality Review Report we received a proficient in 4.2 Teacher Teams and leadership development. We will continue and enhance our collaboration teams to further use inquiry to promote improved student learning.

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

By June 2016, school leaders including teacher leaders will create and implement a professional development plan that builds teachers' capacity to create common core aligned assessment, evaluate student work, monitoring student progress, use data to inform instructional shifts, resulting in a 4% increase in teachers improving one performance level reflected in Danielson component 3d Using Assessment in Instruction in Advance.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
After analyzing the school data teachers are given the opportunity to take a leadership role in planning and organizing a professional learning community to improve student achievement by Using Assessment in Instruction	Teachers	September 2015- June 2016	Teachers and administrators
Highly effective teachers have chosen the option to have 3 observations by their peers and are organizing the inter-visits.	Teachers	September 2015- June 2016	Teachers and administrators
A school wide professional development team which is made up of teachers and administrators will meet to discuss and establish professional development opportunities for the school around using Assessment in Instruction	Teachers	September 2015- June 2016	Teachers and administrators
Effective teachers are mentoring new teachers	Teachers	September 2015- June 2016	Teachers and administrators

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 Schedules changes Supplies for professional development activities											
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	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Administrators will look at Advance in February, we expect to see a 2% increase in teachers moving up a performance level in 3.d Using Assessment in Instruction

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on an analysis of the 2013-2014 New York City School Survey, only 58 % of parents were invited to an event less than four (4) times in the year. However, based on the notices we have sent home we have had more than 4 events. Based on tear off slips, more than 50% of parent respond that they are coming to an event but only 5% actually attend. All of our events are translated in the parents home language. From reviewing the notices sent home we invited parents to, meetings, workshops, performances and never used the word event.

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we expect to see a 3% increase in parents responding that have been invited to an event as evident by the NYC School Survey.

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) 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?</p>
<p>Parent coordinator will be the primary contact for all parent events being offered. The parent coordinator will ensure that notices are sent home in advance, are colorful and inviting, phone</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent coordinator, administrators</p>

messenger reminders and flyer reminders. All notices and reminders will state we are having an event.			
Parent Engagement time on Tuesdays: Teachers will invite parents to events/workshops as well as 1 on 1 conference throughout the year.	Parents	September 2015 – June 2016	Parent coordinator, administrators, teachers
Parents will be invited to School Event/Activities : Bengali festival, Hispanic Cultural Day, Caribbean Cultural Day, PTA Thanksgiving Feast, ballroom dance performance, holiday feast, holiday craft activities, holiday performance, Open School Week, Curriculum Night, basic computer skills to help the students, grade appropriated and developmentally appropriate workshops on topics such as ELA, Math, Social Emotional Learning	Parents	September 2015 – June 2016	Parent coordinator, administrators, teachers
Grants – for Cookshop, Social Emotional Learning, Nutrition Workshops, other grants that will bring and build parent involvement	Parents	September 2015 – June 2016	Parent coordinator, administrators, teachers

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.											
Parent coordinator											
Materials for workshops											
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	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
In February we will review the sign-in sheets from all parent events/workshops. We will compare them to the previous year to ensure that there was at least a 2% increase in parents attending events as evidence by sign in sheets.
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 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)	<p>Tc Running Records</p> <p>Performance Tasks Results</p> <p>NYS ELA exam</p> <p>Teachers tests</p>	<p>Wilson Reading System:</p> <p>Teach students fluent decoding and encoding skills to the level of mastery.</p> <p>Leveled Literacy Intervention:</p> <p>A small-group, supplementary intervention program designed for the lowest achieving children in the early grades.</p> <p>Response to Intervention:</p> <p>R.T.I teachers and Classroom teachers provide differentiated instruction who are at risk of not meeting the New York State Learning Standards</p> <p>At Risk After school Academy:</p> <p>Designed for level 1 and 2 students to</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>During school</p> <p>During school</p> <p>During school</p> <p>After school</p> <p>Saturday</p>

		address their individual needs		
Mathematics	Math Chapter tests	A.I.S Services	Small group	During School
	Math Baseline Tests	Coaches and RTI teachers provide differentiated math	Small group	After school
	NYS math exam	<p>instruction to students at risk</p> <p>A.I.S After School:</p> <p>Grades 3-5 students receive instruction</p> <p>designed to help them prepare for their</p> <p>upcoming State Tests</p> <p>Saturday Test Sophistication Academy:</p> <p>Grades 3-5 students will receive instruction to prepare students for the NY state exams</p>	Small group	Saturday
Science	Science classroom tests	Tier I Intervention Classroom Teachers provide small group instruction within the classroom for students performing below grade level.	Small group	During school
	NYS science exam			
Social Studies	Social Studies classroom tests	Tier I Intervention Classroom Teachers provide small group instruction within the classroom for students performing below grade level.	Small group	During school
At-risk services (e.g. provided by the Guidance Counselor,	counseling	Guidance Counselor:	Small group	During School

