

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	30Q150
School Name:	P.S. 150 QUEENS
Principal:	CARMEN PARACHE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 150Q School Number (DBN): 30Q150
PK-6
Grades Served:
School Address: 40-01 43rd Street, Sunnyside, NY 10004
Phone Number: 718-784-2252 Fax: 718-729-7823
School Contact Person: Carmen Parache Email Address: cparache@schools.nyc.gov
Principal: Carmen Parache
UFT Chapter Leader: Joann Rodeschin
Parents' Association President: Sean O'Connol
SLT Chairperson: Deborah Alexander
Title I Parent Representative (or Parent Advisory Council Chairperson): Maria Gonzalez
Student Representative(s): N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: QPN Director: Lawrence Pendergast
Director's Office Address: TBD
Director's Email Address: LPender@schools.nyc.gov

Phone Number: 917-225-2020

Fax: 718-391-8320

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)
Carmen Parache	*Principal or Designee	
Joann Rodeschin	*UFT Chapter Leader or Designee	
Sean O’Connel	*PA/PTA President or Designated Co-President	
	DC 37 Representative (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	
Deborah Alexander	Member/ Parent	
Jeannine Bradley	Member/Teacher	
Mark Lilakos	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eliana Jarmamillo	Member/ Teacher	
Elsa P Hurtado	Member/ Teacher	
Monica Samuels	Member/ Teacher	
Nami Russo	Member/ Parent	
Meredith Faltin	Member/ Parent	
Alison Liu	Member/ Parent	
Asma Guerrab	Member/ Parent	
Michelle Nix	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.

PS 150's mission is to have all of our students achieve at their highest level and potential by providing individualized instruction in a safe and nurturing environment. We also strive to develop students' awareness and respect for cultural diversity. It is important for our students to give back to the community. Therefore, every grade is involved in service projects where they raise awareness, collect resources and money to give to designated organizations. Our school is located in a diverse community. It has an annex which houses our pre-kindergarten and kindergarten classrooms. We educate pre-K through 6th grade students from a variety of countries and linguistic backgrounds. Some of our students are new immigrants and first-generation Americans. The average attendance rate is 97%.

PS 150Q is a "Reward School." The stated has given us this recognition for the continuous progress that our students make in ELA and Math. We are a high performing Title I school who has maintained good standing throughout the years.

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

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

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

Strengths:

Student Achievement:

- Our school continues to be a high achieving school that continues to perform above the State, City and District in both ELA and Math.

Supportive Learning Environment:

- Our curriculum is aligned to CCLS.
- We have high expectations for ALL of our students.
- Students engage in high level questions
- Guidance counselors facilitate monthly assemblies that cover character education.

- Guidance are present during lunch periods to meet with students and target their concerns in a proactive manner.
- We utilize the Positive Behavior Intervention to highlight and acknowledge students who are following the norms of the school.

Effective Leadership/Collaborative:

- School administrators conduct student-focused walkthroughs with teachers.
- School administrators conduct the rounds of observations and provide teachers with specific feedback. Conversations are embedded in each cycle as a way of increasing reflection of practices.
- Teachers work together to make regular adjustments to the curriculum.
- Teachers and administrators use data to drive instructional practices and professional development sessions.
- Teachers share best practices with their colleagues and facilitated professional development sessions.
- Teachers conduct peer observations as a way of increasing effective practices.

Outside Partnerships:

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

Accomplishments:

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

Challenges:

Student Achievemnt:

- ELA continues to be an area of focus.
- Our lowest 1/3 is higher for ELA, we have the following score level 1 on the State Test:
- 3rd grade- 5 students, 4th grade- 5th- and 6th grade
- On the state test for ELA, we notice that the ELL students who fall in the lowest 1/3 are our former ELL students.

Supportive Environment:

- We need to provide our students with learning activities that address language acquisition and engage all learners. We need to continue to work on rigor and differentiation.

Collaboration:

- On the quality review, our area of focus is continuity of instruction across classes.
- Teachers regularly checking for understanding during their lessons.

30Q150 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K ,01,02, 03,04, 05,06	Total Enrollment	1220	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
				N/A
School Composition (2013-14)				
% Title I Population		66.1%	% Attendance Rate	94.7%
% Free Lunch		47.6%	% Reduced Lunch	2.4%
% Limited English Proficient		13.8%	% Students with Disabilities	13.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	0.9%
% Hispanic or Latino		46.5%	% Asian or Native Hawaiian/Pacific Islander	29.0%
% White		22.1%	% Multi-Racial	0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.29	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	9.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.37
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		43.3%	Mathematics Performance at levels 3 & 4	62.7%
Science Performance at levels 3 & 4 (4th Grade)		89.9%	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		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	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		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	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	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	YES
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.

Strengths:

- Based on our writing focus, there was an increase in students' scores on the constructive responses.
- Students have increased their ability to use relevant textual evidence to support their claims.
- As a result of language prompts and sentence frames, the students conversations have become stronger.

Needs:

- Currently, our lowest one third is having difficulty meeting the State Test requirements in ELA. The students who are having the greatest difficulty are our English Language Learners, especially former and long-term ELLs. In addition, our self-contained population has the greatest amount of level 1 in ELA. Below is the data for the subgroups and chart with the ELA data for the “Did not meet.”

ELA data for subgroups:

Special Education students had a 5.5% drop, English Language Learners a -0.1% drop and Former English Language Learners a -2.9%drop

Grade	Met	DNM	DNM				
			GE	ELL	SE		
3	96%	4%	0	3	3	* 3 from self-contained	
4	92%	8%	6	2	5	* 3 from self-contained	
5	95%	5%	1	3	4	* 2 from self-contained	
6	92%	8%	1	2	5	* 5 from self-contained	
Total	94%	6%	8	10	17	35	

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, all grades will collaboratively develop CCLS-content aligned literacy units that contain rigorous writing end products, language objectives, scaffolds and culminating activities as measured the completion of four content-based units of study.

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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?
Classroom teachers will begin to align their reading and writing units to Social Studies or Science content. They will create end products and culminating activities that address the CCLS standards.	All grades	May 2015	Principal and APs
Classroom teachers will receive ongoing professional development on CCLS and content alignment of ELA units.	All grades	June 2015- June 2016	Principal and APs
Classroom teachers will create five content aligned units with the staff developer. Throughout the school year, teachers will continue to map out and modify the remaining units.	ELA grade leader +1	June 2015- June 2016	Principal and APs
Parents will receive ongoing information about the literacy units. They will be recruited as resources for the unit students and participate in culminating activities.	All grades	September 2015- June 2016	Principal and APs

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.											
10% of the Title 1 and tax levy has been set aside for professional development to pay for consultants, tax levy funds for per diem. We will also use Title 1 set aside for parent involvement to provide teachers with per session to conduct parent workshops. Percentage of Title III funds will be used for the ENL afterschool program and parent 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

	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.

In February 2015, we will check the progress of this goal. By this time, we will have implemented first content-aligned unit . Teachers will have created three full content-aligned units.

We have met and gone beyond the mid-year benchmark. Teachers have implemented more than one unit in a lot of grades. They have planned three units with the staff developer.

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.

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.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	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.

We have met and gone beyond the mid-year benchmark. Teachers have implemented more than one unit in a lot of grades. They have planned three units with the staff developer.

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.

Strengths:

- Our students are doing very well solving problems in multiple ways.
- We have increased math conversations. Students are articulating their thinking and justifying their answers.
- Students are using math models to increase their understanding of base 10.

