

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R050

School Name:

P.S. 050 FRANK HANKINSON

Principal:

JOSEPH SANTELLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Frank Hankinson School Number (DBN): 31R050
Grades Served: Pre-K through Fifth Grade
School Address: 200 Adelaide Avenue
Phone Number: 718-987-0396 Fax: 718-987-1925
School Contact Person: Janet Miller Email Address: jmiller13@schools.nyc.gov
Principal: Joseph Santello
UFT Chapter Leader: Dolores Kranpost
Parents' Association President: Judith Mason/Jen Caputo
SLT Chairperson: Dolores Kranpost
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 31 Superintendent: Anthony Lodico
715 Ocean Terrace Staten Island, NY 10301
Superintendent's Office Address: _____
alodico@schools.nyc.gov
Superintendent's Email Address: _____
718-420-5657 718-420-5677
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: 94 Director: Kevin Moran
715 Ocean Terrace Staten Island, NY 10301
Director's Office Address: _____
Kmoran2@schools.nyc.gov
Director's Email Address: _____
718-556-8367 718-556-8375
Phone Number: _____ Fax: _____

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)
Joseph Santello	*Principal or Designee	
Dolores Kranpost	*UFT Chapter Leader or Designee	
Jen Caputo	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Joseph Santello	Member/ Principal	
Dolores Kranpost	Member/ Chairperson (Teacher)	
Karen Quest	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Linda Notaro	Member/ Teacher	
Kim Schwartz	Member/ Teacher	
Stephanie D'Alcarno	Member/ Teacher	
Stacy Marnick	Member/ Parent	
Jen Caputo	Member/ Parent	
Tabitha Bowden	Member/ Parent	
Nichol Rizzo	Member/ Parent	
Sosamma LeDoux	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.

P.S. 50 is committed to developing well-rounded students. As a result we include the arts, which consists of a visual arts program, chorus, band, recorders, and key-boarding. We are one of two schools on Staten Island that has a partnership with the New York Philharmonic. The school also offers latchkey and after-school programs such as sports, chess and arts and crafts/cooking. These programs were designed in efforts to foster the social/emotional growth of our students with the expectations that they will build confidence and self-esteem, while providing the potential to tap into talents that have not been discovered. As a result, we feel strongly that this approach has had a positive impact on the culture of the building as it has boosted morale, which has stabilized and improved attendance rates.

Supportive Environment

The school offers an array of instructional programs to best meet the needs of our P.S. 50 students. Currently we offer Pre-Kindergarten, Integrated Co-Teaching (ICT,) General Education, Gifted and Talented, 8:1:1 ASD Horizon as well as Related Services : Speech, Occupational Therapy, Physical Therapy, and Counseling. We also have "Exposure through the Arts" and developed a Response to Intervention program which is provided on Saturdays. This program concentrates on Math and ELA for our Tier 2 and Tier 3 students, to aid in improving academic performance.

Teacher Collaboration

Over the years many of our staff members have built strong relationships with our students and their parents which fostered a family orientated environment. The teachers designed projects to strengthen our school and provide our parents with academic support. Recently, the teachers engaged in a project where they developed a series of instructional videos called "Show Me," for parents in an effort to assist them in understanding our GO MATH program. Videos have been posted on the school's website, www.ps50si.org, which are easily accessible for parents and students *on demand*. In the past, parents had to attend the schools workshops, which did not offer flexibility or provide instruction when needed.

Strong Family – Community Ties

The school also places a priority on parent engagement. The PTA plays an important role in the school's success. In order to provide a safe environment, parents volunteer to assist with arrival by participating in the school's *Stop and Drop* program in the morning. The PTA also conducts various fundraisers and has been responsible for furnishing the building with air conditioners and smart boards over the course of several years. Parent representatives have voiced their concerns and opinions at School Leadership Team meetings. Parent SLT members have been responsible for analyzing, developing, and promoting parent participation in the Learning Environment surveys. Additionally, the SLT Parent Members have assisted in the developing of CEP Goals, including the most recent campaign to design a new school logo. In 2014, parents received monthly newsletters geared for their child's specific grade, they were also invited to a 45 minute parent outreach meeting with their child's teachers and attended parent workshops on specific topics (science, computers, art, gym/health.) These offerings allowed parents to an inside view of what happens during the school day. Furthermore, parents obtained an understanding of teaching techniques and ways to reinforce these techniques at home.

Rigorous Instruction

There was a 9% overall percentage gain amongst all students between the 2014 and 2015 school year ELA results. We have decided to engage in rigorous differentiated tasks to meet the needs of all learners at their various entry points. The 2015-2016 instructional focus has been changed and updated to continue growth to:

"If our students are engaged in rigorous, differentiated tasks developed through a collaborative teacher team effort, **then** students will have opportunities to deepen critical thinking skills, work collaboratively with their peers, and understand content through a variety of approaches and strategies that meets the needs of all learners."

Teachers will focus on Danielson's *Framework for Teaching* when planning; focusing on 1a Demonstrate Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments, 3a Communicating with Students, 3b Using Questioning and Discussion Techniques, 3c Engaging Students in Learning, 3d Using Assessment in Instruction, 3e Demonstrating Flexibility and Responsiveness.

P.S. 50 VISION

P.S. 50 envisions a bright positive and vital educational institution that will make a valuable contribution by providing a cooperative atmosphere for academic training and by promoting a social support system where the talents available within the participating community are used to provide our students with the ability to achieve their highest potential of learning. Therein, an adaptable institution will help secure an atmosphere of open communication requiring an attitude of respect, responsibility and willingness to serve that will remain focused on its goals; thus securing a healthy, aspiring and productive enterprise where all may achieve their full potential.

P.S. 50 MISSION STATEMENT

We, at P.S. 50, are a multifaceted school community striving toward establishing academic excellence and social cohesiveness for all students through superior instruction and social instruction in a cultivated environment of acceptance and acknowledgement. We will utilize the talents within our school community and remain vigilant and flexible in the achievement of our long and short-term goals in order to yield personal achievements, superior academics and confident, self-motivated and well-rounded students.

Children at P.S. 50 are taught to be respectful, articulate, cooperative, and creative. They aspire to reach their full potential in their moral, social and educational development. Through the efforts of our multi-faceted school community, we will achieve the above through inspiration, motivation, and patient nurturing. Through innovative teaching techniques developed by the P.S. 50 staff through workshops, educational literature, professional development and conference meetings, the P.S. 50 faculty are prepared to meet the New York State and City Standards. Our educational endeavors will be strengthened by the parents/guardians who have become involved in attending/participating in educational workshops. They have enforced a strong team spirit through the PTA and have supported and provided our students/staff with diverse activities that built upon our school morale.

31R050 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	858	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		0.8%	% Attendance Rate	
% Free Lunch		23.1%	% Reduced Lunch	
% Limited English Proficient		4.3%	% Students with Disabilities	
				20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	
% Hispanic or Latino		12.2%	% Asian or Native Hawaiian/Pacific Islander	
% White		76.1%	% Multi-Racial	
				1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.75	# of Assistant Principals (2014-15)	
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	
				2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	
				7.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		57.6%	Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		95.1%	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	
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	
6 Year Graduation Rate		N/A		
				N/A
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District			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	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		YES	Multi-Racial	
Students with Disabilities		YES	Limited English Proficient	
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		YES	Multi-Racial	
Students with Disabilities		YES	Limited English Proficient	
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		YES	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
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	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
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	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
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.

As per the findings in the Quality Review Report, classroom practices were described as being inconsistent in regards to limiting student access to critical thinking and ownership across some classroom lessons.

The school community utilizes curricula that are aligned to the Common Core Learning Standards (Ready Gen and Go Math) and uses resources to emphasize higher order thinking.

As per the ELA State Test results from 2014 and 2015, our school had fewer students who scored Level 1 and Level 2, students scoring Level 3 remained the same, and students scoring Level 4 increased by 9 %. Our combined grade level performance, Levels 3 and 4, increased from 58% to 67%. specifically, our Students with Disabilities performing on proficient levels increased from 12% to 19%. Students who are Limited English Proficient increased form 7% to 16%.

We noticed a trend in regards to our female vs. male students. The female students' proficient scores had a 13% increase from 2014 to 2015 while the male students only improved by 5%. In contrast, the male students made higher percentage gains in proficient levels in Math, 5%, than the female students which only made 1% gains.

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.

On the 2016 ELA State Assessment, 75% of our tested population will score at a proficient level and targeting the male population showing gains of 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <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>Revise and modify Ready Gen literacy curriculum using teacher-created lessons/activities to provide students with more opportunities to make logical connections between texts and more opportunities to foster ambitious, intellectual activity while building critical thinking skills.</p>	<p>Teachers, students, and administration</p>	<p>September 2015-June 2016</p>	<p>1. Teacher Teams/Administrators</p>
<p>Provide support for teacher teams by allocating time for teachers to look at student work, analyze data, and identifying areas of concern across the grade to achieve rigor accessible to all students. Teachers would look at the data for certain subgroups specifically our female vs male student population.</p>	<p>Teachers, students, and administration</p>	<p>September 2015-June 2016</p>	<p>Teacher Teams/Administrators</p>
<p>Conduct small group, differentiated instruction for all students by looking at student work (pre/post demand writing pieces). Conduct guided reading groups based on teacher identified reading levels through running records along with the End of Unit assessment data in Ready Gen.. Teachers look at student work to set goals and modify instruction based on student’s strengths and weaknesses.</p>	<p>Teachers, students, and administration</p>	<p>September 2015-June 2016</p>	<p>Teacher Teams/Administrators</p>
<p>Strengthen community engagement and parental communication by inviting parents to publishing parties and literacy workshops. In addition, parents are provided with quarterly updates regarding independent reading level and suggestions for improvement. Weekly parent outreach opportunities for teachers to communicate with parents.</p>	<p>Teachers, students, and administration</p>	<p>September 2015-June 2016</p>	<p>Teacher Teams/Administrators</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.

Teachers will meet once a week and conduct inquiry looking at current student assessments. During this time teachers will identify student’s strengths and weakness. They will appropriately group students based on next steps. Teachers will also have designated time on Monday’s and Tuesday’s to work both horizontally with their grades, as well as, vertically with grades above and below their grade levels.