<p><i>School Psychologist, Social Worker, etc.)</i></p>		<p>Counseling is provided to students who are in need. This includes peer mediation, crisis intervention, and parent conferences. The guidance counselor also helps graduating students and their parents with the transition into Middle School</p> <p>School Psychologist:</p> <p>Services provided are agency referrals, educational, social and personal services. The psychologist identifies emotional, social, neurological factors that impede on student performance and provides prescriptive measures that address student needs by suggesting additional student support services.</p> <p>Social Worker:</p> <p>The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-</p>	<p>One-to-one</p> <p>Small group</p> <p>One-to-one</p> <p>Small group</p> <p>One-to-one</p>	<p>During School</p> <p>During School</p>

		<p>discipline. The social worker also provides referrals as needed for</p> <p>more therapeutic services which are</p> <p>monitored through on-going communication with parents, guardians, and CBO Providers.</p>		
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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.
<ul style="list-style-type: none"> • P.S. 50Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee. • When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates. <p>All students at P.S. 50Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Professional Development is coordinated by the Coaches, Administration, Teachers College Staff Developer, Networks Support Specialists and Classroom Teachers. • Teachers are provided with planning days to work together to combine ideas and to provide vertical articulation for effective planning, the use of authentic assessment tools, and to develop curricula and instructional materials. • The Professional Development Team meets once a month to reflect and refine school-based practices and update the weekly professional development plans. <p>A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	393,896.00	x	section 4b in sections 5A-5E
Title II, Part A	Federal	153,811.00	x	section 4b in sections 5A-5E
Title III, Part A	Federal	12,940.00	x	section 4b in sections 5A-5E
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	3,877,951.00	x	section 4b in sections 5A-5E

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school'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 (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 50**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 50** will support parents and families of Title I students by:

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

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

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

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

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

School-Parent Compact (SPC) Template

PS 50, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

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 50 Talfourd Lawn</u>	DBN: <u>28Q050</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>120</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u> </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: Begin description here: The Supplemental program is to help English Language Learners achieve/acquire English proficiency in the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State English Language exam. The target AMAO 1 for 2013-14 was 66.4%, we did not meet by a difference of 3.03%. Our target for 2014-15 school year is 67.4%. We are going to use the NYSESLAT data to analyze and target individual students that were close to making progress to ascertain their individual area of need. The target AMAO 2 for 2013-14 was 14.3%, we did not meet by a difference of .44%. We are going to use the NYSESLAT data to analyze and target the students that were close to achieving proficiency.

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

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

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

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

Placement within a supplemental program will be determined by:

- NYSESLAT data

-NYS ELA data

-Teacher recommendation

-Periodic Assessment Data

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

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

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

- Building Oral and Academic Language

- Exploring Complex texts

- Working with students in small groups

- Using your data to drive instruction

- Using data to create groups

- Differentiating instruction in the ELL classroom

- Uncovering the Math Curriculum Using Vocabulary and Reading Comprehension

- Using Simple Solutions to enhance English learning through grammar instruction

- Formative and Summative Assessments

Part D: Parental Engagement Activities

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

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

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

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

- The Nuts and Bolts of the NYSESLAT Exam

- What Students are Expected to Know in a Particular Grade

- ARIS Workshops

- Preparation for the NYS ELA and Math Exams

- Strategies to help your child navigate through complex texts

- Activities to Help Parents Help their Children at Home

- Creating Natural Language Books

- Reading Strategies

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

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$14332

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
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 28	Borough Queens	School Number 050
School Name The Talfourd Lawn School		

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 Rina Manjarrez	Assistant Principal Beth Carrubba
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Malisa DaSilva-1st Grade	School Counselor Johanna Vazquez
Teacher/Subject Area Regina Fraga/SETTS-AIS	Parent Xiomara Prawl
Teacher/Subject Area Danielle Zanoni/5th Grade	Parent Coordinator Isadora Guzman
Related-Service Provider Jhuma Kamboj	Borough Field Support Center Staff Member Gary Goldenback
Superintendent Mabel Sarduy	Other (Name and Title) Jacqueline Delgado

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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	4
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]	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	798	Total number of ELLs	109	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"/> 12 <input type="checkbox"/>
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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	109	Newcomers (ELLs receiving service 0-3 years)	94	ELL Students with Disabilities	16
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more years)	0

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

	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	94			15			0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