Needs:

- Our students are still having difficulty with word problems, especially our ELL and special needs students. They are struggling with mathematical language.
- Below is the math data for the our subgroups and students who “Did not meet.”
- Subgroups: SWD had a -15.4 drop and ELL a -0.8 drop

MATH - 2015						
Grade	Met	DNM	DNM			
			GE	ELL	SE	
3	99%	1%	0	0	1	*1 from self-contained
4	97%	3%	2	0	4	*4 from self-contained
5	99%	1%	0	2	0	2 new admits
6	98%	2%	0	0	2	* 2 from self-contained
Total	98%	2%	2	2	7	11

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 2016, all grade teams will work collaboratively to develop language supports for ten chapters as measured by the information noted in the completed unit maps.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher teams will work on creating language goals and sentence frames for each unit.</p>	<p>ALL grades</p>	<p>June 2015- June 2016</p>	<p>Principal, Aps, Math Coach</p>
<p>Teacher teams will receive ongoing professional development in the area of language supports during Monday PD days.</p>	<p>ALL grades</p>	<p>September 2015- May 2016</p>	<p>Grade leaders, Principal and Coach</p>
<p>Classroom teachers will continue to receive professional development from Metamorphosis and continue to learn strategies that will enhance language development and problem solving skills.</p>	<p>ALL grades</p>	<p>September 2015- May 2016</p>	<p>Aps and coach</p>
<p>Teachers will participate in student-focused walkthroughs to view the implementation and students’ use of language supports.</p>	<p>ALL grades</p>	<p>September 2015- May 2016</p>	<p>Aps and coach</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Set aside 10% Title 1 for professional development and tax levy funds to pay for consultants, tax levy funds for per diem.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>In February 2016, we will review the progress of this goal. Each grade will have completed five units with language goals, supports and sentence frames. We have met and gone beyond the mid-year benchmark. Teachers have developed language goals and prompts for all the units.</p>

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.

Strengths:

- We have scheduled additional common planning time.
- We hired an additional specialty teachers, so classrooms teachers can have an additional weekly planning period.
- Teacher team work collaboratively to plan and revise the curriculum and unit plans.
- Teacher teams conduct weekly inquiry.
- Teachers conduct peer observations to improve their practice.

Need:

- On the 2014-2015 QR, our area of focus is building consistency of practices across all classes.

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, our administrators will have engaged teachers in four student- focused walkthroughs to assess student engagement across classes by using a rubric. We expect to see an increase consistency of practices as measured by the baseline data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will continue to receive training related to instructional rounds and collecting low inference</p>	<p>PK-6</p>	<p>October 2015-May 2015</p>	<p>Principal and AP</p>
<p>Teachers will receive professional development around student engagement for ELL and Self-contained students.</p>	<p>PK-6</p>	<p>September 2015-May 2016</p>	<p>Principal and AP</p>
<p>Teachers will share the information with the school community via email and on Monday PD days.</p>	<p>ALL teachers</p>	<p>September 2015-May 2016</p>	<p>Principal and APs</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Tax Levy will be used for per diem to hire subs to cover grade leaders</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, we will check on the progress of this goal. We expect that to have a minimum of two student-focused walkthroughs completed. For the mid-year review, we are on target with this goal. We have conducted two walkthroughs. Our third will be taking place this month.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

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.

We have met and gone beyond the mid-year benchmark. The math coach and teachers have worked on language goals and sentence stems for every unit.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	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.

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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)	2015 NYS CC exam cut-off score of 299 as determined by NYS Boces AIS Recommendation, teacher observations, and student performance on baseline assessments	Fountas & Pinnell LLI, iReady, close reading strategies,	Small Group Instruction, one-to-one, tutoring	During the school day and Project Intervention after the school day two times a week from September to June
Mathematics	2015 NYS CC exam cut-off score of 289 as determined by NYS Boces AIS Recommendation, teacher observations, and student performance on baseline assessments	iReady, GoMath intervention, peer work on problem	Small Group Instruction, one-to-one, tutoring	During the school day and Project Intervention after the school day two times a week from September to June
Science	Teacher observation, baseline assessments	Embedding CCLS strategies for literacy in content area groups	Small Group Instruction, one-to-one, tutoring	During the school day
Social Studies	Teacher observation, baseline assessments	Embedding CCLS strategies for literacy in content area groups	Small Group Instruction, one-to-one, tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher and parent referral, related service provider observations, student work and classroom behavior.	PBIS, Obstacles to Learning Program, Guidance Success, Career Planning	Small Group Instruction, one-to-one, tutoring	During the school day

Section 7: Title I Program Information

Directions:

- 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.
<p>The following strategies and activities are used to recruit highly qualified teachers:</p> <ul style="list-style-type: none"> • Thorough review of resumes and cover letters, which outline skills and certification(s) needed for vacant positions • Comprehensive interview process in which teaching and interpersonal skills are assessed • Provide a demonstration lesson in which teaching and classroom management are assessed • Debriefing session with principal and Assistant Principal to assess teacher's ability to be reflective and self-assess areas that need to be strengthened <p>Strategies for retention:</p> <ul style="list-style-type: none"> • Mentors are assigned to new teachers • Teachers receive a grade buddy who works closely with new staff and provides ongoing support • Math coach works closely with newly hired teachers • Danielson Framework is utilized to self-assess and come up with professional goals that will increase teacher effectiveness • Principal and Assistant Principal provide ongoing support and feedback through walkthrough rounds, informal and formal observations and grade meetings • Ongoing professional development provided by Teacher's College both in-house and outside the school • Variety of opportunities for teachers to share best practices

- Provide teachers with professional development opportunities as much that match their professional goals
- Provide leadership opportunities for teachers who are ready to further excel and expand their professional skills
- Recommend teachers who are ready to attend further professional development that will help them build leadership skills

Assignments

- Provide new teachers with assignments in grades with which they are familiar and that match their certification
- Match teachers to assignments as much as possible within their three choices
- Encourage teachers to indicate new grade assignments as a way of helping teachers grow and refresh their teaching skills

2b. High Quality and Ongoing Professional Development

Describe the 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).

- Administrators will attend Department of Education and Network workshops related to the Common Core Standards
- The professional team will develop differentiated professional developments that target teacher’s goals and areas of need.
- Teachers will receive ongoing training related to the Common Core Standards
- Teachers will also attend specific curriculum professional development related to Go Math, Expeditionary Learning, Special Education and ELL strategies

Teachers will receive in-house professional development by highly recommended consultants – Math with Metamorphosis and ELA with Accelerated Learning

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

At the beginning of the year, the PK teachers have a meet and greet session for the parent. The expectations are given to the parents. The parents receive ongoing communication. There are regular workshops provided to the PK parents that inform them of instructional practices, social-emotional development and parenting skills.

The curriculum provided to our PreK students "Big Day PK" is fully aligned with CCLS.

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.

We have a MOSL team who reviews the assessment options and decides the one that works best for our population. For professional development, we also have a team who helps to come up with professional development options.

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	481,571.00	X	5A , 5C
Title II, Part A	Federal	110,792.00	X	5A, 5C
Title III, Part A	Federal	17,348.00	X	5A, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,527,164.00	X	5A, 5C, 5D

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 150Q, 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. PS 150Q policy 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 150Q will support parents and families of all students in:

- 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

- share 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;

PS 150Q'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 PS 150Q. 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 PS 150Q's Title I program. This information will be maintained by

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 .

PS 150Q 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;

PS 150Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. PS 150Q's 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>P. S. 150Q</u>	DBN: <u>30Q150</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>148</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Part C: Professional Development

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

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

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

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

Part C: Professional Development

NYSESLAT and provide students with the needed familiarity with the four modalities assessed.