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

X	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	X	Other

Part 5 – Progress Monitoring

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

In February the ELA Midpoint benchmark will consist of a standards based reading assessment measuring reading and writing progress demonstrated by our students population.

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.

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.

Through Quality Review feedback PS50 has identified the importance of challenging all students at their appropriate levels using a differentiated approach. Concentrating on Danielson's *Framework for Teaching* we will focus on: 4a Reflecting on Teaching, 4d Participating in a Professional Community, 4e Growing and Developing Professionally, 4f Showing Professionalism. Teachers will collaboratively work within teams both vertically and horizontally to enhance the tasks embedded within Ready Gen while using outside resources to better meet the needs of not only our struggling students but our high performing students as well. Horizontally, we meet during common preps and Training/ PD times with our grade to continue working on curriculum mapping and to make sure our tasks and objectives are aligned across the grade with modifications to meet the needs of all learners. Vertically, we collaborate with the grades above and below during Training/PD times as well to identify patterns and deficiencies that need to be addressed in instruction to better meet the needs of our learners.

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 75% of students in K-5 will show progress on the Ready Gen Summative assessments.

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>Teachers will engage in exercises geared towards curriculum revision and modification regarding Ready Gen and GO Math</p>	<p>Students/Teachers/Administrators</p>	<p>September 2015-June 2016</p>	<p>Teachers/Administrators</p>
<p>Teachers will create and embed rigorous tasks to meet the needs of all students present in their classrooms.</p>	<p>Students/Teachers/Administrators</p>	<p>September 2015-June 2016</p>	<p>Teachers/Administrators</p>
<p>Teachers will use data to inform their instruction and create rigorous tasks through Inquiry cycles.</p>	<p>Students/Teachers/Administrators</p>	<p>September 2015-June 2016</p>	<p>Teachers/Administrators</p>
<p>Teachers will focus on 3c of Danielson rubric (Engagement) when developing curriculum maps and daily lesson plans.</p>	<p>Students/Teachers/Administrators</p>	<p>September 2015-June 2016</p>	<p>Teachers/Administrators</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>Teachers will utilize Professional Development time scheduled on Monday’s and Tuesday’s through the school year. Activating the schools Instructional Team and providing them with opportunities to play an active role in executing this goal will be at the forefront. Teachers will act as the facilitators of this work and will be expected to take a leadership role in executing the schools instructional focus. Additional time will be provided each month for teacher teams to meet and continue curriculum revisions and tasks development.</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>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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 the school will monitor progress in K-5 by using a teacher created ELA assessment that is geared towards evaluating the measures of students progressing through the Ready Gen program.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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 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.

After analyzing data obtained from the Learning Environment Survey and Survey Monkey inquiries it has been determined that the P.S. 50 community would like more opportunities to take part in classroom activities revolving around curriculum and instruction. Our community would like to participate in student lead writing celebrations, exposure to real-life application of standards-based instruction and workshops to inform parents of the expectations of our rigorous curriculum.

Part 2 – Annual Goal

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

By June 2016, there will be a 20% increase in the response on the Learning Environment Survey on the indicator that states that parents have been invited to an event 5x or more at their child’s school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Content specific workshops to address Common Core Learning Standards, GO MATH and Ready Gen curriculum</p>	<p>Teachers, students, administration, parents</p>	<p>September 2015 – June 2016</p>	<p>Administration, SLT, PTA, Teachers</p>
<p>Parents will be invited to participate in at least one end of the unit celebration for each class in Math and ELA.</p>	<p>Teachers, students, administration, parents</p>	<p>September 2015 – June 2016</p>	<p>Administration, SLT, PTA, Teachers</p>
<p>Instructional Team members will share learning goals for ELA and Math at monthly PTA meetings.</p>	<p>Teachers, students, administration, parents</p>	<p>September 2015 – June 2016</p>	<p>Administration, SLT, PTA, Teachers</p>
<p>Teachers will create and distribute monthly Newsletter to inform parents of updates on Units of Study and Unit goals across all content areas</p>	<p>Teachers, students, administration, parents</p>	<p>September 2015 – June 2016</p>	<p>Administration, SLT, PTA, Teachers, Students</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>Teachers will use 1 Tuesday each month the create Newsletters. Instructional Team and School Leadership Team will meet monthly to coordinate parent workshops revolving around CCLS, and our Ready Gen and GO MATH curriculums. Parent workshops will take place both during the school day and at night in efforts to accommodate the members of our school community.</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		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

<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>
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In February the school will administer a Survey Monkey to gain feedback from the school community to gain knowledge of being invited to events during the first half of the 2015-2016 school year.

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)	Students reading below grade level.	Close Reading strategies, Focused writing instruction utilizing the writing process	Small group, one-to-one, differentiation	ELL Academy (Fridays – After school from Jan. June), RTI (Saturday mornings Jan. - April), AIS Pull Out Services (During school day from Jan. – April
Mathematics	Students not mastering skills aligned to the Common Core Standards for that grade level.	Close Reading strategies, Focused writing instruction utilizing the writing process	Small group, one-to-one, differentiation	ELL Academy (Fridays – After school from Jan. June), RTI (Saturday mornings Jan. - April), AIS Pull Out Services (During school day from Jan. – April
Science	In class assessments	Close Reading strategies, Focused writing instruction utilizing the writing process	Small group, one-to-one, differentiation	ELL Academy (Fridays – After school from Jan. June), RTI (Saturday mornings Jan. - April), AIS Pull Out Services (During school day from Jan. – April
Social Studies	In class assessments	Close Reading strategies, Focused writing instruction utilizing the writing process	Small group, one-to-one, differentiation	ELL Academy (Fridays – After school from Jan. June), RTI (Saturday mornings Jan. - April), AIS Pull Out Services (During school day from Jan. – April
At-risk services (e.g. provided by the Guidance Counselor,	Teacher observation and evaluation	Behavioral modification, peer	Small group, one-to-one counseling	During the school day

<i>School Psychologist, Social Worker, etc.)</i>		mediation, conflict resolution		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

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.).

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

P.S. 50

Frank Hankinson

School-Parent Compact

School Responsibilities

The Public School 50 will:

• Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Continuing to offer small class size
- Providing teachers and students with materials which support the new Common Core State Standards
- Providing English Language Learners (ELL) with additional services such as an ELL Academy.
- Providing at risk students with Response through Intervention (RTI) services
- Identifying at risk students through Teachers College Reading and Writing Assessments
- Offering Consultant Teaching (SETSS) and ESL for children in need
- Offering self-sustaining after-school programs that educate and encourage the whole child
- Collaborative Team Teaching on grades K-5
- Offer an 8:1:1 Autism program on grades K and 1

• Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- In the Fall : November 5, 2015
- In the Spring: March (TBD), 2016

• Communicate with parents and provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Parents can be notified of important information through an automated phone messaging and email system (Global Connect)

- Parents will receive progress reports (report cards) 3 times a year (fall, spring, and end of school year)
- Parents can inquire about Teachers College Reading and Writing Assessments: 3-4 times during the school year
- Parents can also be kept updated about assessments and specifically targeted skills practices for their child through the NYC Schools Account website
- Parents can obtain school information through the school website (www.ps50si.org)
- Parents are informed of school policies and other useful information through our Parent Handbook, which is distributed to incoming families, as well as being posted on the school website.

• Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows.

- Parents take part in workshops given at Teachers College to be informed of current trends and methodology in educational pedagogy
- Curriculum conferences invite parents to rally together as a community
- Parents are invited to attend concerts and productions performed in the Arts
- Parents will have the opportunity to observe their child’s class during open house and school-wide activities
- Parents will be invited to celebrations highlighting student work
- Parents will be invited to special night-time events such as Math/ELA nights when children come to school with their parents to work in small groups on math and literacy
- Parents are involved in planning, executing and collaborating with staff to support students in creating culminating 5th grade project.

PTA Responsibilities

PS 50’s Parent-Teacher Association supports students and teachers by maintaining open communication with the school and families and fostering positive involvement. Our PTA is responsible for the following activities:

- Meetings scheduled monthly in both the morning and evening on a rotating basis
- Family outings to neighboring restaurants providing a sense of community
- School functions including, but not limited to:
 - o Arts to Remember workshop
 - o Holiday Dances
 - o Picture Day
 - o Senior activities and commencement

- o 5th grade culminating project
- o Staten Island Yankee night
- o End of school year on-site carnival
- o Holiday fairs and bake sales
- Organizing responsibilities from class parents
- Acting as liaison between federation, parents and administration
- Gathering information and publishing our school-wide newspaper, The Adelaide
- Coordinating class parents to assist and volunteer in their children's classrooms
- Enforcing safety (along with administration) of daily arrival through our Stop, Drop, and Go morning program

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance/lateness;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - monitoring my child's reading logs; ensuring daily reading
 - providing an environment conducive for study;
 - making sure that homework is completed
 - monitoring the amount of television my children watch
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school district received by my child or by mail and responding, as appropriate;

- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We as students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning-pens, pencils, books etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and find books that we enjoy reading;

- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

Signatures:

School Signature (Principal) Date

Parent(s) Signature (PTA President(s) Date

Student(s) Signature (Student Body President) Date

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

- 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 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;

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

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

School-Parent Compact

Required of all schools

May be last years but must be updated

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between

the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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>Frank Hankinson</u>	DBN: <u>31R050</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>44</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 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>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</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: _____ There are currently 44 ELLs at PS 50. The NYSESLAT data revealed the following:

34% of students passed the Speaking

11% of students are at Proficient Level

61% of students are at the Advanced level

34% of students moved up within the same level

5% of students moved up 1 level

Our direct instruction supplemental program is our afterschool ELL Academy. The rationale is to provide our English Language Learners with additional assistance to promote academic progress. This year, we believe we must focus in on the Speaking modality, due to the 2014 NYSESLAT results.

All of our ELLs in grades K through 5 are invited to this afterschool program which is on Fridays from 2:45-4:45, commencing on January 9th. and continuing through May 29.