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	15	12	14	8	15	17								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	5	2	4	5	3	6								0
Urdu														0
Arabic														0
Haitian														0
French			1	1										0
Korean	0	0	0	0	0	0								0
Punjabi	1													0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								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)	5	2	1	2	4	2								0
Emerging (Low Intermediate)	7	2	6	3	2	6								0
Transitioning (High Intermediate)	3	0	3	1	1	5								0
Expanding (Advanced)	6	10	9	8	11	10								0
Commanding (Proficient)	2	6	2	3	0	1								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				2	0									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	0	2	7	7	5	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	1	0	0	0
4	16	3	0	0	0
5	9	2	0	0	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	12	1	3	0	1	1	0	0	0
4	13	4	2	0	0	0	0	0	0
5	6	3	5	0	1	0	0	0	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	1	0	8	1	8	0	1	0	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.
 PS 50 uses the TCRWP assessment to assess literacy skills. The data shows that our ELL students are performing below grade level. Looking at the trends of ELL student growth on running records over the past two years, our ELL students in grades K, 1 and 2 made an 8.14% increase of students performing at level 3 in the 2014-2015 school year. According to our NYS ELA there was a 16% decrease of students performing at grade level from the 2013-2014 compared to the 2014-2015 school year. Through professional Development for teachers of ELL students, analyzing data with teachers of ELL student PS 50 will target the areas of student needs to ensure that ELL's continue to make growth with the ultimate goal of performing on grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT data across proficiency levels over the past two years show a 5% decrease in students performing at Beginner to Entering, an 8% of students performing at Intermediate or Emerging and Transitioning and a 1% decrease in students performing at Advanced or Expanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Last year our AMAO 2 target was 15%. We have met this target with a 17.20 % of students who have met proficiency level. In the upper grades our students that are in the Beginner to Intermediate levels are our newly admitted to the country ELLs. We have noticed that our lower grade new comers obtain proficiency at a faster rate then the older students. The school leadership team and the administration is looking closely at our new comer ELLs in the upper grades. RTI and small group ELL services are being implemented to help these students accllimate and begin to learn the English Language. This year our target for our AMAO2 is 15.60%. In order to meet this target we want to continue with our current programs that have been effective thus far. We plan to target our upper grade ELLs in an afterschool program. At this time based on the AMAO tool there was no data available for our AMAO 1 status for us to review.
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

After analyzing out data we have noticed that our lower grade ELLs K-2 our ELLs are performing better in Listening and Speaking. We will concentrate in improving reading and writing skills through the use of small group instruction, after school program and small group push-in services during the school day. Our ELLs in grade 3-5 are performing better in reading and writing and dropped in their listening and speaking. We will target listening and speaking components through the use of small group instruction, after school programs and small group instruction through push-in services. The only subject area in which our ELLs would take a test in their home language are in Math. However, 90% of our students are not proficient in reading tests in their home language. Our school made Periodic Assessments show that more reading comprehension needs to be taught in the classroom, with a heavy emphasis on nonfiction passages. Also, there should be more focus on the writing skills, stressing punctuation, spelling, and grammar, in addition to sentence structure, content, and grade appropriate vocabulary. For those students who are literate in their native language but are still not able to produce work in English, they are allowed to do their writing assignments in their native language. They are then paired with a student who speaks and understands their language. Students are encouraged to respond in English if possible. For written assignments, newly admitted ELL students are permitted to write in their Native Language, and then they are assisted by more English proficient students in translating their work into English. The teachers are able to translate and assist Spanish speaking students. We also have Para professionals and a school psychologist that assist and help acclimate students that speak Bengali and Punjabi.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] All ELL students that are below grade level are given Tier I intervention by their classroom teacher. Student work is analyzed and specific strategies are implemented to help the students in need. The classroom teacher will work with the student in a small group an additional 3 times a week. If a student does not make reasonable progress, they are referred for Tier II intervention. The RTI team will administer a series of assessments and then meet as a team to target the area of need and implement an appropriate program of Tier II to help the student. The student will then be served in a small group to address the area of concern. Based on the individual needs of the students we will utilize Wilson, LLI, Foundations, Math IXL, Reading A-Z and Rosetta Stone. The students progress will be monitored and discussed periodically to ensure success. If a student does not make reasonable progress in Tier II intervention, the student will then be recommended for Tier III intervention, one-on-one intensive support to meet their needs. If a student is still unable to make adequate progress the student will be referred for a special education evaluation.
6. How do you make sure that a student's new language development is considered in instructional decisions? We use the Spanish Lab to assess students academically in their native language. We also, assess students informally in Bengali and Punjabi to assess native language skills. As students begin to learn the English Language, teachers provide differentiated instruction. Data from tests and student work is analyzed to determine if progress is being made. If a student is not making progress we analyze student work and flexibly schedule students throughout the day to better meet their needs. When curriculum programs and RTI programs are being reviewed for purchase we carefully look at the research and ELL accommodations embedded prior to purchasing.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. 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). Program success for ELLs is evaluated based on the number of students who become English proficient and no longer need to be ESL serviced, as well as the number of students whose overall NYSESLAT levels have improved. The four modalities are examined separately and compared from one year to the next to determine if the ELL student has shown any progress in that area. Based on these four modalities, ELL students receive differentiated instruction targeting those areas in which more help is needed. This year we remained the same with the same amount of students performing at a proficient or commanding level on the NYSESLAT. PS 50 also had a 68% increase in students making progress and moving up a level on the NYSESLAT.

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.

Upon registration all new entrants are required to complete the Home Language Identification Survey (HLIS). The HLIS is provided in the language spoken by the parent/guardian of the new entrant.