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Part D: Parental Engagement Activities

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

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

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

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

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

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

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 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 30	Borough Queens	School Number 150
School Name P.S. 150Q		

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 Carmen Parache	Assistant Principal Ismael Perez
Coach Mark Lilakos	Coach type here
ENL (English as a New Language)/Bilingual Teacher Gulay Ucar	School Counselor Mark DeSillas
Teacher/Subject Area Maria Kapetanedis	Parent Nami Russo
Teacher/Subject Area Maria Cortez	Parent Coordinator Geneva Pate
Related-Service Provider Wanda Cruz	Borough Field Support Center Staff Member Gary D. Goldenback
Superintendent Dr. Composto	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	10	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	5	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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	7

D. Student Demographics

Total number of students in school (excluding pre-K)	1124	Total number of ELLs	150	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 checked="" 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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
Dual Language	1	1	1	1	1	1	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	149	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	29
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	29	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	10	0	0	0	0	0	0	0	0	0
ENL	110	1	22	29	0	7	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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 <u>Spanish</u>	4	20	1	24	0	28	1	19	2	20	2	16							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):
22

Number of students who speak three or more languages: 0

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	14	16	4	12	13	8	5							0
Chinese	2	1	0	0	0	0	0							0
Russian	0	0	0	0	0	0	0							0
Bengali	5	5	1	4	6	3	1							0
Urdu	0	0	0	0	0	0	1							0
Arabic	1	1	0	0	0	3	0							0
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	2	2	1	0	0	0	0							0
Punjabi	0	0	0	0	0	0	0							0
Polish	0	0	0	0	1	0	0							0
Albanian	0	0	0	0	0	0	0							0
Other	11	4	3	0	4	3	2							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)	10	3	0	1	0	3	2							0
Emerging (Low Intermediate)	5	6	0	1	5	2	0							0
Transitioning (High Intermediate)	11	2	0	3	8	1	1							0
Expanding (Advanced)	13	19	9	12	13	13	6							0
Commanding (Proficient)	52	11	10	6	2	8	2							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	0	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	12	28	29	11	27	9							0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	12	9	1	0	0
5	10	4	0	0	0
6	6	2	0	0	0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	8	0	14	0	3	0	0	0	0
5	4	0	8	0	4	1	0	0	0
6	5	1	1	0	0	0	1	0	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	6	0	7	0	2	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)	0	1	1	3	5	4	8	19
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
 Paste response to questions here: ELL's Literacy are assessed with NYSITELL and NYSESLAT results, i-Ready Computer Program and Fountas and Pinnell Running Records. We identify the strengths and weaknesses of the students. The information is used to differentiate and scaffold lessons. Teachers form small groups and provide additional support to meet student's learning needs. Teachers also use information to create baselines and monitor the progress of the student's educational gains throughout the school year. In addition, the i-Ready computer program is used to assess individual students' Lexile levels in reading and monitors it throughout the school year. The teacher will then use this data to guide instruction. This data shows that our ELLs are more proficient in speaking and listening however it is more social based than academic based. This data will help inform our instructional plan with the use of language goals, ENL supports/strategies visual cues and prompts.
 In the early grades teachers use Fountas and Pinnell, teacher created assessments, performance tasks to assess reading behaviors, early literacy skills and for concepts of print. We have seen that ELLs at Entering and Emerging English proficiency levels need more support in terms of concepts of print and phonics. Students at transitioning and expanding levels of English Language proficiency have basic letter/sound relationship awareness and sight words knowledge and they need to build on their reading and writing skills. These assessment results are taken into consideration for small group and individual instructional decisions.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: The pattern of NYSITELL performance levels at PS 150Q is that a majority of students score at expanding level. Students also perform at Entering or Emerging levels if they are new to the country.
 The number of students which fall under the categories of: Entering, Beginning, Transitioning, Expanding and Commanding. We have noticed that the majority of students test out in the lower grades and that as they progress through the grades it becomes more difficult for them to achieve Commanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here: Unable to answer at this time due to AMAO not being active.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here:

4. In ESL programs parent notifications are sent home in the Home language of the students. School staff also utilizes translation services and I speak cards when communication with parents. Classroom libraries have books in some of the languages spoken in the students' home language. During parent meetings bilingual staff or translators are present.

In Dual language program parent notifications are sent home in the Home language of the students. School staff also utilizes translation services and I speak cards when communication with parents. Classroom libraries have books in some of the languages spoken in the students' home language. During parent meetings bilingual staff or translators are present.

a. In general, ELLs seem to score better on tests taken in English if the instruction is delivered in English. However, in some cases, students would benefit from a translated test or an oral translation.

b. The administration and teachers are using the results to determine the progress ELL students have made and where students need to make more progress. We do this by reviewing the results of the test and analyzing which sections the students seem to have the most trouble with. Differentiation will be key here as each child may have different results, so this is taken into consideration. Once areas of concern have been identified, skills and strategies are developed and implemented to target specific areas of student need. Intermediate students do better on shorter passages with multiple choice questions. Advanced level students attempt to read/write above their current level and are finding vocabulary and inferencing questions difficult.

c. We are learning that instruction should focus on providing students with skills and strategies to transfer literacy, prior knowledge and content area proficiency from their native language to English. This implies a need to develop content area vocabulary through modeling, Shades of Meaning, and scaffolding. Intermediate students often have difficulty understanding test directions. They need to learn to deconstruct directions and focus on specific content language. Written responses, including detailed explanations and examples are difficult for advanced students. Teachers need to have students talk-out explanations before writing them. Our teachers will reinforce critical thinking skills, questioning, and problem solving skills. In addition, technology is used to support language skills through such programs as i-Ready and MyOn.

Teachers will utilize a variety of instructional strategies to develop complex vocabulary and a greater understanding of grade-level texts. Translation services would be helpful to provide students with study guides and content-based review/vocabulary sheets in order to facilitate the application of prior knowledge and help students to participate more actively in class.

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](#).]

Paste response to question here: We use Iready as part of RTI. Students are assessed through Iready and the results inform classroom instructional decisions for planning and grouping. Students also have access from home.

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

we make every effort to ensure that a child's second language development is considered in all instructional decisions. We do this by working in instructional teams, collaborating with administration, and including all teachers who work with ELLs. We have discussions about approaches to target the most specific needs of our ELL students, while keeping language development as a part of all instructional decisions.

Classroom teachers use high-quality research-based instruction that is differentiated for ELLs, collect data, monitor ongoing progress, and work with colleagues in making instructional decisions based on the data. Teachers share their findings of student performance in the classroom, as well as their expertise in the classroom content and grade-level skills. We maximize student potential by sharing insights about the student's home life, family background, and interests.

Our ELL teachers have expertise about language development, and how to use assessment tools and techniques, as well as how to use effective instructional practices for ELLs. As a result, we assure that the ELL teachers are included in the instructional decision-making process. Because of this knowledge, their roles include: clarifying needs associated with second language acquisition, providing evidence for differences between learning differences and disabilities, putting data into a cultural context, and modeling instructional strategies for classroom teachers, as well as assisting with assessments.

6. In order to foster the language development for our students, teachers utilize several resources and follow guidelines of Second Language Acquisition. Language Objectives are clearly incorporated into everyday planning and instruction using the Common Core Language, speaking and Listening standards. Also, Targets of Measurement and Bilingual progressions for various performance levels are taken into consideration to differentiate and scaffold for ELLs. During Monday Planning and Development periods teachers share best practices and plan using the Bilingual progressions.