All of the instruction is delivered in English.

There are 3 teachers: 1 certified ESL, and 2 content area teachers We will be using an oral language program called Let's Talk About it. An oral language assessment will be administered to the children by our ESL teacher, during the school day. Then in the afterschool ELL Academy, the children will be grouped according to their needs, within grade bands, which are K-2, and 3 -5. The groups are as follows:

K-2 - Small group instruction using Let's Talk About it

Small group reading and retelling using leveled libraries

Small group using Language Power (based on NYSESLAT scores, Beginner and Intermediate)

Small group on computer using Brain Pop Jr., reading

3-5 - Whole Group - Foundations

Writing strategies and presentations

Small group on computer using Brain Pop Jr., ie. grammar, parts of speech

The groups are instructed by the content area teachers, and 1 ESL teacher rotates to both groups.

In addition, the same 3 teachers will be having an ELL Homework Club for ELLs in grades K-2 on Wednesdays, from 2:45-3:45, beginning on November 5th. and going until February 25, 2015.

The total number of Wednesday and Friday sessions is 30; 14 Wednesdays and 16 Fridays.

Materials - Mondo Let's Talk About it Program, Language Power by Teacher Created Materials, Foundations by Wilsons Training Corporation, leveled libraries by Teacher Created Materials, and Brain Pop, Jr. version.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: _____ Professional development is provided for all classroom teachers in addition to any staff members who deliver instruction to our ELLs. Professional development focuses on strategies and best practices to promote academic achievement for ELLs.

This year, we had Foundations Training on October 6th, covering setting up classrooms, tapping out sounds, using the cards, multi-sensory approach, and sentence repetition to improve auditory memory/recall.

On November 5th. Pearson staff developers are conducting a two session PD. One is on Oral Language, and the other one is on Differentiation.

We will be studying and discussing the book, "Connecting Content and Language for English Language Learners" by Eugenia Mora-Flores. All classroom teachers of ELLs, as well as Cluster teachers will be participating in this professional development, which will take place during the following mandated PD Mondays: November 3-Language Development,

December 1-Academic Language,

January 12-Creating a Language rich environment,

February 2-Literacy instruction for ELLs.

In addition, in the Spring, teachers will be viewing and discussing, a video on ARIS Learn called, Teaching Vocabulary to ELLs, by Dr. Kate Kinsella. Content vocabulary in the areas of social studies and science will be the focus. Furthermore,, our ESL teacher conducts on-going individual PD to classroom teachers with ELLs, based on need.

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: _

PS 50 welcomes parents of all children to be a member of our academic community. We hire translators, when necessary. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit. The ESL teacher distributes the phone number, and it is visible in our lobby, and general office. In addition, all notices are supplied in various languages, when available.

Refreshments will be provided for all parent workshops, and notebooks will be purchased for the parents to use at these workshops.

The ESL teacher distributed a PD survey to her parents of ELLs. The PD schedule is as follows:

New Parent Orientation - September 16

Parent Orientation - September 16

Homework Help Program - October 29

Common Core Standards - November 5

DOE Website-ELL Parent Resources - December 3

NYS Testing - January 8

Vocabulary - February 4

ARIS - March 4

Part D: Parental Engagement Activities

Technology- ESL Websites April 15

Cultural Enrichment - Year in review - May 6

Part E: Budget

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

Allocation Amount: \$11200

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 	<u>\$7110.00</u>	<u>\$51.51x2hrs.=103.02x3</u> <u>tchrs.= \$309.06</u> <u>\$309.06x 16 sessions= \$4944.96</u> <u>\$309.06x 14 sessions=\$2163.42</u> <u>Total = \$7110.00</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1120.00</u>	<u>Pearson - PD</u> <u>Session 1 - Activities to Promote Oral Language Development</u> <u>Session 2- Grouping Configurations (How and Why)</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2240.00</u>	<u>Brain Pop jr. version</u> <u>NYSESLAT workbooks</u> <u>Language Power - Building Language Proficiency</u> <u>Leveled libraries</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$730.00</u>	<u>Parent PD - \$412 (8 sessions)</u> <u>Refreshments\$250</u> <u>Parent Supplies\$61(notebooks)</u> <u>Total \$730.00</u>
TOTAL	<u>\$11200.00</u>	_____

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 31	Borough Staten Island	School Number 050
School Name Frank Hankinson		

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 Joseph Santello	Assistant Principal Janet Miller
Coach type here	Coach Asst. Prin. - Erika Desiano
ENL (English as a New Language)/Bilingual Teacher Joan Murphy	School Counselor Marina Tsiamanes
Teacher/Subject Area Nicole Maddaloni	Parent Judy Mason
Teacher/Subject Area Cheryl Hourican	Parent Coordinator Harriet Guerriero
Related-Service Provider Maryann Zambrano	Borough Field Support Center Staff Member Nilda Pabon-Kraft
Superintendent Anthony Lodico	Other (Name and Title) Steve Degenero - Psychologist

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	840	Total number of ELLs	23	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	<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 type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	23	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	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
DL											0
ENL	17	0	0	6	0	3	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																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												0
Chinese		0	1											0
Russian	2	3	1	1		1								0
Bengali														0
Urdu														0
Arabic	2	1		1	1	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1		1	1										0
Albanian	2					2								0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	1	0	0								0
Emerging (Low Intermediate)	0	0	0	1	0	0								0
Transitioning (High Intermediate)	1	0	0	0	0	0								0
Expanding (Advanced)	4	1	3	0	3	5								0
Commanding (Proficient)	6	5	5	4	1	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	6	5	5	4	1	1								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses the TC-pro assessment tool (TCRWP) to assess the early literacy skills of our ELLs. Based on the baseline assessment information, 90% of our ELL's reading levels increased by at least one level, last year, across the grades. We feel that, based on NYSESLAT results, there is a need for more oral language development by our ELLs. Therefore, we implemented an oral language component to our ELLs in the ELL Academy, and will expand on it, by using it as part of integrated time. We started using the Let's Talk About it Program. When planning, teachers are differentiating, based on students' needs. Small group instruction, with a great deal of partnership conversation is included for our ELLs. We will be extending the oral language into the ELL classrooms in grades K,1, and 2, because it has proven to yield successful results.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT data reveals that 56% of our ELLs performed at the Commanding level, across the grades. 91% of our ELLs tested in either the Commanding or Expanding category, across the grades. .2% were in the Emerging or Entering category. In analyzing modality data more closely, we noticed that 40% of the children, who did not get commanding, need to improve partnerships in the Speaking modality. We will be using an Oral Language program called, Let's Talk About it, to increase the amount of speaking in the classroom, in addition to partnerships, group presentations, and Turn & Talk.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 As of 11/9/15, AMAO 1 is still not available.
 AMAO 2 - For 2014/2015, we attained 58.33% proficiency on the NYSESLAT, which was 43.33% higher than our target for the year. In spite of the fact that our target for 2015/2016 is 15.60%, higher than last year's 15.00%, we have exceeded the target by 42.73%, therefore we can anticipate doing just as well on next year's NYSESLAT. We only have 3 students with at-risk level 5 or greater. We will continue to work with them.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

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

4. The NYS tests are not available in all of the appropriate languages of our students. NYSESLAT results reveal that 91% of our ELLs scored in either the Commanding or the Expanding category. The teachers, whom include the inquiry teams are learning the range of proficiency of their students in various modalities and understand exactly what is expected of all ELL students across the grades. They are looking at trends and patterns within the sub groups, in addition to our ESL teacher, who is examining the NYSESLAT results. The School Leadership Team, which consists of teachers, parents, and administration assists in writing the CEP, so we understand and are able to identify the needs of the ELL school community. The action plans are then written with these needs in mind. All classroom teachers collaborate with the ESL teacher on the children's ELL Periodic Assessment results. From those results, teachers assess children's individual needs, and make sound instructional decisions, in planning differentiated instruction. They group their children accordingly.

The ELL Periodic assessments appear to be easier than the NYSESLAT, so, therefore, we believe it is not a true indicator of their future NYSESLAT performance. The ELLs perform much higher on each modality than they do on other assessments. We feel that a more comprehensive interim assessment would be more beneficial to meet students needs, and for teachers to make sound instructional decisions. A majority of our ELL students received a score of 90% or higher on each modality. The ELL periodic assessment does not align with the demands of the CCLS. Native language dictionaries and other reading texts are distributed to classroom teachers of ELLs.

Students who are able to read in their home language are provided with dictionaries and books in our school library and classroom. Also, on MYON, children who speak Spanish are able to read in and listen to that language. As part of the Social Studies curriculum, children are asked to share facts about culture, food, and their language with the rest of the grade.

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](#).]

PS 50 examines the data results from the annual English language proficiency. It is then determined the additional support services to provide the students what they need to be successful. We look at the following:

English and home language literacy, classroom teacher, ESL teacher and parent recommendations and requests, student work samples, and consider the number of years the child has been in the ENL program.

RTI includes 3 levels of intervention, which if needed, is implemented both during the school day and, in our afterschool ELL Academy, and Saturday RTI Program. During the school day, Tier 1 instruction includes differentiation to meet students' diverse needs. Tier 11 consists of small group activities in a separate setting with specific learning goals. Tier 111 includes rigorous individualized instruction. We utilize the Sep-by-Step Approach.

We use data from the ELA and Math state tests, Performance Tasks, and Periodic Assessments. Teachers assess children's individual needs in the classroom by examining their classroom assessments in conjunction with Performance Tasks, Schoolnet results,, their student work, and informally listening to their conversations. Based on these results teachers create their plans to formulate groups so children can get differentiated tiered instructional support, based on needs. Tier 1 meets 80% of student needs, by small group instruction. Students who are then identified as needing more support by using baseline assessments, in addition to all other classroom assessments, then become the target population who require Tier 11 and Tier 111 intervention. These children are offered additional support in our RTI, grades 3-5, free-standing program, during the school day, in addition to our Saturday RTI Program, homework club, and our after school ELL Academy.

