

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **12X150**

School Name: **P.S. 150 CHARLES JAMES FOX**

Principal: **EDWIN IRIZARRY**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Community School School Number (DBN): 12X150
Grades Served: Elementary School (PreK-5th Grade)
School Address: 920 East 167th Street , Bronx, New York 10459
Phone Number: 718-328-7729 Fax: 718-589-7590
School Contact Person: Edwin Irizarry Email Address: Eirizar2@schools.nyc.gov
Principal: Edwin Irizarry
UFT Chapter Leader: Sharqueen Crudup
Parents' Association President: Nadine Ayala
SLT Chairperson: Lena Hilliard
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Yaffri Reyes
Student Representative(s):

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1970 West Farms Rd. Bronx, NY 10460
Superintendent's Email Address: respinal@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718-542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx BFSC Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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)
Edwin Irizarry	*Principal or Designee	
Sharqueen Crudup	*UFT Chapter Leader or Designee	
Nadine Ayala	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Daisy Munoz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Luz Cordero	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lena Hilliard	Member/ SLT Chairperson	
Lucia Brand	Member/ Teacher	
Zelideth Diaz	Member/ Paraprofessional	
Daisy Munoz	Member/ Parent	
Lugina Rambally	Member/ Parent	
Sarah Reyes	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Victoria Gustines	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.

At CS150, both students and staff represent a diversity of backgrounds that add to a very rich and accepting school culture. The school is located in a high-poverty area of the Hunts Point section of the South Bronx. Administrative and instructional staff includes the Principal, three Assistant Principals, 70 teachers and specialists, and fourteen paraprofessionals. The school serves grades Pre-Kindergarten through Fifth Grade in general, bilingual, and special education.

Our mission statement is based on the belief that all children can read and will learn. It is also understood that children learn at different rates and have different needs. The school is working to provide each individual student with every learning opportunity possible. The goal of our school is to develop independent, self-reliant, lifelong learners.

The school-wide instructional focus for the 2015-2016 school year is to address the needs of all students by incorporating rigorous instruction practices in all content areas, that aligns to the Common Core Learning Standards (CCLS) and promote student engagement. Collaborative planning is designed to fuel a love of learning that extends beyond the classroom at C.S.150. Through purposeful and rigorous instruction, we strive to make each and every student college and career ready.

The student body is comprised of approximately 915 children who are 77% Hispanic, 20% African American, 0.32% American Indian, 1% White, and 1.5% Other. English Language Learners make up 23% of the student population; the vast majority of these students are from Spanish-speaking households. In meeting the special needs of its students, CS150 has six bilingual classes, and fourteen special education classes, as well as specialized staff to provide additional push-in and pull-out instructional support services.

Instruction in the content areas is enhanced by content-specific cluster teachers. Science, Social Studies, Dance, Technology, Library, and Physical Education instruction is provided in a dedicated instructional space with two (2) Technology Labs. The Science program is itinerant with 2 teachers providing grade-level instruction in classrooms. A Social Studies teacher services grades PK-5. A Literacy/Math Staff Developer, a Literacy Coach, and one Math Cluster all provide training and support for all classroom teachers across all grade levels.

In an effort to further enhance instruction, each staff developer provides small group instruction for at risk students. A team of dedicated related services staff provides additional support to English Language Learners and at-risk Special Education students in English Language Arts and Mathematics.

Through grant writing, we have managed to attain additional funds that have helped to additionally enhance the programs at CS 150. Many of the programs have improved the existing school curriculum and programs in performing arts (e.g.: instrumental and choral music programs, literacy and dance). The following is a list of grants and enrichment programs that are provided to students at CS150:

1. My Own Book Fund allows every 3rd grade student to go on a shopping spree at a local Barnes & Noble bookstore with a \$50 gift card to help build personal home libraries.
2. The Renaissance EMS program is a choral program for grades 4-5 and band program for grade 2. The students learn the basic concepts of music and vocal skills. The students also put on two shows to exhibit skills they have learned. Two children from the program are chosen to participate for one year at the EMS school with all expenses paid.
3. Author to Author is a one year program that allows students to shadow, or study, an author. This year our fifth graders will be shadowing authors Jill Santopolo and Elizabeth Levy. The students will read the authors' books, meet the authors and take a trip to a publishing company.
4. Great Adventure Read-A-thon Students will read for 360 minutes. After the 6 hours of documented reading, students will receive a ticket to visit Great Adventures theme park. The program promotes reading and provides incentives for students.
5. Chess in the Schools program Students will learn to play chess in order to develop their critical thinking skills and problem-solving abilities. The program will promote discipline, focus, and enhancement of cognitive skills.
6. Literacy Inc. Reading partner program is design to benefit both older and younger students, in part by enhancing certain required common core competencies such as read aloud fluency and discussion around key elements of text. An upper grade and lower grade class meet once a week and upper grade students read to their younger reading buddies and lower grade students practice reading. Upper grade students monitor reading progress.
7. Literacy Inc. Very Involved Parents (VIP). Parents in our school community are trained by Literacy Inc. to plan and execute their own community reading programs, become active in school community, and generate awareness around family literacy.
8. ESL Adult Class Through Title III funding, parents of our school community have the opportunity to participate in a survival English class in order to support parent involvement.
9. Sports & Arts in Schools Foundation after-school program is offered to students and families interested in students receiving homework help and interdisciplinary instruction. Students have access to tutors and instructors who provide personalized assistance with homework, reading, and mathematics. Students participate in field trips around New York City and throughout New York State as well as recreational activities such as basketball, music, dance, art, and STEM program. Sports & Arts will service students with chronic attendance this school year.

As a 21st century school facing the challenges of implementing a common core aligned curriculum, our goal is to provide a professional learning community approach to learning. We will focus on expanding technology, and providing access to all students in becoming college and career ready.

12X150 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	935	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		88.7%	% Attendance Rate	90.9%
% Free Lunch		90.1%	% Reduced Lunch	5.3%
% Limited English Proficient		22.3%	% Students with Disabilities	20.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	20.1%
% Hispanic or Latino		76.3%	% Asian or Native Hawaiian/Pacific Islander	1.0%
% White		1.6%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		12.18	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	7.8
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		15.0%	Mathematics Performance at levels 3 & 4	19.5%
Science Performance at levels 3 & 4 (4th Grade)		67.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

Our school conducted a comprehensive needs assessment aligned with the Framework for Great Schools by focusing on the element, Rigorous Instruction. We analyzed the New York State English as a Second Language Achievement Test (NYSESLAT) data, and New York State English Language Arts (NYS ELA) Common Core exams and noted significant student performance trends.

Data Source-NYSESLAT

Findings: Student results in grades K-5 on the 2014-2015 NYSESLAT indicated that 39% our students scored at the entering and emerging levels, 14% at the transitioning level, 37% at the expanding level, and 10% at the commanding level. There is a large concentration of entering and emerging students in grades 3-5 averaging out 24% . When examining the proficiency levels, the data shows that 25% of the students in grades K-2 are in the expanding and commanding levels. The Data shows that students Basic Interpersonal Communicative Skills are far more developed than their Cognitive Academic Language Proficiency. In order to become English proficient English Language Learner (ELL) students must develop their academic English.

Data Source- Annual Measureable Achievement Objectives (AMAO)

Findings: The percentage of ELL students meeting AMAO 2 (Percentage of Students Attaining English Language Proficiency) was 14.2%. The target for AMAO 2 for SY 2014-2015 was 15% with a difference of .8% (percentage points) between the target and our current status. This data shows a need for more content area learning with a focus on academic language.

Based on a review of the NYSESLAT and AMAO 2 data we have identified that co-teaching will support ENL and content area instruction. Developing academic language, reading and writing skills to move along the five levels of progression.