7. For dual language programs, answer the following:

- 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?

A) Skills of ELLs are assessed by using the MyOn Computer Program and Fountas and Pinnell Sistema de Evaluación de la Lectura Running Records. These results are used to identify the strengths and weaknesses of the EP students. They are good predictors of student performance in the classroom. These results are used to differentiate and scaffold lessons in order to enhance practices. They are used for planning and preparation of lessons to meet each student's individual learning needs and language goals. They are also used for grouping and as a baseline for monitoring the progress of the student's educational gains throughout the school year. In addition, the MyOn computer program is used to assess individual students' Lexile levels in reading and monitors it throughout the school year. The teacher will then use this data to guide instruction. This data will help inform our instructional plan with the use of language goals, ENL supports/ visual cues and prompts.

B) In Kindergarten for those students who are acquiring a 2nd language (Spanish) falls between entering and beginning
 In 1st grade for those who are acquiring a 2nd language (Spanish) falls at the beginning level.

In 2nd and 3rd grades these students would fall between Beginning and Transitioning

In 4th and 5th 5th grades most students are at the transitioning and expanding levels.

C) On state exams most students are at grade level, with a few approaching grade level.

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

The programs are evaluated using the results of the NYSESLAT test and all other formal and informal assessments of the ELL students. This includes Pre, Mid and Post Assessments in ELA, and Math, unit tests, as well as any ongoing formative assessments and any other applicable assessments. Teacher observation and discussion are also used to gauge a student's understanding of instructional materials. ENL teachers conduct conferencing on a regular basis with the students and monitor their progress using a variety of indicators to monitor language acquisition. ENL teachers work closely with the classroom teachers during team meetings to consistently track the ongoing progress of every ELL student to inform and develop appropriate instruction.

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.

Paste response to question here: Upon registering their children, parents fill out a Home Language Identification Survey (HLIS). A trained, licensed pedagogue assists the parents through an informal oral interview in English, or in their native language. The child is also interviewed. This survey and interview process helps us to identify students who may be English Language Learners (ELLs). If upon reviewing the HLIS, the student speaks another language, then a more in depth interview is done with the student. If the child has sufficient oral and literacy skills for their grade then no further action is taken. If these children's skills are not up to their grade, they are tested. These students are tested by a trained teacher/coordinator using the NYSITELL assessment tool to indicate their level of English proficiency. If the child is Spanish speaking and does not score a proficient score on the NYSITELL, then the Spanish LAB will be administered. All ELLs will be tested annually with the New York State English as a Second Language Achievement Test (NYSESLAT) until proficiency is reached. There will be several people involved in this process, Ismael Perez is the Assistant Principal and holds a TESOL license, Carmen Arruzza has a permanent bilingual extension, and Margaret Suarez who has training with our ENL population.

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

Paste response to question here: SIFE (Students with Interrupted Formal Education) may fall under the following categories: students born in a country other than the United States or its territories, students who come from a home where a language other than English is spoken, students who enter a U.S. school after grade two who: upon enrollment have had two years less schooling than their peers, function at least two years below expected grade level in reading and math, those who may be pre-literate in their first language and are in grade 3 and over. In order to meet the academic and social-emotional needs of our SIFE students. A number of steps are taken within the first 30 days. First an oral questionnaire is used to identify if there is a gap of two or more years in the student's formal schooling. This will also give the teacher a better understanding of the student. Then a LENS (Literacy Evaluation for Newcomers) is given. This will measure the home language literacy skills of the student. This will help the teacher to plan instruction since students come with a wide range of skills in literacy and math. These students will be monitored and data will help to reevaluate what the needs of the student are so instruction can be planned.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here:

The members of this team will include the following:

- A school/district administrator -
- A certified teacher or related service provider with a bilingual extension and/or an ENL teacher - such as Ms. Cruz
- The Special education supervisor (Ms. Tanzer) or her designee
- The student's parent or guardian.
- A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT.

The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development that may include the following:

1. The result of the Home Language Survey
2. The student's history of language use in the school and home or community
3. The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
4. Information provided by the SBST as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English
5. Based on the evidence, the LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English NYCDOE
6. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
7. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal will either accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, then the test is immediately administered to the student within 20 days.

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.

Paste response to question here: The in-take process includes filling out the Parent Survey and Program Selection form. Parents complete this form during the registration. The original is then kept in the student's cumulative record and a copy is made which is kept separately by the school's ENL Coordinator. After the administration and scoring of the NYSITELL, placement, entitlement, or non-entitlement letters are sent home within 5 days of registration.

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).

Paste response to question here: If an ELL's parent, guardian or teacher (with written parental consent)) believes that a student has been misidentified as an ELL or Non-ELL and requests that a second identification process take place, the following steps will be taken:

- A review of all documents related to the initial or reentry identification process detailed above.
- A review of the student's work in English and in the home language.
- The NYSITELL may be administered to the student if the original determination was that the student should not have been administered the NYSITELL. (The Re-identification Process will never include a second administration of the NYSITELL.)
- A consultation with the parent or guardian.
- School will conduct and review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
- The Language Proficiency team will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
- Based on the recommendation of the qualified personnel, the school principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
- Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation will be sent to the superintendent (or designee) for review and final decision.
- Written notification of the decision is sent from the superintendent to the principal, parent, guardian, in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program will be modified accordingly. All notifications and relevant documents will be filed and kept in the student's cumulative folder.

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.

Paste response to question here: 1) A parent orientation is held within 10 days of the student starting school in various languages. The video explains program choices to the parents of newly identified ELLs. The parent coordinator, ENL coordinator, and an administrator are present to help explain our language allocation policy and to assist parents in filling out their Program Selection Form. As new admits arrive throughout the year, the ENL coordinator has a one to one parent orientation with the parent of the new admit. Should a parent survey not be returned after several attempts being made to contact them, bilingual program will be the default placement.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: At P.S. 150-Q we continuously conducts Parent Orientations as new ELL students are admitted to the school. If a student is identified as an ELL, a parent orientation is given on the spot. The DOE video is shown in the preferred language of the parents and following the video which explains each program choice that is offered. The parents/guardians are then given a choice as to which program they want their child to be enrolled. This is then entered on the Program Selection form and signed by the parent or guardian. A copy of the selection form is filed in the student's cumulative folder as well as the ENL binder which is kept in the coordinator's office.

If, in the rare event a parent needs time to think about which program they feel would be the best fit for their child, phone calls in the parents' preferred language are made or letters may be sent to encourage the parents to return the form as quickly as possible.

All parent choices are recorded on the ELPC screen in ATS in order to accurately monitor the parent choices

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

Paste response to question here: If a program selection form is not returned, the ENL teachers or a bilingual staff member will call the parents. If there is no reply after repeated effort to contact the parents, a letter is sent home requesting the return of the program selection form with their choice filled in, reminding them that they must return the completed and signed form within 5 school calendar days. If a parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program if one exists. If there is no bilingual class in the school, the student is placed in ENL class. At that time, we will document and include attempts to gather the initial parent selection preference form. If a student is placed in ENL as a result of the parents' not returning the survey, they will be counted toward minimum thresholds established by NYSED's CR Part 154. ENL teachers also encourage parents (through phone calls or letters) who have not returned forms to attend parent-teacher evening conferences. Parents are offered several opportunities to come in for meetings throughout the school year. ENL personnel keeps a copy of all entitlement letters distributed, by grade, in our ENL binder. A copy is placed in the cumulative folder as well. We also keep two copies of the Parent Selection forms on file, one in the binder and one in the cumulative folder as well. All choices are entered into ATS on the BESIS and ELPC screens.