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

When teachers are planning, for new language instruction, they refer to the Targets of Measurement to help them formulate what language needs the children have. The TOMs state students can introduce, develop, link and complete thoughts and ideas in a written text. It's based on the use of language. The teachers address the cultural as well as the academic needs of the students. When teachers are planning and formulating their small group instruction, students who are developing a second language, get exposed to various instructional strategies in the classroom, as well as their state mandated minutes of ESL instruction. The classroom teachers work closely with the ESL teacher, when planning. Strategies such as the following: Hands on, realia, visual, graphic organizers, timelines, experienced base approach such as role playing, multi-sensory/kinesthetic, and read alouds.

PS 50 has a data driven approach to instruction. All teachers analyze the results of various assessments to make sound instructional decisions for their students. We use the following assessments: MOSL, AMAO, Baselines, TC Running Records, Benchmarks, Formative assessments, End-of-unit, and periodic assessments. Teachers collaborate on planning, creating curriculum maps with differentiated tasks to meet specific learners' needs, vertical planning, and creating formative assessments. Teachers are given time to score and analyze results to implement in their classrooms.

All teachers meet with the ESL teacher to discuss academic and cultural backgrounds, in addition to cultural celebrations.

Within the Integrated model of language acquisition, the ESL teacher and the content teacher collaborate on the children's new language development. They plan and make instructional decisions based on the child's needs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

N/A

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

We will continue to evaluate the success of our programs for Ells by examining the achievement history of each student. We will compare the results from the NYSESLAT and the New York State ELA, Math, and Science, test. All modalities of reading, writing, speaking and listening will be compared and addressed. Then we will compare the result on each grade level to view trends and patterns to address the ESL student needs. TESOL will collaborate with classroom teachers to implement an instructional plan based on these results. Each and every one of our Ells has become a member of our academic community of learners.

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.

All newly admitted incoming students from grade k-5 are supplied with a HLIS in English and native language, if available. The parents complete the HLIS, with the assistance of Mrs. Murphy, ESL teacher, and then they are given an informal oral interview in English, and their home language, by the ESL teacher,(Mrs. Murphy) only. If the need exists, they are supplied with a native language speaker. This native language speaker may be a member of our staff or a daily hired pedagogue for the admissions process. Members of our staff speak, Spanish, French, Arabic, Russian, and Albanian. We identify the native language where the interpretation is needed for the parent and the student. Then we call the Translation and Interpretation unit. We put the phone on speaker, and the we use the resources provided by this unit to support both the parents and students. Once the student has been identified as a possible ELL, then our state certified ESL teacher, Joan Murphy, will perform a NYSITELL,within ten days. Following the NYSITELL testing, if a child scores into the ENL program. all newcomer parents are notified within 5 days, and are invited to a meeting held by the ESL teacher and Parent Coordinator. The parents watch a NYC video on language program selections. Then the parents select which program they want their children in, and ask questions. Translators, whether they be from in school or from the Translation Unit are available to the parents and children. If the parents have any medical questions or concerns, she may use either in house translators or the Translation Unit. Upon children entering kindergarten, we offer an orientation for the parents, and may use the services of the Translation Unit. The Parents will be notified immediately after the test as to their child’s results and parents’ possible language education choices. Joan Murphy, TESOL follows all protocols as to the sequence of the test; speaking, reading, listening, and writing and time limitations. All Spanish speaking students, who do not pass the NYSITELL, are then administered the Spanish LAB.The ESL teacher scores this assessment, and notifies both the parents and the classroom teacher of the results. The Spanish LAB is only given one time in their school years. • The Home Language Survey is given to the parents at the time of registration. If parents require the survey in another language, we will supply it.

- The parents complete the survey immediately, and return it to Mrs. Ursillo,(secretary). Mrs. Murphy conducts an informal oral interview.
- Mrs. Ursillo contact Mrs. Murphy and give her the completed surveys on the same day.
- Mrs. Murphy reviews the surveys and determines if the child is eligible for NYSITELL testing, and which language will be entered for that child.
- Mrs. Murphy tells Mrs. Ursillo which language to enter for the said child.
- If eligible, the NYSITELL is administered within 10 days of initial enrollment.
- NYSITELL is scored, and based on results, it is determined whether the child receives ENL services for the school year.
- Entitlement letters are distributed by Mrs. Murphy to the parents based on the Home Language Survey and NYSITELL results.

Pre-K is now tested prior to entering Kindergarten, with a NYSITELL.

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).

We would create a SIFE informal questionnaire, in addition to examining any prior school work, in conjunction with looking at any prior report cards. We would also administer the LENS assessment,within 30 days of enrollment.

The questionnaire would consist of the following:

What country are you from? What country did you live in? What languages do you speak, read, write? Where did you go to school?

For how many years? What subjects were you taught? What languages do your parents speak, read, write? What's your favorite subject? Who do you live with?

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).

All newly admitted incoming students from grade k-5 are supplied with a HLIS in English and native language, if available. The parents complete the HLIS, and then they are given an informal oral interview in English. If the need exists, they are supplied with a native language speaker. This native language speaker may be a member of our staff or a daily hired pedagogue for the admissions process. We identify the native language where the interpretation is needed for the parent and the student. Then we call the Translation and Interpretation unit. We put the phone on speaker, and then we use the resources provided by this unit to support both the parents and students. Once the student has been identified as a possible ELL, then our state certified ESL teacher, Joan Murphy, will perform a NYSITELL, within ten days. Following the NYSITELL testing, if a child scores into the ENL program, all newcomer parents are notified within 5 days, and are invited to a meeting held by the ESL teacher and Parent Coordinator. The parents watch a NYC video on language program selections. Then the parents select which program they want their children in, and ask questions. Translators, whether they be from in school or from the Translation Unit are available to the parents and children. If the parents have any medical questions or concerns, she may use either in house translators or the Translation Unit. Upon children entering kindergarten, we offer an orientation for the parents, and may use the services of the Translation Unit. The Parents will be notified immediately after the test as to their child's results and parents' possible language education choices. Joan Murphy, TESOL follows all protocols as to the sequence of the test; speaking, reading, listening, and writing and time limitations. All Spanish speaking students, who do not pass the NYSITELL, are then administered the Spanish LAB. The ESL teacher scores this assessment, and notifies both the parents and the classroom teacher of the results. The Spanish LAB is only given one time in their school years. • The Home Language Survey is given to the parents at the time of registration. If parents require the survey in another language, we will supply it.

- The parents complete the survey immediately, and return it to Mrs. Ursillo, (secretary). Mrs. Murphy conducts an informal oral interview.
- Mrs. Ursillo contact Mrs. Murphy and give her the completed surveys on the same day.
- Mrs. Murphy reviews the surveys and determines if the child is eligible for NYSITELL testing, and which language will be entered for that child.
- Mrs. Murphy tells Mrs. Ursillo which language to enter for the said child.
- If eligible, the NYSITELL is administered within 10 days of initial enrollment.
- NYSITELL is scored, and based on results, it is determined whether the child receives ENL services for the school year. ENL services begin immediately, upon determination of their ENL level. It is within 10 days of enrollment.
- Entitlement letters are distributed by Mrs. Murphy to the parents based on the Home Language Survey and NYSITELL results.

Pre-K is now tested prior to entering Kindergarten, with a NYSITELL.

When parents come in to enroll a child in the school, (newly enrolled students) the procedure here is that the parents both inform and give a copy of the IEP. The office support team, during the registration process, distributes the IEP, to both the classroom teacher and the IEP Coordinator. The IEP Coordinator, (with the LPT, when a second language is noted), review the IEP.

LPT members must be qualified and trained staff. They consist of:

Principal, Assistant Principal, ESL Teacher, School Psychologist, and IEP Coordinator.

LPT recommendation would be accepted or rejected within 20 days.

SIFE Identification: We would administer the PS 50 oral questionnaire, we would administer the Literacy Evaluation for Newcomers, for children who have a home language of Arabic, Bengali, Chinese, Haitian-Creole, or Spanish, within 30 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.

Upon receiving NYSITELL results, our TESOL, Joan Murphy, is in charge of distributing each and every entitlement letter and non-entitlement letter, within 5 days of ELL determination. All letters, both entitlement and non-entitlement are sent home in the preferred parent communication language. The parent signs the parent notification letter, returns it to our school, and is then placed in the child's cumulative record. These letters state whether their child is entitled or not entitled to ENL services, based on the results. Photocopies of these documents are kept in an individual file in the ESL classroom. This allows our TESOL to keep up to date on the mandated paper work for each ELL. All parents are contacted by telephone to ensure that they have received their entitlement letters, and to confirm their attendance at the future ESL parent meeting.

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).

Once the ELL identification process has been completed, the TESOL, Mrs. Murphy will generate the entitlement or non-entitlement letters. Then she will communicate with the parents, in their language or mode of communication that they best understand, to arrange for them to come to the school for an ELL orientation entitlement meeting. At this meeting, the parents will be informed that they have the right to appeal the ELL status within 45 days of enrollment. The Interpretation Dept. will be used, if necessary. For the non-entitled

children, Mrs. Murphy will communicate with the parents, during the individual interview process, and then provide them with the non-entitlement letter. At this time, she will inform them of their right to appeal within 45 days of enrollment. The assistance of the Interpretation Dept. will be called, if necessary.

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.

After our incoming students have been identified and tested with the NYSITELL, it is immediately scored, within 10 days. As per the results, the parents of these entitled English language learners will receive notification for a mandated Parent Orientation Meeting. This will occur within 5 days of enrollment. All parents will receive a written invitation in English and their native language, according to the HLIS. This meeting will be hosted by our ESL Teacher, Joan Murphy. The NYC Department of Education DVD Parent Orientation Video will be viewed in their language of choice. This video presents the 3 possible program choices; ENL, TBE, and dual language. This may be Albanian, Arabic, Bengali, Chinese, English, French, Korean, Haitian, Polish, Punjabi, Russian, Spanish or Urdu. After the parent selection, all choices are recorded in the ELPC screen in ATS, within 10 days. Parents who are unable to make this orientation meeting, will be re-invited to attend a similar parent meeting at their earliest convenience. Mrs. Murphy informs parents of all current ELLs on all possible program choice availability. At this meeting, parents are made aware of possible locations for TBE/DL programs, at the present time. ENL parents are invited back to the scheduled monthly ENL meetings, to update them on the status of our programs. Parents who do not attend the Parent Orientation, and cannot be reached by phone, which means that they did not choose a program, the default placement will be a bi-lingual program. The ESL teacher will inform parents who chose TBE/DL programs, will be informed when the program becomes available. Translators from the Translation unit are available to speak to parents regarding their program choices. In addition, notices are sent home in their native language, and calls are made when programs become available.