- An informal interview with the parent and new entrant is conducted by a trained pedagogue of the school. Staff members assigned are, assistant principals, ENL teacher and coaches.
- If the new entrant speaks Spanish, Bengali, Urdu or Punjabi, the informal interview process will be conducted by a pedagogue that speaks that language or another staff member will translate for an assigned pedagogue. Public School 50 has an administrator, Guidance Counselor, Parent Coordinator, Para Professionals, School Aides and several teachers who speak Spanish. We also have staff members that speak Bengali, Urdu and Punjabi.
- The DOE phone translation services are used, when there is no one to translate in the new entrant's native language.
- Sometimes parents bring their own translators and/or a relatives or neighbors.
- The HLIS are reviewed, the parent and child are interviewed by an Assistant Principal, ENL teacher or coach and the determination is made to test the child using the NYSITELL. The NYSITELL is administered by an ENL teacher or Assistant Principal. The results of the NYSITELL are used to determine whether the student is entitled to receive English Language Support. Spanish speaking students that fail the NYSITELL are administered the Spanish LAB. The Spanish lab is administered by a spanish speaking ENL teacher or a bilingual spanish teacher. The results of this exam are used to determine whether the student is proficient in their native language.
- In September PS 50 holds a meeting with all new entrants within the first 10 days of school to hold an orientation meeting and learn about the 3 different programs. At this time parents watch the video in their home language and fill out the parent survey. All survey are collected at the conclusion of the meeting. New entrants that arrive during the year are scheduled for an orientation session they day they come to register. At registrations once it is determined through the interview that the student is entitled to testing, one of the staff members assigned are called to administer the test and conduct an orientation session with the parent if the student fails the NYSITELL. At this time parents are told about the 3 programs, watch the video and complete the parent survey.

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).

ENL teacher will administer a writing task, a running record and a math assessment in their home language to determine if a student in grades 3-5 is two years below grade level within 30 days of the students enrollment. At the intial enrollment an administrator or ENL teacher will interview the parent and student to identify the number of years of schooling the student had. Whether or not the student did not attend school and for how long.

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).

Newly enrolled students with an IEP that enters with a home language other than English will be reviewed by the LPT team. The team will determine using all available data from the evaluation, previous school data as well as informal asesments provided at the school to determine if student should take the NYISTELL exam. Students that have English language delays will take the test and students who are proficient will not take the test and a recommendation will be sent to the principal for review. After the principal review, she will determine whether the child should take the NYSITELL or not. If the principal determines that the child will not take the NYSITELL then the documentation will be sent to the Superintendent for review for a final decision. LPT members: Rina Manjarrez, principal; Beth Carrubba, AP; Juma Kamboh, School Psychologist; Malisa Da Silva, ESL teacher; Regina Fraga, Special Ed Liasion.

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.

Distribution of Entitlement Letters and Collection of Parent Survey and Program Selection Forms:

- Entitlement letters are given directly to parents if the student is tested during registration or they are sent home with the student the day of testing. Orientation meetings are conducted at the time of registration or a specific date is given for the parents to come in attend.

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).

Parents will notified in their home language of all results including the appeal process. Copies of the appeal proess will be kept in the general office.

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.

Orientation meetings are conducted at the time of registration or a specific date is given for the parents to come in attend.

- After the orientation meeting and viewing the video, parents receive a Parent Survey and Program Selection Form, which enables them to indicate the program they would like to request for their child. Translation is provided for parents to ensure understanding. The forms are always provided in their native language. Forms are collected at the conclusion of the orientation meeting.

- Using the data collected, PS 50 determines the type of programs we can offer.

- Parents are informed by letter of the program for their child. Letters are sent home with students for the beginning of the year enrollments and parents are called to discuss if a default option was selected. Enrollments that occur during the year are given

directly to parents at the conclusion of the Orientation Meeting and proper placement is discussed.

- Continued entitlement letters are sent home with the student in September
- All forms and letters are copied and one is placed into the students' cumulative record and a copy is retained in the general office.

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.

After the orientation meeting and viewing the video, parents receive a Parent Survey and Program Selection Form, which enables them to indicate the program they would like to request for their child. Translation is provided for parents to ensure understanding. The forms are always provided in their native language. Forms are collected at the conclusion of the orientation meeting.

- Using the data collected, PS 50 determines the type of programs we can offer.
- Parents are informed by letter of the program for their child. Letters are sent home with students for the beginning of the year enrollments and parents are called to discuss if a default option was selected. Enrollments that occur during the year are given directly to parents at the conclusion of the Orientation Meeting and proper placement is discussed.

- Continued entitlement letters are sent home with the student in September.
- All forms and letters are copied and one is placed into the students' cumulative record and a copy is retained in the general office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our school secretary and parent coordinator, reach out and set up appointments with all parents to ensure a 100% rate.

9. Describe how your school ensures that placement parent notification letters are distributed.

Parent notification letters are generated and sent home with the student once eligibility confirmed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Copies of all documentation that is distributed and collected is placed in the student cumulative folder as well as in a binder or pocket folio in the general office.

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.

Each year in the spring, the NYSESLAT is administered to all ELL students. We notify the parents when the students will be tested on all components. We offer make up testing when students are absent for a scheduled part. We begin testing as early as possible to ensure that we will be able to fully test each and every student. We reach out to parents of students that are not in attendance and stress the importance of having their child attend daily and the importance of the exam they are taking. The testing coordinator uses ATS reports to determine NYSESLAT eligibility and then keeps track and ensures that each child is tested and completes all 4 parts.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Distribution of Entitlement Letters and Collection of Parent Survey and Program Selection Forms:

- Entitlement letters are given directly to parents if the student is tested during registration or they are sent home with the student the day of testing. Orientation meetings are conducted at the time of registration or a specific date is given for the parents to come in attend.