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

Paste response to question here: The placement parent notification letters are distributed by the ENL coordinator upon a student registering in our school and it is provided in the parent's preferred language.

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

Paste response to question here: All ELL documentation, the HLIS, signed non-entitlement and entitled letters are retained in the child's cumulative folder. A copy of the original HLIS is also filed with the ENL coordinator. The ENL Coordinator keeps a copy of all entitlement letters distributed, by grade, in an ENL Binder. This is updated when required, and as necessary. All choices are entered onto ATS both in BESIS (when required) and into the ELPC screen on a regular and updated basis

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.

Paste response to question here: Test dates within the two week window are determined at the beginning of the school year. These dates are included in the testing calendar so that staff, parents, and students know when the test will be given. Students are grouped appropriately according to test level and/or IEP modifications. Letters are sent home to remind parents and students of test dates. Students are tested on those dates. Students who are entitled to ENL services as per the NYSITELL or the previous NYSESLAT exam (according to the ATS reports) will then be evaluated in the Spring of each school year using the NYSESLAT exam, which contains all four modalities: Listening, Speaking, Reading and Writing. We ensure that every child eligible to be tested is tested by reviewing the RLER, which is the NYSESLAT Eligibility Report from ATS. Make-up tests are given within the 2 week window to ensure absentees are tested. Accurate lists are kept of all those who were tested. This test is then administered by the certified ENL teachers in our building. The Speaking component is given to each student, according to the NYC Testing Calendar and NYS Teacher Directions. Each section of the NYSESLAT (Listening, Reading and Writing, DAY 1, Day 2, and Day 3) of the NYSESLAT is also given as per the NYC Testing Calendar and pacing schedule. All directions, time limitations, and security procedures are adhered to as per the instructions. Students are tested in small groups, by grade, in appropriate testing locations, as per Ms. Hernandez, Assistant

Principal in charge of Testing and our ENL coordinator Ms. Ucar. We ensure that each eligible student has a grid for all appropriate parts of the test. The results of this test will determine eligibility for the following school year. Students who score Proficient will continue to receive ENL support for an additional 2 years for 90 minutes a week.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here: As soon as NYSESLAT scores are received. Letters in the parents language choice, are sent home along with the NYSESLAT scores. Parents are also invited to meetings to explain the scores and answer any questions. This is coordinated by Ms. Ucar our ENL coordinator.
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).

Paste response to question here: After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in parent selection has been in alignment with the programs offered at our school (Dual Language and Free Standing ESL). This is monitored through the parent choice letters, Program selection videos, and HILS form. The majority of parents <approximately 80% have chosen ENL, 20% Dual Language and the remaining 10% Transitional Bilingual.

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.

Paste response to questions here:

At PS 150Q we have a stand alone ESL classes in K, 1st , 2nd ,3rd, 4th grades where students are provided ENL services by a ENL or Bilingual licensed teacher. Students are grouped heterogeneously (mixed proficiency levels)

Dual language program is available at PS 150Q from Kindergarten to 5th grade. Bilingual licensed teacher provides the ENL services . Students are grouped heterogeneously (mixed proficiency levels).

Also, an Integrated model exists in grades 3,4,5,6 where an ENL licensed teacher pushes in during ELA block to provide ENL services through content areas. Students are grouped heterogeneously (mixed proficiency levels)

Children who are in a self contained ENL class receive their instruction from certified ENL teachers who provide all of the classroom instruction in all content area subjects. Children who are in a monolingual class receive instruction on a push-in basis from certified ESL teachers for either 180 minutes or 360 minutes per week as prescribed in CR Part 154. These push-in teachers collaborate with the classroom teachers in order to provide instruction in the content areas (Math, Science, Social Studies) using ENL strategies. They also provide services for either 180 or 360 minutes per week depending on the needs of the children they serve. The Teachers' College Balanced Literacy Program will help students develop strong literacy skills while incorporating ENL strategies and methodologies. These same strategies and methodologies are used throughout the day within the content areas. Content area lessons are taught using scaffolding strategies. The majority of ENL students not in Dual Language classes are in self contained ENL classes. Students in free standing ESL programs who are identified as advanced may be placed in a mainstream general education classroom and receive push in services from a certified ENL provider for 180 minutes a week as per the Commissioner's Regulation Part 154. These teachers work with ELLs during content area instruction in collaboration with regular classroom teachers. These students then have the opportunity to be exposed to language by other students who are English proficient. Students who are beginners or intermediate in self contained classes receive 360 minutes a week as per the Commissioner's Regulation Part 154. In the upper grades, the highest percentage of ELL students in the ENL program who took the ELA exam scored in the level 2 range compared to the highest percentage of EP students in the school who scored in levels 3 and 4. The implications of these results for the school's LAP and choice of instructional methods are differentiation of instruction according to modality and continuing to provide ENL and ELA instruction using a Balanced Literacy approach which is aligned with NYS learning standards in ENL, ELA, and content areas.

- b. TBE program. *If applicable.*

Paste response to questions here: N/A

c. DL program. *If applicable.*

Paste response to questions here: Children in our Dual Language program receive instruction from a certified Bilingual teacher who provides instruction in English three days a week and Spanish two days a week. In this program those children who require ESL also receive their 180 or 360 minutes of instruction a week. For the dual language classes, teachers differentiate instruction for ELL students by using ENL strategies and methodologies within the Teachers' College Balanced Literacy program and in all content areas on English days. During the literacy block, a sequential model of literacy is followed. No lesson is repeated twice. As per Commissioners Regulation Part 154 all ENL students will receive the required minutes of ESL instruction per week on English days (180 minutes of ESL for advanced and 180 minutes of ELA; 360 minutes of ESL for intermediate and beginners), according to their LAB-R or NYSESLAT scores.

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)?

Paste response to questions here:

2. The ENL providers use the RLAT report to identify the number of students at various levels. They group the students according to their levels and mandated minutes of ENL services. They ensure students receive the required minutes every week by providing small group instruction or whole class as stand alone or through Integrated ENL co-teaching with an ENL licensed provider.

Students who have an English language proficiency level at the Entering Level will receive a minimum of 180 minutes a week or 1 unit of study of Stand-Alone ENL and 180 minutes a week or 1 unit of study in ENL/ELA. This is a total of 360 minutes or 2 units per week. Students at the Emerging Level or low intermediate will receive a minimum of 90 minutes (.5 units) of study in ENL, 180 minutes (1 unit) in ENL/ELA, and 90 minutes (.5 units) of stand-alone ENL or integrated ENL/content area. This is a total of 360 minutes (2 units) per week. Students at the Transitioning or intermediate level will receive 90 minutes (.5units) of ENL/ELA and 90 minutes (.5 units) of stand alone ENL or integrated ENL/content area. This is a total of 180 minutes per week or 1 unit. Students at the Expanding or advanced level will receive 180 minutes (1 unit) of study in ENL/ELA or other content area. This is a total of 180

minutes per week or 1 unit. Students reaching the Commanding or proficient level will continue to receive ENL for an additional 2 years. This will consist of 90 minutes a week of integrated ENL in ELA or the content area. This will be a total of 90 minutes a week. These students will also be entitled to test accommodations for 2years.

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.