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.

At the mandated Parent Orientation Meeting, Mrs. Murphy supplies the parents with language appropriate surveys, and program selection forms. Both forms are completed and collected at this meeting. If the services of the Interpretation Dept. are needed, they are called. Mrs. Murphy ensures that all forms are collected before the parents leave the meeting. If parents cannot attend this meeting, she calls them to attend an individual meeting, and the forms are completed at that time. The ESL teacher collects and notes the selection choices for each parent. All parents who selected TBE or Dual Language programs are advised as to which school has them. Mrs. Murphy monitors the parent selection program choices. The originals are placed in the child's cumulative record, and Mrs. Murphy maintains the copies.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our parents return all the forms at the Orientation Meeting, or a individual scheduled. Mrs. Murphy does not allow the parents to leave without completed forms in her hand. At the mandated Parent Orientation Meeting, Mrs. Murphy supplies the parents with language appropriate surveys, and program selection forms. Both forms are completed and collected at this meeting. If the services of the Interpretation Dept. are needed, they are called. Mrs. Murphy ensures that all forms are collected before the parents leave the meeting. If parents cannot attend this meeting, she calls them to attend an individual meeting, and the forms are completed at that time. The ESL teacher collects and notes the selection choices for each parent. All parents who selected TBE or Dual Language programs are advised as to which school has them. Mrs. Murphy monitors the parent selection program choices. The originals are placed in the child's cumulative record, and Mrs. Murphy maintains the copies. All parent surveys and parent selection forms are provided in the home language. All parent communication is in the parents preferred language.

9. Describe how your school ensures that placement parent notification letters are distributed. Those parents of children currently being NYSITELL tested, are given the notification letters immediately, here at the school. For those children, being tested in September, if parents are not here, Mrs. Murphy gives the notification letter to the child's teacher. She also, calls the parents telling them that the notification letter is coming home, and must be signed and returned, inside of 5 days. Each day, you follow-up, with the parents who have not yet returned the signed notices. All parent communication is in the parents preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All evidence of these particular letters is kept in the ENL classroom. Originals are placed in the individual's cumulative record. Photocopies of these documents are kept in an individual file in the ENL classroom. This allows our TESOL to keep up to date on the mandated paper work for each ELL. All parents are contacted by telephone to ensure that they have received their entitlement letters, and to confirm their attendance at the future monthly ENL parent meetings. Mrs. Murphy has access to ELL documentation, as well as the classroom teachers have the cumulative records.

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.

To ensure that all ELLs receive the NYSESLAT annually, we rely on the ATS report, RLAT, in conjunction with the ENL teacher's log of services for the current year. The ENL teacher makes up a schedule based on grade bands, K, 1-2, 3-4, and 5 to set dates and times

for administering each part of the test. The Testing Coordinator (AP) collaborates with the ENL teacher, to ensure that all testing accommodations are implemented for each child, according to their IEPs or 504. Notification is then sent out to the parents, and classroom teachers. According to the new statewide regulations for administering the NYSESLAT, we chose option 2 for the Speaking subtest. We comply with administering the Speaking part first, and then we make up a schedule to administer the other three parts. We run a ROCL for each class, and after administration for each part, we check it off on the ROCL. In addition, the Testing Coordinator schedules each child for each part, and this is checked before the administration window closes. We check attendance for each day, and run an ATS report. We ensure that each child takes each part on the scheduled dates, and then we check to make sure we have the correct number of grids for each child. We give make-ups for any absentees. The Testing Coordinator sends out parent notices to inform them of the scheduled dates, so they should be present for the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Hopefully in August, when the NYSESLAT results are published, there will be a continued entitlement and transitional support parent notification letter that will be distributed by Mrs. Murphy. Mrs. Murphy will hand the letter to the child in a sealed envelope. She will then notify the classroom teacher that the letter has to be put into the child's book bag. In addition, the parents will receive a phone call from Mrs. Murphy, using Interpretation services, upon request. All parent communication is in the parents preferred language. The majority of our school request communication in English. However, we also provide communication in Spanish, Russian, Chinese, and Arabic.
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).

All parent surveys and program selection forms are compiled and kept in a binder, according to grade level. Mrs. Murphy takes a yearly tally of what the results are. In addition, Mrs. Murphy goes into the EIPC screen in ATS, and inputs all of the parent selections. The past few years of Parent Survey Forms have expressed a selection of freestanding ESL over both Dual and Bilingual education. For the 2013/2014 school year, 39 parents out of 42 have requested ESL, one requested Bilingual Education in Spanish, and two parents requested Dual Language. These parents were informed of school locations that have those programs, however, they decided to send their children here. We have enrolled all 42 students in our mandated ESL program. Cont.

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.
Presently we use two organizational models; Integrated and Standalone. They are serviced in periods of forty five minutes depending on their particular score on the most recent NYSESLAT or NYSITELL. Beginners will receive 180 minutes of standalone, and 180 minutes of integrated ENL/ELA. Low Intermediate students will receive a total of 360 minutes per week; 180 minutes will be standalone, and 180 minutes is integrated ENL/ELA. Intermediate and Advanced will receive 180 minutes integrated ENL/ELA. Proficient will receive 90 minutes integrated ENL/ELA.
Based on the NYSESLAT scores and NYSITELL scores, currently the Standalone program is being administered in Grades K and 5. The Integrated model is being followed in Grades K-5.
We are very proud of our ELLs academic learning and growth, and we attribute it to the following:
Students' work and assessments are evaluated continuously throughout the year using a variety of data.
Teachers are involved in curriculum planning aligned to the CCLS and reflect and adjust based on students' needs.
Teachers collaborate and understand how their students learn, and expect high levels of achievement.
Parental involvement is encouraged and expected.
 - 1b. P.S. 50 uses a Heterogeneous model in the majority of its classrooms. We do have a Gifted and Talented program which offers classes from Kg to 5th. Classes that have combined pull-outs only span 2 grades.
 - b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We review the current results of the NYSESLAT and NYSITELL to determine the exact units of study and staffing required to meet the needs of the children. All ENL classes including integrated and standalone offer home language support. The standalone units of study are taught by our ESL teacher, and the integrated are taught by a ESOL teacher and a K-6 certified elementary teacher

Presently we use two organizational models; Integrated and Standalone. They are serviced in periods of forty five minutes depending on their particular score on the most recent NYSESLAT or NYSITELL. Beginners will receive 180 minutes of standalone, and 180 minutes of integrated ENL/ELA. Low Intermediate students will receive a total of 360 minutes per week; 180 minutes will be standalone, and 180 minutes is integrated ENL/ELA. Intermediate and Advanced will receive 180 minutes integrated ENL/ELA. Proficient will receive 90 minutes integrated ENL/ELA.

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.

We use 2 program models; standalone and integrated ENL/ELA. All content areas are delivered in English as a Second Language, in general education and special education. Native language texts such as maps, dictionaries, texts, listening tapes and school notifications are available for all students. Our teachers use a combination of instructional approaches and methods to make content comprehensible to enrich language development.

This includes;

using the teaching of Lily Wong Fillmore, teachers use larger units of language by employing Juicy Words (layers of language in content areas) in Social Studies, Science and Math. .

Teachers are infusing instructional strategies such as CALPS to build vocabulary and create academic language.

All teachers use a balanced literacy approach which consists of the following components: independent reading and writing, shared reading, and interactive writing. Designing coherent instruction via writing curriculum maps which include the Common Core Learning Standards, allows both the classroom and ESL teachers to address student needs. Teachers use small group differentiated instruction based on assessment results. Teachers on each grade collaborate to ensure that all learning tasks are rigorous and aligned to the CCLS. Teachers make sound instructional decisions based on data, to provide language rich lessons. Presently, teachers are involved in self-reflection using the Danielson Framework, to improve their practice.

When our ESL teacher participates in integrated ENL/ELA, the two teachers in the room employ a parallel model of co-teaching. The ESL teacher uses English proficient peers to serve as language models for the ENL children. Teacher teams meet regularly to participate in inquiry conversations centered on improving student work. The following programs are Used :

Readygen Reading Program

Go Math

MYON Reading/Computer

Readers' Theater

Fundations

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

All children who have been identified as possible ELLs are tested with the NYSITELL within 10 days. Any Spanish speaking child who fails the NYSITELL in English, is then given the Spanish Lab. This allows our staff to view both language scores and build on their academic strengths. Every Spring, ELLs are tested to determine their English proficiency, using the NYSESLAT. In addition, the ESL teacher employs the MYON Reading Program, which assesses the children in English, and Spanish. Also, NYS offers assessments in Spanish and Chinese, that will be administered, if necessary.

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

All teachers write curriculum maps which include assessments administered throughout the year. TC benchmarks are administered 3x a year (Sept., Nov., and May) reading, writing, listening, and speaking) Math - on-going informal assessments, listening and speaking, teachers have conversations and question students in small groups. Ell periodic assessments are administered 2x a year (reading, writing, listening) On-going class presentations, group projects, computers, science, art, and band, listening, speaking for presentations, end of unit assessments in reading program- every six weeks, oral language assessments in ELL Academy (Winter & Spring) end of unit math assessments - every 3 weeks, teachers assess listening and speaking by having turn & talk, and partner talk. Children are assessed on an on-going basis, in the classroom, throughout the year. We use Baseline, Benchmark, informal, and other formative assessments in reading, writing, listening, and speaking. Children are afforded small

group instructional strategies which meet their needs. They are also given support by our ESL teacher, who collaborates with their teacher. The assessments may be modified to differentiate according to ESL students' English proficiency level.