- After the orientation meeting and viewing the video, parents receive a Parent Survey and Program Selection Form, which enables them to indicate the program they would like to request for their child. Translation is provided for parents to ensure understanding. The forms are always provided in their native language. Forms are collected at the conclusion of the orientation meeting.

- Using the data collected, PS 50 determines the type of programs we can offer.

- Parents are informed by letter of the program for their child. Letters are sent home with students for the beginning of the year enrollments and parents are called to discuss if a default option was selected. Enrollments that occur during the year are given directly to parents at the conclusion of the Orientation Meeting and proper placement is discussed.

- Continued entitlement letters are sent home with the student in September

- All forms and letters are copied and one is placed into the students' cumulative record and a copy is retained in the general office.

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).

The administration is committed to providing the program choices of parents based on the Parent Survey and Program Selection Form.

- In the school year 2014-2015, P. S. 50 was only able to offer parents Freestanding ESL programs. The freestanding ESL program includes ELL support in Language Arts, Math, Science and Social Studies.

- In the school year 2013-2014, P. S. 50 also is only able to offer parents Freestanding ESL programs. The freestanding ESL program

includes ELL support in Language Arts, Math, Science and Social Studies.

- This year, we will continue to offer ENL classes, we do not have the numbers on a grade to open up a Dual language or Transitional program.
- Parents that chose Dual Language and Transitional were offered the opportunity to have us locate a neighboring school with these programs. Last year only one parent chose to have their child placed in a different school, all others chose to remain with us and have their child receive ENL in a self contained class. We reach out and email ELLprogramtransfers@school.nyc.gov to consult and help locate schools that the programs that parents requested.
- Each year we review the choice selections to see if we can accommodate a new program by looking at the previous year requests combined with the current year requests. Many parents that had previously, requested the Bilingual and Transitional programs no longer want that choice after having their child in our self contained ENL program.

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.
Instruction is delivered in the following manner:
ESL instruction is delivered in a self contained class on each grade, K-5 for general education students. Teachers hold a commonbranch license and an ESL license or an ESL extension. Teachers differentiate instruction across curriculum subjects throughout the day and group students in their classes according to data from ENL periodic assessment, LAB-R results, NYSESLAT results, classroom tests, and classroom work. ESL teacher push-in into the classroom where the teacher is not ESL certified to deliver ENL instruction. Depending on the students proficiency level and the Part 154 requirements push-in/pull-out services will be determined based on the students level of proficiency.
Special Education students are the only students receiving ENL services through the pull-out/ push-in model. These students are pulled-out for the appropriate daily allotted times. They are provided with instruction based on their individual needs given in ELA, science and or social studies. Some students are pulled out to a seperated location to work in a small group, some students are pulled out of their class setting and are placed in a self contained ENL classroom during the ELA or content area period to obtain ENL instruction in the Least Restrictive Environment.
 - b. TBE program. *If applicable.*
Not applicable
 - c. DL program. *If applicable.*
Not applicable
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)?
To ensure that all students receive their mandated units of ENL instruction, a schedule is created for all pull out/push in services. Entering and Emerging students receive two units of ENL, the equivalent of 360 minutes per week. Transitioning and Expanding students receive one unit of ENL, the equivalent of 180 minutes per week. Commanding students will continue to receive receive one unit of ENL, the equivalent of 180 minutes per week (for the next two years). Service is provided in ELA, science and social studies. Students are scheduled for daily ELA instruction for at least 45 minutes per day in ELA. Students in the self contained ENL classes receive instruction throughout the day. Specific ENL approaches are evident in curriculum planning and daily lessons to the whole group. Teachers also, plan differentiated small groups to target specific skills that each individual child requires. Students in the self-contained ENL class are scheduled to receive more than the required mandated services.
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.
In the various content areas the ENL teacher(s) makes use of varied instructional approaches to enrich language development. Manipulatives are used on a regular basis. The use of technology, audiovisual equipment, and hands-on learning is stressed. Students do projects and research based on thematic units and content areas, which stress all four modalities of the ENL

classroom (listening, speaking, reading, and writing). The content areas are taught in the ENL classroom with an emphasis placed on grammar, academic language, specialized vocabulary, and comprehension of nonfiction texts. ENL teachers modify the Teachers College Units of Study and the Go Math curriculum to meet the needs of the ENL students. Content area instruction is modified to support the needs of ENL students.