Paste response here: To create an environment that provides a positive learning experience in the content areas, teachers are first informed of each ENL student's English level as per the data derived from the NYSITELL or NYSESLAT. The content is then made more comprehensible for second language learners through hands-on activities and visuals. The content areas are delivered in the program model through the use of charts, pictures, diagrams, manipulatives, posters, real objects, flash cards, and computer visuals (Smart Board and Lap Tops, i-Ready and MyOn). "Think-A-Louds" and "Read-A-Louds" are modeled. This is supported with libraries in both English and Spanish, and content area Word Walls. The language of delivery for content areas is English. Scaffolded instruction is used to meet the needs of the students. In all classes throughout the school, content area teachers have received staff development in strategies for modifying instruction for ENLs and implementing ENL methodology; i.e., bilingual word walls, technology, graphic organizers and differentiation based on the Common Core Learning Standards.

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

Paste response to question here: In the Dual Language class, students are evaluated through running records and the ELE as well as teacher assessment.

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

Paste response to question here: Teachers use learning objectives throughout their unit and lesson plans and are constantly analyzing the formative and summative data which they use to scaffold their instruction according to the needs of the students. The teachers tailor lessons and assessments to incorporate the modalities. They are given benchmark tests throughout the year on the modalities. Groups are arranged according to the outcome of the benchmarks. Small group instruction is used to meet the needs of the modalities. ELLs are evaluated using the following criteria running records, rubrics, teacher assessments, and iReady.

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

Paste response to questions here:

- a) At P.S. 150-Q there are currently no students identified as SIFE.
- b) ELL students who are considered to be newcomers get differentiated instruction with a strong emphasis on methodologies to increase BICS and CALP vocabulary, spelling, grammar, and critical thinking skills. They also have access to ENL based technology. This includes online website at i-Ready and MyOn.
- c) We enhance language development using various ENL strategies such as scaffolding prior knowledge of a specific content area, modeling, the use of manipulatives, graphic organizers, multi-leveled books on tape/CD, guided reading, vocabulary building, and reading comprehension. Small group instruction is also be used within the classroom during the school day. Instruction is geared toward skills and strategies that will build on literacy skills, such as inferring, main idea, and cause and effect. MyOn and i-Ready, a web-based program that addresses listening, and reading skills are used with the students during teacher-specified ENL periods.
- d) The program provides level set activities aligned with the individual needs of each student. These lessons help students become more proficient readers and writers. Lessons are based on the NYS Learning Standards for English as a New Language and Common Core Learning Standards. ENL students are invited to participate in all academic interventions available in our school.
- e) Commanding students are serviced by ENL teachers for 90 minutes a week as per the CR-Part 154.2. They will have direct instruction activities to support language development. They will also be offered the opportunity to participate in the Title III Program for ENLs. They will be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment. All former ELLs who achieved a level of proficiency within the last two years receive the same testing modifications as ENLs.

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.

Paste response to questions here: Between 6 and 12 months after the re-identification has been established, the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected. In this case, the principal will consult with a qualified staff member in the school, and the parent/guardian. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154. and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

Paste response to question here:

Intermediate and transitioning SWD students receive 180 minutes of ENL instruction and 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.

Low Intermediate/Emerging SWDs receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.

In addition, Proficient/Commanding SWD students receive 90 minutes of integrated ENL/ELA or ENL.

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?

Paste response to question here:

- P.S. 150Q - Has ELL students with special needs in self-contained 12:1 classes and in I.C.T (Integrated Co-teaching) settings. Programming at our school ensures that ELL-SWDs experience maximum time spent with non-disabled peers. All students participate in school- wide events together and common grades attend class trips together. All students in activities and perform in shows together, such as School Musical Performances and School Chorus.
- ENL-SWDs receive the same mandated minutes of ENL services as students in the general education environment.
- Expanding (formerly Advanced) receive 180 minutes of ENL instruction per week,
- Intermediate and Transitioning SWD students receive 180 minutes of ENL instruction and 90 minutes,
- Integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.

Chart	<ul style="list-style-type: none"> ● Low Intermediate/Emerging SWD students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL. ● Proficient/Commanding SWD students receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction. ● Beginner/Entering level SWD students receive 180 minutes standalone ENL plus 180 integrated ENL/ELA for a total of 360 minutes of ENL as per CR Part 154-2 requirements.
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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*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Chart					
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.

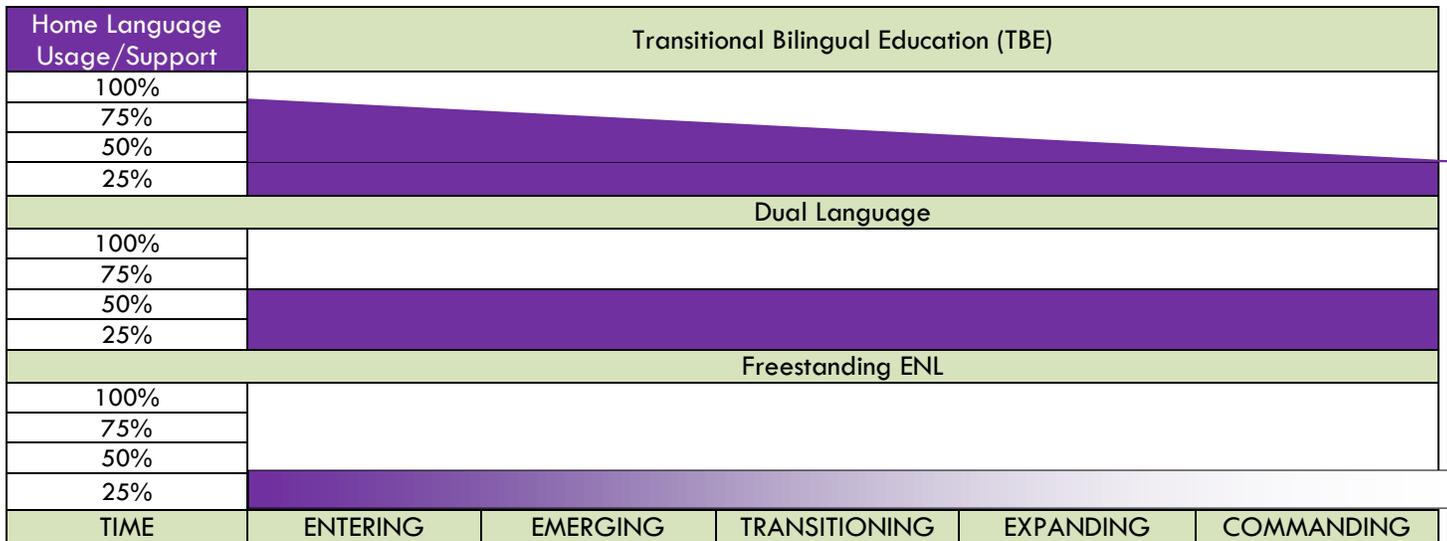


*Note: “other approved services” does not apply to New York City at this time.