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

6a. At present, we do not have any SIFE students, however, ENL would be available to them, in addition to all other programs offered. When necessary, we will address this particular program by collaborative planning, continuity, and congruence between all teachers who educate this particular student. Our TESOL, along with Classroom and Speech teachers will collaborate whenever there is a need to share professional methodology and /or particular concerns.

6b. Newcomers receive the maximum amount of minutes, which is 360. They receive 180 minutes of standalone, and 180 minutes of integrated ENL/ELA. In addition, the ESL teacher provides support to the classroom teacher, giving strategies, suggestions, and conferencing with the teacher. Also, the ESL teacher meets with the parents, and ensures that any notices go home in the native language, if requested. The ELLs are also invited into our extended day program, and the ELL Academy, (Title III Program) This particular group of ELLs will receive the mandated minutes of ENL instruction.

Teachers engage students in numerous read alouds throughout the day. In addition to hearing the language, they are encouraged to act out the stories. We use MYON Reading Program, to supplement ReadyGen, for these students. Children are taught to create individual dictionaries using pictures to assist them. Partner and choral reading is employed by the ENL teacher. There is open communication with the parents to be involved in the home school connection. We make use of Dr. Filmore's layers of language, by having children write synonyms on different colored index cards. In math, children use manipulatives in solving problems. They use pictures, numbers, and words to verbalize their thinking.

6c. ELLs who have been receiving services four to six years will be identified and continued to be serviced. Their individual data which includes; ELA, Math, NYSESLAT will be analyzed to determine what next step should be put in place for those children to succeed. The ESL teacher collaborates with the classroom teacher on how to best meet their specific needs. If necessary, based on data results, we may explore additional support through other interventions, specifically RTI and/or placement. These children are also invited to our ELL Academy, extended day, and our RTI Saturday Program. Teachers will continue to receive professional development. Conferencing and small group instruction is used to address each modality. Math word walls, and math sentence frames are used. MYON is also available to these children.

6d. We presently have no long term ELLs, due to the fact that this is a K-5 school. We would use the RTI model for long term ELLs. RTI includes 3 levels of intervention, which if needed, is implemented both during the school day and, in our afterschool ELL Academy, and Saturday RTI Program. During the school day, Tier 1 instruction includes differentiation to meet students' diverse needs. Tier 11 consists of small group activities in a separate setting with specific learning goals. Tier 111 includes rigorous individualized instruction. We utilize the Step-by-Step Approach.

We use data from the ELA and Math state tests, Performance Tasks, and Periodic Assessments. Teachers assess children's individual needs in the classroom by examining their classroom assessments in conjunction with Performance Tasks, Schoolnet results,, their student work, and informally listening to their conversations. Based on these results teachers create their plans to formulate groups so children can get differentiated tiered instructional support, based on needs. Tier 1 meets 80% of student needs, by small group instruction. Students who are then identified as needing more support by using baseline assessments, in addition to all other classroom assessments, then become the target population who require Tier 11 and Tier 111 intervention. These children are offered additional support in our RTI, grades 3-5, free-standing program, during the school day, in addition to our Saturday RTI Program, homework club, and our after school ELL Academy.

6e. Former ELLs receive testing accommodations, separate location, time and a half, word for word dictionaries. Former ELLs receive 90 minutes per week of integrated ENL/ELA. The ENL teacher co-teaches with the Common Branch Teacher, in the classroom. This integrated instruction includes content area subject area, and English language development using ENL strategies.

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.

The initial identification process allows schools parents, and students, who believe a student may have been misidentified as an ELL or non-ELL (within 45 days of enrollment) that the ELL identification process be administered a second time. The LPT, which is made up of qualified and trained staff, manage both the initial identification process and the re-identification process. The school ensures that the student's academic progress has not been adversely affected by following the steps in Phase 2 of the

Re-Identification process, which is the following: the Principal will review this process to ensure that the student's academic progress has not been adversely affected by the determination. The Principal will do this by consulting with the ESL teacher, the parent, and the child. The child's work, along with assessments will be reviewed, in addition to independent reading level assessments. If the Principal, based on the recommendation of the ESL teacher, and consultation with the parent believes that the student may have been adversely affected, then the Principal must provide additional support services to the student. If the Principal's decision is to reverse the ELL status, he must consult with the Superintendent. Final decision notification must be in writing to the parent, in their preferred language, within 10 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?

Instructional strategies adapted from Kate Kinsella's Academic Language & Discourse Frames are used: Expressing an opinion, asking for clarification, paraphrasing, soliciting a response, agreeing and disagreeing, comparing ideas, summarizing, and reporting or citing evidence. Students' IEP's are discussed with our TESOL, in conjunction with self-contained or ICT teachers. All school personnel are aware of the student's daily needs and/or testing modifications. Teachers use both formative and summative assessment data to determine how to group students to meet their needs. Close reading, small group instruction, oral language, maps, and timelines are used. They activate prior language, build on background knowledge, use scaffolded instruction, and provide opportunities for oral interaction. Teachers modify their teacher talk, which includes; rate of speech, enunciation, and controlled vocabulary. The following programs are used:

Fundati

Fundations - This program offers tactile, oral, and aural skills for the children

Pearson Ready Gen- a comprehensive balanced literacy reading program that offers additional support for SWD's and ELLs

Readers' Theatre- acting out of texts encourages more involvement and builds self-esteem

MYON Reading Program

Let's Talk About It

Read alouds, think aloud time, role playing, use of visuals, charts, graphs, tables, Venn diagrams, choral reading, reading and writing using pictures, layers of language cards, jazz, chants, turn & talk

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?

We have a wonderful hard working school assessment team, who meet by-monthly with the Principal. At these meetings, they discuss the children with IEP's. The team is made up of the school psychologist, social worker, guidance counselor, and IEP teacher.

Members of the team have conversations with the classroom teachers, as well as the ESL teacher, and review students' work.

We then place children by looking at their their IEP's along with their goals, and see which class setting would best meet their needs. We have to comply with the 60% 40% ratio, and of course, speak to parents. The ESL teacher provides integrated model, and/or standalone model, based on NYSESLAT scores. integrated We are able to offer our ELL-SWDs well balanced schedules and instructional flexibility though the engagement of ICT classroom instruction, with licensed general and special education teachers. When mandated by their IEP, support services by a licensed paraprofessional are employed. All P.S. 50 teachers are employed in their particular license of expertise whereby they are able to address the needs of the ELL-SWDs on a current basis. They are supported by our TESOL, Joan Murphy. All related service providers collaborate with the classroom teacher, and the ENL teacher. These children use the same reading and math programs, in addition to supplemental programs, such as MYON. At inquiry data time, all teachers meet to discuss their children's needs and work. There is on-going articulation, flexible scheduling, and native language support.

Presently, we offer ICT classes within all grades to meet the diverse needs of ELL SWD's within the least restrictive environment. Currently, we have one K/1 bridge self-contained class, one 2 nd . grade 8:1:1, two 2/3 bridge classes, one grade 4 8:1:1, and one grade 4/5 bridge. class.

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

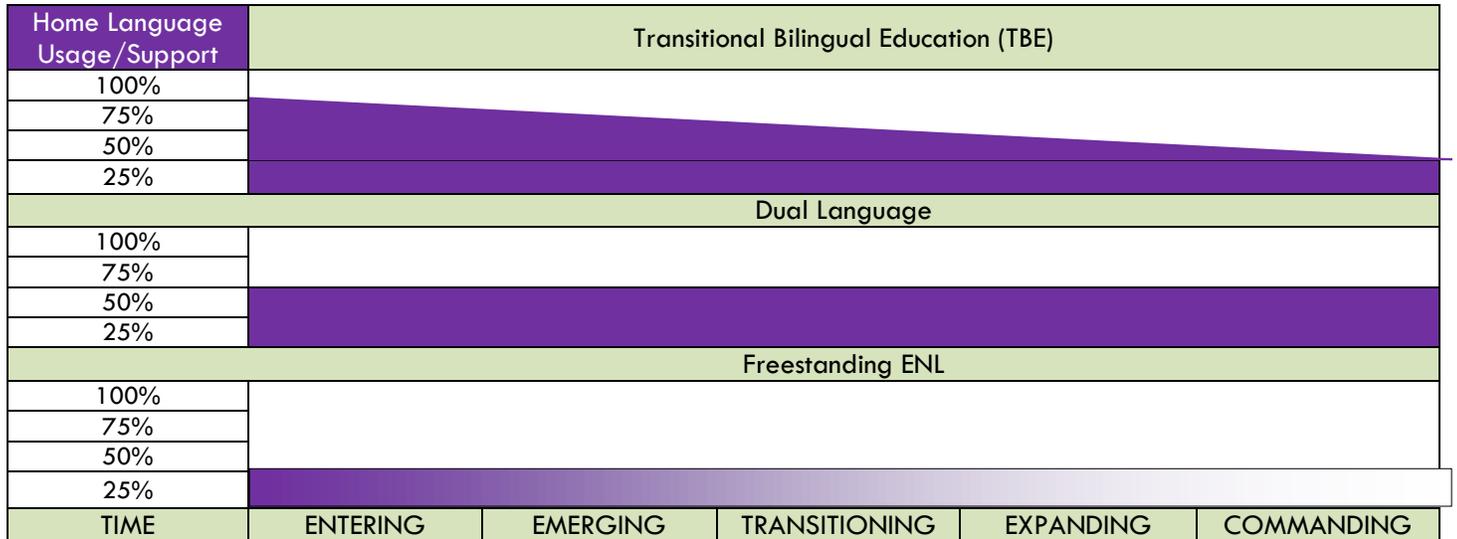


*Note “other approved services” does not apply to New York City at this time.