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

Tests are administered or translated for ELL students in their Native Language to compare the results with tests taken in English. These results help us to form the correct path of instruction. We can then appropriately schedule and plan instruction for students depending on the area of need, language and or content.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL teachers assess students in September, November, March and June in the 4 different modalities to assure that curriculum planning and lesson planning is data driven to meet the diverse needs of the individual student.
6. How do you differentiate instruction for 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
 - a. SIFE students are informally assessed by the ENL teachers upon returning to the NYC Public School System. The self contained ENL teachers or the push in ENL teacher provide additional help for the SIFE students within the classroom. Based on the needs of the child; students are pulled out in small groups to be given additional services.
 - b. Newly admitted ENL students are given daily small group sessions within the classroom to ensure that their needs are being met. Upper grade students are also taught test-taking strategies in preparation for the ELA and Math State Exams. For example, they learn about the test format, how to bubble in their answer sheets, what is a multiple-choice question, etc. Sample exams are also given to familiarize students with the exams and to test for their strengths and deficiencies. A heavy focus is placed on listening and speaking skills for newcomers. Newly admitted ENLs are also invited to attend Saturday and after school ESL classes. Reading strategies are taught targeting all the necessary skills needed for the ELA exam. Each classroom teacher is supplied with ELA practice booklets which focus on such skills as: making predictions, cause and effect, making inferences, finding the main idea, etc.
 - c. For those ENL students receiving services from 4-6 years, the NYSESLAT scores are closely looked at to determine which areas of weakness each student has in the four modalities. Those students then receive differentiated instruction based on their needs.
 - d. Long-term ENL students are given language enrichment to polish their English skills. Also, because of fossilization, target areas are focused on pinpointing deficiencies they still have in certain English skills. Reading comprehension and writing is heavily emphasized, and the content areas are greatly stressed. Because many Long-term ENL students have plateaued in the ENL classroom, a heavier emphasis is placed on academic language in both written and spoken form. Grammar lessons are fine tuned to focus on specific language issues the students may be having. In addition, Long-term ENL students are given the opportunity to attend both Saturday and after-school classes for ENL enrichment.
 - e. Former ENLs are also invited to attend Saturday and afterschool sessions for ENL enrichment. They are also given extended time to complete classroom tasks and tests. They will also continue to receive the same services as current ENL students for the next two years. Former ENLs are monitored and discussed to ensure they are progressing. Students are entitled to RTI instruction if they are below grade level.
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.

All students that have been re-identified, teachers and administrators will track the ongoing progress of these students every 6-8 weeks to ensure that they progressing.
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 that instruct ENL-SWDs are continually assessing language and content knowledge. ENL teachers are familiar with the students IEP and use it to help drive instruction. The ENL teacher and SWD teacher collaborate to ensure student success. We utilize various strategies to help ensure success, this year we will continue to use the Wilson program for decoding and word work and Leveled Literacy, a balanced literacy approach that emphasizes reading comprehension, writing and word work.
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?

Chart SWD students are instructed with various programs that meet their individual need. Based on their IEP and data from baseline assessments we have various small groups of RTI instruction using Common Core Aligned programs such as the Teachers College Reading and Writing Program, GoMath, Leveled Literacy Intervention and Wilson in small groups. Students are also mainstreamed into Self contained ENL classes to gain specific language acquisition skills on the appropriate level.

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
Chart	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(u) 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.

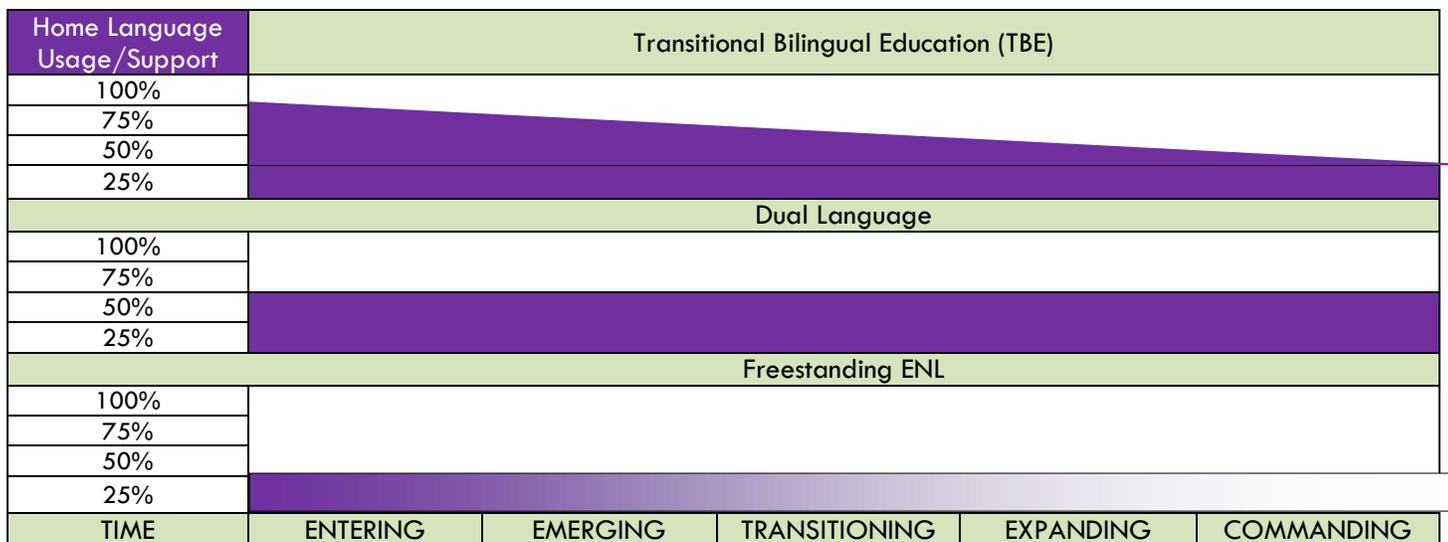


*Note: “other approved services” does not apply to New York City at this time.