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. Paste response to question here: Intervention Services for ELLs throughout the school year focus on each ELL's specific areas of strengths and weaknesses. The information for targeting the student's strengths and weaknesses are found on Skedula, state ELA scores, state math scores, the NYSYSLAT, and in class, ongoing pre and post assessments. Teachers keep individual student portfolios with unit test scores, final projects, samples of student work as well as any other form of intervention that the student has participated in. This includes communication with parents and any other staff member who is involved in the students' academic success.
- These interventions include:
- o Small Group Instruction or conferencing
 - o Individual Conferencing
 - o Scaffolded Instruction
 - o After School Title III program
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Paste response to question here: We use both a push-in model and standalone to provide ENL instruction to ENL students. These Models are effective in providing for the linguistic needs of the students while reinforcing the teaching of Common Core and content area instruction. ENL specialists work in collaboration with classroom teachers to design instruction that is appropriate and comprehensible to ENL students at all levels while maintaining rigorous instructional standards in Common Core and content area instruction. During push-in instruction, the ENL teachers work in groups with ENL students to reinforce language development through providing content area instruction at an appropriate linguistic level while avoiding reducing the instructional level of the content area instruction.
12. What new programs or improvements will be considered for the upcoming school year? Paste response to question here: New materials will be obtained and implemented in this year's New Title III Program.
13. What programs/services for ELLs will be discontinued and why? Paste response to question here: N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Paste response to question here: All ENL students are afforded equal access to all school programs. ENL students are invited to participate in any after-school programs offered, such as Sunnyside, Virtual Y, Serious Fun, Title III. ENL students are included in every school program, including Art, Computers, Music, Chorus, and Drama. This is ensured by every class being scheduled equally on the school's daily schedule. Every class also has the opportunity to participate in every school activity and special event equally. Some of these activities include a Carnival or Movie Night, School Dance, school trips to Washington D.C., Philadelphia or Boston to name a few. If any ENL student should require Speech, SETTS, Special Education, Occupational Therapy or Physical Therapy, the service is offered and provided to them as required.
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. Paste response to question here: All ENL students participate in interactive computer-based instructional programs using both Smart Boards in their classrooms, as well as Mac computers in the Computer lab. They can access i-Ready, MyOn, as well as research information and view informational videos on the Internet. By way of i-Ready and MyOn, student progress is tracked and the program adjusts Lexile level according to student strengths and weaknesses.
- We also use the Common Core Learning Standards and Reader's and Writer's workshop model. Teacher generated materials such as charts and graphs provide a print rich classroom environment. Leveled classroom libraries help all students. The mini-lesson Learning Objectives and feedback, introduce elements and address student needs. In writer's workshop, students use journals, source books, note taking, charts and post-it notes for note-taking. Students produce writing pieces and edit their stories through the writing process using task specific rubrics and checklists.
- Small group instruction is used to give the students more opportunity to interact in the reading process. It also provides focus and interest to struggling students. The students are engaged in shared reading, guided reading, independent reading, accountable talk as well as developing language experiences. Instruction is geared toward skills and strategies which will build literacy, such as inferring, main idea, and cause and effect. We enhance reading development using various ESL strategies such as scaffolding, vocabulary building, and reading comprehension.
- Appropriate leveled classroom libraries in English and native languages are available to support instruction. Presently, we are planning to build on the native language books available to students both in the classroom as well as the school library. Teachers in

Dual Language and ESL programs use a balanced literacy approach while employing ESL strategies and methodologies such as Total Physical Response (TPR), use of visual aids, and the above mentioned appropriate leveled classroom libraries. Teachers throughout the grades use multiple assessments to determine where students need support. Running records, conference notes, data collection, and AIS grade level skills assessment charts are used consistently to monitor students' progress. Interim assessments, and ELL interim assessment data is collected after each administration and used for data driven instruction.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here:

Home language support is provided through the ENL program model through the use of books and websites offered through our computers. Our school classroom libraries also have a variety of books that students can borrow and read, some in their home language. Translated tests and translators are offered to students for the New York State content area exams. New students are also paired up with a buddy that speaks their home language to give them social support, which in turn makes them more comfortable academically.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Paste response to question here:

All required services support, and all resources correspond to ENLs' ages and grade levels appropriately. All books purchased and provided are appropriate for all students' age levels. When a student participates in any program, all activities are age and grade-level appropriate. Title III materials were also previously purchased for each grade level and used according to grade level. All library books used in the classroom for all subject areas are grade appropriate for all ENL students.

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).

Paste response to question here:

Activities for new ENLs who enroll throughout the school year include an orientation with their grade appropriate guidance counselor to show the students around the school. We also try to place students with buddies to help them acclimate to the new school environment. If the students speak little or no English, we try to pair them up with students who speak their language.

19. What language electives are offered to ELLs?

Paste response to question here: N/A

20. For schools with dual language programs:

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

Paste response to question here: a)

We use an alternating-day model in our dual language classes. With 100% of instruction is given in English one day and the following day, 100% of instruction is given in Spanish. Each language is taught through the content areas, as well as through literacy. For emergent literacy, extra time is dedicated to the rules and concepts of each language. Students receive time that is solely dedicated to reading in each language. Since the classroom teacher instructs in all content areas they have been trained to imbed ENL strategies in all lessons.

b) All content area (ELA (reading & Writing), Word Work, Math, Science, Social Studies) are taught in both English and Spanish on alternate days.

c) We use an alternating-day model in our dual language classes. With 100% of instruction is given in English one day and the following day, 100% of instruction is given in Spanish. Each language is taught through the content areas, as well as through literacy. For emergent literacy, extra time is dedicated to the rules and concepts of each language. Students receive time that is solely dedicated to reading in each language. Since the classroom teacher instructs in all content areas they have been trained to imbed ENL strategies in all lessons.

d) Both languages are taught simultaneously as stated above.

Sample student schedule: ELA (reading & writing), Word Work, Math, Science, Social Studies, Read-A-Loud, Interactive Writing, Guided Reading.

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.)

Paste response to question here:

ELL staff are provided with professional development sessions every Monday afternoon, Election Day, Brooklyn Queens Day and other times throughout the year. Due to the percentage of ENLs and former ENLs the school administration arranges for teachers to attend districtwide professional development. Also, ENL teachers provide all staff with professional development on a wide range of topic related to teaching ELLs, such as: Scaffolding, Differentiated Instruction for ELLs in Content Areas, Technology for ELLs.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Paste response to question here:

PD opportunities for teachers to integrate ENL instruction with the Common Core include sessions specifically designed to give ENL teams the opportunity to collaborate and work toward modifying and adjusting curriculum to meet the specific needs of the ENL population. Teachers use these opportunities to get a head start on assessments, modifications and scaffolds for the upcoming school year.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here:

Guidance Counselors are a support system and a go to for all staff members and parents. They are available for questions and discussions on a regular basis during this transition time for all parents and students, Special Ed and ELL included. Our Guidance Counselors are experienced and well-versed in this transition process as she handles it every year. She communicates with the new middle schools involved and ensures all information is relayed and received between schools. Our staff is provided with grade conferences where they can complete record cards and articulation for the students moving to middle school together.

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.

Paste response to question here:

Staff may be given various workshops during the course of the year, including Monday afternoons, Election Day, Brooklyn Queens Day and other times throughout the year. These PD sessions include varying topics that would help them with their ELL students. Workshop topics may include: Common Core Curriculum, Differentiating for the Classroom Teacher with ELL's, Introduction to the ELL Program, Strategies to Use in Your Classroom, and The NYSESLAT. They also receive training during the school day in the form of Inter-visitations. Staff members attend various workshops offered by the Office of English Language Learners. Staff members continue to attend workshops offered by the UFT as well. We can find these PDs in the UFT newspaper. In addition, staff developers from the DOE visit our school and offer ELL workshops that involve many staff members, including ELL teachers.