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. The ELL Academy is offered after school for grades K-5. 70% of our ELLs attended the ELL Academy. 40% of our grades 2-5 ELLs attended our RTI Saturday program. Our target population was those children who received 1s on state exams, and need extra support. Targeted interventions - Tier 1 get in class support, Tier 2- 3-5 students get supplemental instruction for 20-30 minutes 3-5x a week. Tier 3- 30 - 60 minutes 4x a week in a group of 2. The interventions are matched to students' specific needs, direct, systematic, instructional skills. Reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. We take a multi-sensory approach. Writing- writing process using TC. Math - use Number Talks for number sense, automaticity, mathematical reasoning, problem solving, providing answers and proving them, composing and de-composing numbers. Presently, all programs are in English. Translators and staff members are available upon request from parents.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELLs improved greatly on the NYSESLAT in all 4 modalities. The NYSESLAT data shows that 91% of our ELLs received Commanding or Expanding. Our current reading program offers close reading, and discussion opportunities for our ELLs, as well as in our math program. Our RTI Saturday program yielded positive results on the New York State Tests.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering Brain Pop, a computer program which consists of all the content areas. In addition, we will continue using the computer based reading program, MYON, which proved successful for the students., and The Wednesday ELL homework Club. This was very well received by the ELL parents.
13. What programs/services for ELLs will be discontinued and why?
None, all programs have proven very effective.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs receive the same resources and programs in our school. All after school clubs, , art, cooking, , talent shows, plays are open to the complete academic community. All K-5 ELLs are invited to our Title III after school enrichment program on Fridays, (ELL Academy) all grade 2-5 Saturday program, and our RTI pull out program. We also offer a latch key after school program, where children get help with their homework. Reading volunteers from Staten Island Mental Health come in to read with kindergarten. In addition, we offer the RTI Program on Saturdays to give extra support.
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.
ELA
We employ a varied amount of instructional materials in all ELL instruction. This includes;
Recorded Books Sound Reading Solutions.
Author and Performer Caroline Graham-Jazz Chants, Jazz Chant Fairy Tales
Eye Openers- reading text
Foundation and Soliday Programs
Rigby-English in My Pocket
Reading Rainbow ESL Focused Literature; Watch the Stars Come Out, The Lotus Seed
Author Tova Ackerman- The Art of Reading, Puppet Drama and Whole Language
Author Elizabeth Claire; ESL Teacher's Activities Kit
Transcultural picture Word List, and Bilingual Dictionaries
Attanasio-Getting Ready for the NYSESLAT
Academic Vocabulary Toolkit by Kate Kinsella
MYON Computer Reading Program
Let's Talk About It
Brain Pop computer content program
Smart Boards
Oral Language Program-Let's Talk About It
Math
Supporting ELLs in Math Class -grades K-2 and 3-5
Number Sense- grades 1-5
Social Studies
English in my pocket grade K-1
Science
Readers for Writers Rigby , early, emergent, and fluent
Eye-Openers K-6 Social Studies and Science

Imagination Creations Inc.

Smartboards, tape recorders, cassette players, computers

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

We use bilingual recorded books. We also use Smart Readers (Bilingual stories told at different rates of speed). We use charts and posters. We use hands on and visuals. We also use staff volunteers, and the Translation Unit. When possible, PS 50 employs bilingual translators when the state mandated standardized tests are unavailable in the native language. Open school day/night communication between the parents and the school staff is also available through DOE Translation Dept. We print out various notices, in other languages, to go home to parents. We employ children friendly multilingual websites to support our ELLs. All bilingual children have access to bilingual dictionaries in their classroom and throughout the school if needed. The ELL students are a resource to the monolingual class by sharing and providing background information on their language, customs, and holidays particular to their ethnicities and region of the world that they have originated from. We started using MYON (computer reading program) that the children use in school and at home. Mrs. Murphy invites the parents in to learn the program.

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

Required services support and resources correspond to both the age and grade level of the total ELL population. All teachers are aware of the particular IEP goals, and student needs, for students with IEP's. Each classroom teacher and cluster teacher has the individual education plan for their particular student in their classroom so that they may reference it when needed. In addition for the total ELL population in general, we offer support services which corresponds to their ages and grade levels, such as the RTI program which includes tier 1, 2, and 3, interventions, and we offer the ELL Academy, to the total ELL population. Reading volunteers come in to read with kindergarten students. All teachers use small group instruction, based on their needs. ESL students who receive services via pull-out model, is in accordance with their age and grade level.

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).

All incoming kindergarten parents are welcome to enroll in PS 50 in the Spring, before the fall session begins. Also, they may attend by choice our summer camp, which encompasses both play and academic instruction. Parents and their child may arrange to take a tour of our building, over the summer, with our Parent Coordinator, Harriet Guerriero. The Parent Coordinator is part of the welcoming committee to all new and existing members of our academic community. Parents are supplied with the Parent Coordinator' cell number, to help them to become a vital part of our community.

19. What language electives are offered to ELLs?

We do not offer any language electives.

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)?

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.)

Last year, we studied and discussed the book, "Connecting Content and Language for English Language Learners" by Eugenia Mora-Flores. All classroom teachers of ELLs, as well as Cluster teachers, special education teachers, school psychologist, Occupational and Physical therapists, Speech therapists, paras, assistant principals, ESL teacher, guidance counselor, social worker and Parent Coordinator will be participated in this professional development, which took place during the following mandated PD Mondays:

 - November 3-Language Development,
 - December 1-Academic Language,
 - January 12-Creating a Language rich environment,
 - February 2-Literacy instruction for ELLs.

In addition, in the Spring, teachers discussed, a video on called, Teaching Vocabulary to ELLs, by Dr. Kate Kinsella. Content vocabulary in the areas of social studies and science was the focus. Furthermore,, our ESL teacher conducts on-going individual PD to classroom teachers with ELLs, based on need.

This year our PD book is, "Classroom Instruction that works with English Language Learners". Once again it will take place during the following mandated PD Mondays:

 - November 2 - The Stages of Second Language Acquisition
 - December 7 - Cues and Questions
 - January 4- Setting Objectives
 - February 1 - Providing Feedback
 - March 7 - Summarizing

In addition, the ESL teacher meets with all teachers of Ell's, and facilitates PD on the RTI model.
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?

In addition to the above, during Common Preps and/ or during PD time, Mrs. Murphy collaborates with individual grades and or teachers, to discuss the reading and Math Program. (Ready gen and Go Math)), for ELL strategies.

Also the Assitant Principal subscribes to; News and Opportunities for Educators of ELLs, and sends the ESL teacher to selected workshops.

Last year, Mrs. Murphy attended all ELL Liason meetings facilitated by Mildred Cordova.This year our ESL teacher attends all Staten Island Borough Field Support Center meetings.

We also use the website: Stamford.edu, which offers on ELL courses on academic oral language and literacy.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All fifth grade staff meets with our TESOL to assist the ELLs as they transition into Middle School. Our staff takes part in workshops and small group instruction and teachers use strategies that transition into Junior High curriculum. Our staff is aware of the particular middle schools that provide ESL support to their Ell population. All fifth grade staff is aware of the particular procedures for state testing which deal with extended time, group size and location. Fifth grade teachers attend an orientation session or meet with an orientation group from the Middle Schools. Ms. Tsiamanes (Guidance Counselor) offers various workshops such as bullying and respect to support our students transitioning from one school level to another.

Mrs. Murphy contacts the ESL teachers of the incoming middle schools, and provides them with children's data on NYSESLAT, as well as academic and cultural background. The ESL teacher supports the teachers by attending Ell parent meetings, to discuss the middle school expectations for their children.

The Guidance Counselor attends the following Professional Development:

 - Respect for All
 - Child Abuse
 - Therapeutic Crisis Intervention
 - De-Escalation Training
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.

This year, Mrs. Murphy facilitates Professional Development for teachers using the book, "Classroom Instruction That Works With English Language Learners". Once again it will take place during the following mandated PD Mondays:

November 2 - The Stages of Second Language Acquisition

December 7 - Cues and Questions

January 4- Setting Objectives

February 1 - Providing Feedback

March 7 - Summarizing

In addition, the ESL teacher meets with all teachers of ELL's, and facilitates PD using the RTI model for ELLs.

This Professional Development meets the new requirement of 15% of total hours of ELL specific professional development for teachers.

Professional Development is provided for all classroom teachers in addition to any staff members who deliver instruction to our ELLs. Professional development focuses on strategies and best practices to promote academic achievement for ELLs.

Last year, we had Foundations Training on October 6th, covering setting up classrooms, tapping out sounds, using the cards, multi-sensory approach, and sentence repetition to improve auditory memory/recall.

On November 5th, Pearson staff developers conducted a two session PD. One is on Oral Language Development, and the other one is on Differentiation. (how and why of grouping configurations.

We create sign in sheets for each staff member, and agendas are distributed for each meeting. Mrs. Murphy keeps all of these records in a binder in her classroom.

This year our ESL teacher, Mrs. Murphy, attends all Staten Island Borough Field Support Center meetings.

We also use the website: Stamford.edu, which offers on ELL courses on academic oral language and literacy.

Mrs. Murphy also subscribes to the Division of ELL and Student Support, notifying her of ELL Professional Development offerings, and tries to attend the appropriate ones. This fulfills the 50% of total hours for ESL teachers specific Professional Development.

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?

PS 50 welcomes parents of all children to be a member of our academic community. We hire translators for all of our parents who have expressed a need for help on their blue cards.. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of. This includes game night where all families come and share a fun filled night of math based games. Parents that are available during day hours may be part of a lower grade reading group, Art Fair, productions to enhance our school, student/parent/teacher basketball games.

We hire translators, when necessary. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit. The ESL teacher distributes the phone number, and it is visible in our lobby, and general office. In addition, all notices are supplied in various languages, when available.

Refreshments will be provided for all parent workshops, and notebooks will be purchased for the parents to use at these workshops.

The ESL teacher distributed a PD survey to her parents of ELLS. The PD schedule was as follows, based on survey results.

New Parent Orientation - September 16

Parent Orientation - September 16

Homework Help Program - October 29

Common Core Standards - November 5

DOE Website-ELL Parent Resources - December 3

NYS Testing - January 8

Vocabulary - February 4

ARIS - March 4

Technology- ESL Websites April 15

Cultural Enrichment - Year in review - May 6

In addition, we started a Homework Club for our Ells, in which the parents came in after to understand the homework expectations. Our Ell parents meet with our TESOL several times a year to address their needs and their student's expectations. These meetings are held in the privacy of the ESL classroom on a one to one basis or as a group. Also, parents express their needs through a school translator from the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to ensure that their particular needs are being addressed. Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events.