Chart 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. In order to ensure that ELLs receive help in specific areas, such as ELA, math, and other content areas. Several interventions programs are utilized, such as Wilson, Leveled Literacy Intervention and Foundations. Based on baseline assessments and individual needs students are programmed by the RTI team. Several instructional materials are employed to support the ENL students. For those whose proficiency level is Entering and Emerging, picture cards, phonics books, simple readers, technology (computers), and audio-visual equipment are used. For Transitioning level ENL students, simple chapter books, writing and grammar books, take home booklets, and games are used. Expanding and Commanding students use thematic books focusing on the content areas, grammar books, games, and books teaching the literacy skills. All materials are equally used in all areas regardless of the language proficiency of the ENL students. Translated math books are also given to Spanish ENLs for use at home. In addition, bilingual glossaries are available to ELL students, which may also be used during the statewide math exam. ELA practice books are supplied to every classroom teacher and are made available to all students. For those grades taking the science citywide exam, bilingual glossaries are also available. Hands-on lessons and the use of visuals are also employed in the content areas. Academic vocabulary is stressed at all levels of instruction across the content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
NYSESLAT data, baseline test data, classroom tests and tasks are analyzed continually through out the year to determine if students are making progress. The 4th grade science data reveals that 50% of our ENL students are performing at proficiency level. NYSESLAT data shows that students are making progress in Language, 19% increase in students performing at proficiency level and 68% moved up a proficiency level. Meeting with teachers, coaches and administrators to review targeted student work and data occur 3 times a year, the first meeting is to analyze data and set goals, the second is to establish if students are making progress and if the current instructional program is working. The final review is to determine if students made progress, were we successful.
12. What new programs or improvements will be considered for the upcoming school year?
We are continuing to use Wilson and Leveled Literacy, both programs have proven to be successful with our ENL population. We are placing in extra supports for our ELL-SWDs, since these are our students experiencing the greatest difficulty passing the NYS ELA and Math exams. A combination of Push-in, Pull out and RTI will be used to help them succeed. Our self-contained ENL classes will continue to modify curriculum and put strategies in place to better meet the needs of ENLs. We also implemented a monthly meeting for ENL teachers, that will allow them the opportunity to plan, discuss strategies and turn key Professional Development workshops that they may have attended.
13. What programs/services for ELLs will be discontinued and why?
NONE
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students in grades 3-5 are invited to our Saturday Test Prep Academy. All students in grades 3-5 falling below standards are invited to our AIS after school. All ENL students in grades 1-5 are invited to our Title III afterschool language enrichment program. All students are invited to be apart of extracurricular activites that occur throughout the year. All students include ELLs, students with disabilities and regular education students.
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.
All ELLs have access to technology programs such as, Reading A-Z, a program that allows students to read, hear stories and answer stories, Brain Pop, Brain Pop jr., Math IXL, Scholastic News, Book Flix, Level Literacy Intervention, Foundations, Wilson and interactive Go Math.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is very important as a foundation on which ELL students can build their new language learning. If the ENL or classroom teacher is able to communicate in the ENL students' language this is encouraged. Classroom instructions are translated in the students' native language, as needed; and ENL students are also paired with another student who speaks the same language. They work together as a collaborative team, with the more advanced student helping the less proficient student with translation, comprehension, etc. In this way, native language support is stressed in the ENL environment. ENL students are allowed the opportunity to express themselves both orally and in written form in their native language. The native language and culture of the ENL student are also celebrated during multicultural lessons taught throughout the school year.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
P.S. 50 ensures that required services and resources support our ELLs' ages and grade levels. Every effort is made to provide every ELL student with the necessary high-interest books and supplies to pique their interest.

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).

Our bilingual spanish guidance counselor, our bilingual spanish social worker , our spanish speaking parent coordinator, Bilingual Bengali school psychologist , help new comers to acclimate, show them around, check in with them periodically. Depending on the grade and number of students the guidance counselor, school psychologist and social worker will hold group sessions for new comers that will allow them the opportunity to make friends and adjust to the school environment.

19. What language electives are offered to ELLs?

None

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)?