C. Parental Involvement

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

Paste response to question here: Parents of ELLs will be invited to individually meet, during our parent involvement time, with their child's classroom teacher to discuss their child's language development. This meeting will include information on the goals of the program/classroom, their child's assessment results as well as their language development progress. At that time, parents will be able to ask questions. Translators will be available at this meeting for all parents who request them.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

The parent Coordinator is the point person who helps to organize parent outreach, Parent workshops, community activities, etc. She reaches out through regular meetings, Questionnaires, Calendar of events, parent notifications and an open door policy. She is the one who maintains records of all parental activities in the school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: N/A

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

Paste response to question here:

The needs of parents are evaluated through communication with the parent coordinator, the bilingual guidance counselors, the NYC DOE School Survey, through communicating during parent-teacher conferences and during ELL-parent orientations.

Needs of the parents are also evaluated through collaboration with the PTA and at PTA meetings. Letters and questionnaires are sent home to the parents throughout the year. Also student assessments give us additional information of struggling students, parents are contacted to discuss how we can help them help their children.

The parent Coordinator is the point person who helps to organize parent outreach, Parent workshops, community activities, etc. She reaches out through regular meetings, Questionnaires, Calendar of events, parent notifications and an open door policy. She is the one who maintains records of all parental activities in the school.

Should any parent need any type of translation this can be easily provided through school personnel on hand, for most cases. If a language is needed we can't provide on site the DOE translation unit will be contacted or we will schedule for a translator to come in.

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

Paste response to question here:

The needs of the parents are addressed by offering many and varied activities to for parents to take advantage of. There are numerous meetings and workshops so parents can stay informed on what the goals are for our school as well as classroom and individual goals. Parents can participate as partners in learning so they can help their children at home. There are also planned family activities that promote literacy. The workshops, orientations, after-school meetings, workshops and Parent/Teacher Conferences are directly aligned with the parents needs as per their requests both verbally and through data from the surveys.

The parent Coordinator is the point person who helps to organize parent outreach, Parent workshops, community activities, etc. She reaches out through regular meetings, Questionnaires, Calendar of events, parent notifications and an open door policy. She is the one who maintains records of all parental activities in the school.

Should any parent need any type of translation this can be easily provided through school personnel on hand, for most cases. If a language is needed we can't provide on site the DOE translation unit will be contacted or we will schedule for a translator to come in.

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:

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.

Parental outreach is accommodated through in person meetings during the allotted parent engagement period phone calls, translated letters, direct emails, and entry on individual student Skedula accounts. Records are kept in student cumulative folders, in Skedula, and in an ELL data binder.

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

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)
Carmen Parache	Principal		10/30/15
Ismael Perez	Assistant Principal		10/30/15
Geneva Pate	Parent Coordinator		10/30/15
Gulay Ucar	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
Victoria Sanchez	Teacher/Subject Area		10/30/15
Maria Cortez	Teacher/Subject Area		10/30/15
Mark Lilakos	Coach		10/30/15
N/A	Coach		10/30/15
Elizabeth Alvarez	School Counselor		10/30/15
Dr. Phillip Composto	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q150**

School Name: **The Sunnyside School - P.S. 150-Q**

Superintendent: **Dr. Comp**

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.

P.S. 150Q uses the and the School Level Emergency Contact Student List the Home Language Identification Survey (HLIS) to identify and access the language preferences of the parents in our school community. Using this data, we have identified such languages as: Chinese, Mandarin Chinese, Spanish, Hindi, Punjabi, Bengali, and Urdu as some of the main language groups at P.S. 150Q. In addition to collecting data reports from ATS, blue emergency cards, and HLIS, we also conduct individual interviews with ELL eligible students that first enter our school building to identify and assess language preferences of the parents in our school community.

Once this data is collected, a list is created and letters are sent home in English and parents' preferred language to increase parent engagement. In addition, P.S. 150Q utilized the Department of Education's website for important translated notifications and documents, that help keep the parents engaged in their child's education.

P.S. 150Q makes every effort to communicate with parents in their preferred language, using in-house translators, and the NYC Department of Education Translation and Interpretation Unit. Throughout the school year, our ELL coordinator regularly generates and reviews up-to-date ATS reports which indicate preferred languages for parents in our school community.

P.S. 150Q uses the methodologies described above to try and communicate with parents in every way possible. We are always working on ways to improve communications with all of our parents in our school community.

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.

Based on various ATS reports that generate parents' preferred language, HLIS, blue emergency cards and surveys, P.S. 150Q has identified Cantonese Chinese, Mandarin Chinese, Spanish, Hindi, Punjabi, Bengali, and Urdu as the parents' preferred languages for both written and oral communication in our school community.

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.)

P.S. 150Q parent-teacher conference dates, the DOE's Discipline Code, Chancellor's Regulations, all ELL informations (Guide for Parents of ELLs, important form letters) based on parents' preferred language.

P.S. 150Q utilizes in-house translators for translation and interpretation services throughout the school year. If a parents' preferred language is one that our staff members do not speak, we contact the NYC DOE Translation and Interpretation Unit for services. Translated signs are displayed in the main entrance and main office of our school building that provides important information to our school community.

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.

P.S. 150Q conducts face-to-face meeting with parents, teachers and administrators in parents' preferred language during Meet the Teacher nights, parent-teacher conferences, parent engagement conferences conducted on Tuesdays, and phone conferences. On a daily basis, bilingual personal, such as guidance counselors, and ESL staff contact ELL parents to discuss their child's academic progress and ways that parents could be active participants in their child's education.

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.

P.S. 150Q will continue to offer translation opportunities to parents' in their preferred language based on data from ATS reports, HLIS, and surveys. Throughout the school year, all important notices, such as newsletters, progress reports, calendars, permission slips, grading policy, curriculum maps, notices, and oral conferences with parents will be translated by in-house staff as needed.

P.S. 150Q will continue to use in-house staff, such as our bilingual guidance counselors, paras, and teachers during all face-to-face conferences, such as parent-teacher conferences, IEP meetings, and goal setting conferences for all ELL students. Someone who can act as a translator is always available on a daily basis, should a parent visit the school with questions and/or concerns.

During registration, bilingual staff are available for oral translation and all documents are translated in the parents' preferred language.

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.

P.S. 150Q will meet identified interpretation needs by continuing to use any written translators available (in-house, outside vendors, parent volunteers, DOE website, and internet) in order to communicate with parents. We translate letters/notifications to and from parents including information on parent orientation meetings for ELLs, parent surveys (for program choice), parent program notification letters (i.e. Entitlement letters, Brochures) and parent workshops. We also ensure that all HLIS forms are given out in the parent's preferred language at registration.

Translators can prepare written correspondence to go out to the parents of the various language groups as well as translate the written responses from the parents should the need arise. This would go a great way in empowering the parents of the school community to express themselves in their native tongue and foster a greater understanding between the school, teachers, and parents.

Part D: Training Staff on Policies and Procedures

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

The Language Identification Guide will be given out to the office staff and a training will be conducted implementing the procedures set forth in the guide to help determine parents' preferred language.

Safety Agents will receive over-the-phone cards and be reminded how to obtain an interpreter for the LEP visitors of the school.

An internal letter will be sent to school staff twice a year reminding them of their responsibility to communicate with parents twice a year, and what resources are available.

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

P.S. 150Q provides each parent whose primary language requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and instructions on how to obtain such services.

P.S. 150Q posts in a conspicuous location at or near the primary entrance to such school, a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

If the parents of more than 10% of the children at P.S. 150Q speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section, and shall post and provide such forms in accordance with this section.

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)

P.S. 150Q will conduct parent surveys in their preferred language throughout the school year to gather information and data on the quality and availability of services that are presented to them. In addition, our Parent Coordinator will frequently monitor feedback from parents through formal and informal parent conferences. We will continue to monitor ELL parent engagement and continue to look for ways to keep parents informed about their child's progress.