Document does not allow us to populate information for question #2, therefore, we are adding question # 2 to question #1 here.

*

2. All new Ell parents are invited to our annual parent orientation, whereby they are provided with information and program selection options. Mrs. Murphy sends a letter home, inviting them to the orientation, in their requested language. She then follows up with a phone call, with the assistance of the Interpretation and Translation Dept. She keeps a copy of all correspondence in her room , with an agenda and attendance sheet, and any sign off sheets. We contact the parents using in-person meetings, phone calls and letters.
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. PS 50 welcomes parents of all children to be a member of our academic community. We hire translators, when necessary. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit. The ESL teacher distributes the phone number, and it is visible in our lobby, and general office. In addition, all notices are supplied in various languages, when available.

Refreshments will be provided for all parent workshops, and notebooks will be purchased for the parents to use at these workshops.

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Technology- ESL Websites April 15

Cultural Enrichment - Year in review - May 6

Parents come to the Homework Club on Wednesdays, after the children complete the assignments.

Parents are invited to Arts to Remember.

Parents are invited to class Multicultural Days.

Parents are invited to monthly PTA meetings.

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

We provide ELL parents with schedule of classes that are given in the NYC Library, and at the YMCA.

Parents are invited to our several Philharmonic partnership performances

Interpretation and translations services are provided to the parents, using the DOE unit, as well as our staff translators.

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

Parents are given school surveys by Parent Coordinator to complete. Also, the PC meets with parents, and gives tours of the school. She supplies them with her cell phone number, and uses the Translation Unit's services for individual and group meetings, when necessary. The TOSOL brings new parents in to meet the PC, one on one. Parents are given the HLIS, and the parental selection form. All parents watch the NYC video, in Family Resources, in their native language, which tells them about program choices in the NYC school system. Parents attend a series of ongoing ESL workshops during the school year. These workshops are geared towards introduction to the NYC school system, academic goals for their children and to address their individual needs and concerns. We have Staten Island Mental Health come to do reading with our kindergarten students. We also have a partnership with Philharmonic where staff developers come here to teach instruments, and classes then go there to see performances.

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

Mrs. Murphy created a parent survey, inquiring about their needs regarding: homework, DOE website (technology), and testing. Based on the parent responses, Mrs. Murphy creates monthly workshops to support their needs. The Parent Coordinator (Harriet Guerriero, is introduced to all of the ELL parents, at the initial ELL Parent Workshop. She answers parent questions concerning the community, both inside and outside of school. She is the bus coordinator and helps parents with any transportation concerns. Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit. Parents are invited to monthly PTA meetings, and semi-annual ESL meetings. Translators are available upon request. Translators are also available for parent teacher conferences. We hold 2 ESL parent workshops on Saturday to meet working parents needs.

D. Additional Information

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

Paste response here:

School Name: PS 50**School DBN: 31R050**

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)
Joseph Santello	Principal		11/12/15
Janet Miller	Assistant Principal		11/12/15
HarrietGuerriero	Parent Coordinator		11/12/15
Joan Murphy	ENL/Bilingual Teacher		11/12/15
Judy Mason	Parent		11/12/15
Nicole Maddaloni	Teacher/Subject Area		11/12/15
Cheryl Hourican	Teacher/Subject Area		11/12/15
	Coach		11/12/15
	Coach		11/12/15
Marina Tsiamanes	School Counselor		11/12/15
Anthony Lodico	Superintendent		11/12/15
NildaPabon- Kraft	Borough Field Support Center Staff Member		11/12/15
Erika Desiano	Other <u>Assistant Principal</u>		11/12/15
Maryann Zambrano	Other <u>IEP Teacher</u>		11/12/15
Steve Degenero	Other <u>Psychologist</u>		11/12/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 31050 **School Name: Frank Hankinson**
Superintendent: Anthony Lodico

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.

In the beginning of each school year, all students are given the student blue emergency cards, to be completed by the parents/guardians. These cards state what language the parents want to receive all communication from the school, in. This fulfills the determination of primary language within 30 days. Once the cards come back completed, the Language Access Coordinator, compiles a list, based on language communication preferences. The LAC (Mrs. Murphy), keeps this record in her room, and notifies the teachers, PC, secretaries, and any other appropriate staff. If a parent requests translation needs, Mrs. Murphy will contact them. Any parent in the school who needs translation services, we provide either the Translation Unit's services, or we use one of our staff members, who speak the appropriate language. The parents then receive this support during any meeting, phone call, or letter. The office personnel are also notified, so when any communication is distributed, they will send it in the requested language. All current records are updated in ATS, and are readily available. We look at the RAPL (Adult Preferred Languages) ATS report and collect data on parent written translation and oral interpretation needs. We compile a list of parents and languages, and distribute list to teachers and office personnel. If a parent requests translation needs, Mrs. Murphy will contact them. Any parent in the school who needs translation services, we provide either the Translation Unit's services, or we use one of our staff members, who speak the appropriate language. The parents then receive this support during any meeting, phone call, or letter. The office personnel are also notified, so when any communication is distributed, they will send it in the requested language. Part 111 of the HLIS identifies the written and oral communication needs of our ELL community, that we review, in addition to look at the Emergency Contact cards.

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.

The majority of our school request spoken and written English. .03% of our parents request either spoken and written or just written communication in: Spanish, Chinese, Russian, Italian, Albanian, Arabic, Ukranian, Polish, and Sinhalese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent - Teacher conference announcements, report cards, PHO letters, and NYSESLAT results, and all city notices.

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.

Curriculum Conferences - September 17, Kindergarten Orientation - September 9, PTA meeting - September 22, SLT - September 28, PTA - Oct. 15, SLT- Oct. 26, Parent teacher Conference, Nov. 5, PTA - Nov. 19, SLT- Nov. 30, SLT- Dec 14, PTA- Dec. 17, PTA - Jan 21, SLT - Jan 25, SLT - Feb. 22, PTA - Feb. 25, Parent Teacher conferences- Mar. 3, PTA - Mar. 24, SLT - Mar. 28, SLT- Apr. 18, PTA- Apr. 21, Parent/ Teacher Night- May 12, PTA - May 19, SLT - May 23, SLT - June 6, PTA - June 23
In addition, teachers use the mandated time on Tuesdays to contact parents, either by phone or in-person meetings. They keep a parent communication log. Translation is provided.

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.

All translation needs are identified by either the RAPL report, in addition to the Home Language Survey which is administered to every first time admit with an interview with the immediate or extended family. PS 50 employs the Department of Education Translation and Interpretation Unit for translated documents and over-the-phone interpretations. When available, a staff member or parent volunteer will be used for immediate clarification on any communication. The ESL teacher looks at the blue cards and makes a list of any parents who request communication in another language, in addition to the RAPL report. The list is then given to the classroom teachers and the office personnel who distribute the translated versions. The ESL teacher also provides the teachers and parents of the NYC DOE link that has translated documents on it.

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.

All oral interpretation services will be provided by :Department of Education Translation and Interpretation Unit, and staff members. Oral interpretation needs will be assessed by Mrs. Murphy after looking at the blue cards , admission interviews, and the RAPL report. Based on this, it is determined who and which language parents need. We provide the opportunity for parents to bring their own translator, whether friend or family, to make them feel more comfortable. If necessary, we will hire a translator to interpret, or use a staff member.

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.)

Mrs. Murphy gives the teachers the necessary phone number and written procedures on how to use the services of the Translation and Interpretation Unit. She assists the teachers in making their first phone call to ensure that all of the steps are followed. In addition, the T&I brochures are distributed, and a T&I poster is visible for all to see.

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

At the beginning of each school year, all students are given the student blue emergency cards, to be completed by the parents/guardians. These cards state what language the parents want to receive all

communication from the school, in. This fulfills the determination of primary language within 30 days. Once the cards come back completed, the Language Access Coordinator, compiles a list, based on language communication preferences. The LAC (Mrs. Murphy), keeps this record in her room, and notifies the teachers, PC, secretaries, and any other appropriate staff. If a parent requests translation needs, Mrs. Murphy will contact them. Any parent in the school who needs translation services, we provide either the Translation Unit's services, or we use one of our staff members, who speak the appropriate language. The parents then receive this support during any meeting, phone call, or letter. The office personnel are also notified, so when any communication is distributed, they will send it in the requested language. All current records are updated in ATS, and are readily available.

Part 111 of the HLIS identifies the written and oral communication needs of our ELL community, that we review, in addition to look at the Emergency Contact cards. The parents are interviewed as soon as the child is admitted. The primary language spoken by the parent is submitted to ATS and a RAPL report is run, and given to the ESL teacher. The ESL teacher then goes to the classroom teachers to inform them of any languages spoken, other than English. It is entered on the student emergency cards. The teachers are supplied with the phone number of the Translation and Interpretation Unit.. In addition, we have bilingual staff members to assist. All oral interpretation services will be provided by :Department of Education Translation and Interpretation Unit, and parent volunteers and/or staff members. Oral interpretation needs will be assessed by, RAPL, HLIS and admission interviews. The ESL teacher provides the classroom teachers with the DOE link that has translated documents on it. The teachers are aware of the needs, and whenever an official communication needs to go home, the teachers send home the translated version, in addition to the English version. This is followed up by the ESL teacher. We use staff members and parent volunteers, whenever possible. In addition, teachers also use the services of the Translation and Interpretation Unit. In compliance with Chancellor's Regulations, Section VII, all parents are provided with a copy of the Bill of Parents Rights and Responsibilities in English and their native language. Upon entering the school through the main entrance, there are signs in all nine languages indicating the availability of Interpretation services. All parents are aware of how to communicate with the school, and how to ask for assistance in their native language. The ESL teacher with the assistance of the Parent Coordinator, informs the parents how to access the Translation and Interpretation Unit. We provide Bilingual flyers on Citywide ELL meetings, and citywide Community Education Council meetings. We also distribute T&I brochures, at the beginning of the school year.

Part F: Monitoring and Quality Control

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

The ESL teacher has created a parent survey that is used after each translation, to get feedback from the parents. All of the results are kept in the ESL office, and our Language Access Coordinator reviews the responses.