Not applicable

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.)
Professional Development and Support for School Staff
All ELL personnel at P.S. 50 takes part in professional development. The ENL teachers attend TC professional development workshops several times a year, then turnkey with other classroom teachers on their grade. During articulation conferences, the ENL teachers meet with the classroom teachers to discuss the progress of the ENL students and different strategies that may be used to benefit these students. The ENL teachers are also invited to attend all in-house professional development conferences. Several ENL teachers even conduct special in house professional development workshops for each grade, in order to better familiarize classroom teachers with the strategies needed to assist ENL students. The LAP is also discussed, so as to ensure the planning of quality ENL programs throughout the school. All ENL teachers meet monthly to participate in professional development, analyzing of student work, vertical planning and strategies for ENLs. The literacy and math coaches, as well as the ENL specialists and SWD specialists, hold ongoing professional development for the staff on common core learning standards, methods, content and testing procedures for ENL students, such as testing modifications, data analysis, promotional exemptions, etc.
All teachers are involved in professional development and planning for ELL and SWD students. All workshops done for General Education has a modified component for ELLs and SWDs. Specific workshops are also scheduled just for specific topics pertinent to ELL students and SWD students. Network specialists will come and hold professional development as well as outside workshops by Teachers College.
All professional development activities are kept on file in a binder with attendance sheets and agendas. :
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?
Professional Development is offered throughout the year to all ENL teachers for each grade on the common core learning standards, strategies to support ENL students and Analyzing student data in all content areas. ENL teachers attend several ESL workshops at Teachers College. Teachers College staff developers attend our school to support our ESL teachers in creating common core aligned curriculum for our ENL students. Teachers also attend workshops given by the NYC DOE Division of ELL and student Student Support.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor attends all workshops offered to help our students transition to middle school. The guidance counselor then holds sessions to inform our graduating ELLs about the different programs available to them in middle school. The guidance counselor also holds parent workshops to facilitate the process of selecting a middle school for ELL students.
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.
ENL teachers attend training workshops given by borough specialists, Teachers College, staff developers as well as workshops given at the school. ENL teachers provide workshop for general education teachers to provide support to enhance language acquisition and development of ENL students. All professional development agends include an attendance sheet that are collected and kept on file in the general office.

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?

ENL teachers as well as classroom teachers utilize the parent engagement time provided on Tuesday during the extended time to meet with parents of ENL students. Group sessions will be provided to provide information on the ENL programs being offered, ENL curriculum, ENL strategies, and how parents can assist and help their child at home. Individual meetings will occur throughout the year to discuss individual student progress, including language development, proficiency in all content areas. Our bilingual parent coordinator conducts regular workshops for parents of ELLs, focusing on math strategies, help with homework, etc. All meeting will be conducted or translated in the parents home language.

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.

At every workshop agendas and parent sign in sheets are collected and maintained in a binder that is kept in the general office. All individual conferences teachers have an individual meeting conference sheet that they record the information that was discussed.

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

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

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

5. How do you evaluate the needs of the parents?

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

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

6. How do your parental involvement activities address the needs of the parents?

Based on the needs from surveys, parent concerns and informal conversations PS 50 creates workshops to meet the changing needs of the parents.

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.

Paste response here:

School Name: **PS 50**

School DBN: **28Q050**

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)
Rina Manjarrez	Principal		
Beth Carrubba	Assistant Principal		
Isadora Guzman	Parent Coordinator		
Malisa DaSilva	ENL/Bilingual Teacher		
Xiomara Prawl	Parent		
Danielle Zaroni	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Johanna Vazquez	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 28q050 School Name: Talfourd Lawn Elementary
Superintendent: Mabel Sarduy

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.

More than one source of data is used to collect accurate information to communicate with the parent community. The following is the data used to survey our community-- Home Language Identification Survey, Emergency Contact Cards, Language Preference Survey and ATS reports.

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.

English, Spanish and Bengali

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.)

The following documents are translated and distributed to families-- Newsletters, Family Night events, calendars, parent-teacher conference dates, holiday and school closing letters, workshop notice and updates, PTA notices/minutes, State Exam dates, new program information, safety notifications, letters from the principal, common core and curriculum overview. The dates vary throughout the year. They are not only backpacked to the parent, they are showcased in our parent wall as you enter the main building.

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.

Formal face to face meetings include--parent teacher conferences, IEP meetings, parent concern meetings.

Informal face to face meetings include-- parent concern meetings with teachers, administration, parent coordinator, guidance counselor, social worker, school psychologist.

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.

More than one method of translation is used in order to serve our families effectively. Documents that have a fixed date on the DOE school year calendar and school calendar are submitted to the Translation and Interpretation Unit weeks/month in advance. Documents that need expedited translation are translated by in-house staff member for quicker turn around time. Part of our hiring practices include hiring staff that is able to communicate and meet the language needs of our families.

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.

On-site interpreters assist during conferences, meetings and workshops. LIS is an outside vendor used to interpret during parent teacher conferences and family nights. In house school staff members are utilized for face to face meetings. Over the phone interpreters are used in the case that interpreters are limited. When we create our schedule with the support staff, we make an effort to staff language availability.

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.)

All staff members will be made aware of the different translation resources via email, staff meeting and staff memo. This information is also included in the Staff Handbook.

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

The Welcome Poster is placed in lobby area where parents enter. The Parents' Bill of Rights and Parents' Guide to Language Access are available in the main office upon request. Each school safety agent has a Language ID guide to identify language; secretaries and office personnel also utilize the Language ID guide to identify language. A translated letter is sent home to families notifying of the Translation Policy and the Chancellor's Regulation A663.

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)

An evaluation survey is given at the end of randomly chosen workshops to gauge quality and availability. We also have parent concern forms available if our parents needs haven't been met. The procedure for the form is that the parent coordinator and/or the supervisors respond to our families.