Part 2 – Annual Goal

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

By June 2016, ESOL (English for Speakers of Other Languages) and Bilingual teachers will implement the New York State Education Department (NYSED) CR (Commissioner's Regulations) Part 154 mandates and develop a co-teaching model that focuses on content area learning with an ENL approach which will improve their practice that will result in ELL students making a 4% progress on the NYSESLAT 2016 as measured by the AMAO 1 & 2.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • ESOL and Bilingual teachers will provide direct instruction in oral language development, reading/decoding, reading comprehension, writing mechanics, and listening comprehension. ESOL teachers will use a variety of programs such ReadyGen, Spotlight on English, and MONDO bookshop program to support reading and writing instruction. Our English as a New Language (ENL) Program will have a collaborative approach to teaching with a content area teacher and an ESOL teacher to co-plan and co-teach core content area to promote the use of differentiated learning and access to the mainstream curriculum. This approach will be implemented for the five levels of progression (Entering, Emerging, Transitioning, Expanding, and Commanding) with a push in model. • ESOL teachers will also use Spotlight on English program to develop language, literacy and content area skills and concepts through thematic units for Entering and Emerging students. • ESOL and Bilingual teachers will be provided with iPads, Smart Boards, and listening centers to support instruction through the use of technology. • Content Area, ESOL and Bilingual teachers will attend workshops provided by Regional Bilingual Education-Resource Networks (RBE-RN) and the Department of English Language Learners & Student Support to turn- key during grade level meetings. Meetings will be organized with support staff from the Department of English Language Learners & Student Support (DELLS) to develop an ELL inquiry team to provide targeted language Instruction. • Content Area, ESOL and Bilingual teachers will form part of a Professional Learning Community (PLC) that will focus on 	<p>Content Area, ESOL and Bilingual Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration ESOL Coordinator Content Area, ESOL and Bilingual Teachers</p>

<p>scaffolding instruction for ELLs. Through the PLC teachers will have the opportunity to watch videos on co-teaching models, best practices for ELLs and engage in discussions about instruction, linguistic demands, vocabulary development and ENL methodologies.</p> <ul style="list-style-type: none"> • Teachers will develop a tracking system based on NYSESLAT strands and proficiency levels in order to differentiate instruction for ELLs. 			
<ul style="list-style-type: none"> • Content Area, ESOL and Bilingual teachers will scaffold instruction for ELLs through the use of graphic organizers, charts, semantic webs, activities and visuals. Teachers will also use reader's theater so that ELL students can develop oral language, oral reading skills, vocabulary and fluency. • ESOL and Bilingual teachers will use the Sheltered Instruction Observation Protocol (SIOP) Model approach to teach ELLs. • Provide Academic Intervention Services (AIS) to students through a Title III after school program. Provide Immigrant students with an after-school enrichment program. Provide students with dictionaries and thesauruses to build oral language and vocabulary. 	ELL students	September 2015- June 2016	Administration ESOL Coordinator Content Area, ESOL and Bilingual Teachers
<ul style="list-style-type: none"> • Provide opportunities for parents of ELL students to participate in an ESL adult class given by an ESOL certified teacher. Teachers will reach out to parents to encourage them to attend the four parent teacher conferences throughout the year. The school librarian will reach out to parents of ELLs and offer a night of reading where parents can bond with their children and promote their love of reading. 	Parents of ELL students	September 2015- June 2016	Administration ESOL Coordinator Content Area, ESOL and Bilingual Teachers
<ul style="list-style-type: none"> • Content Area, ESOL and Bilingual teachers will participate in a learning community that promotes a non-threatening environment for teacher to share teaching practices and strategies for ELLs. The purpose of the PLC is to give teachers a forum where they can create a feeling of trust, industrious thinking and a vital and vibrant atmosphere and environment. 	Content Area, ESOL and Bilingual Teachers	September 2015- June 2016	Administration ESOL Coordinator Content Area, ESOL and Bilingual Teachers

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>As per the weekly required minutes of study in Language Art Under CR Part 154, ESOL and Bilingual teachers will be instructed to provide Entering and Emerging students with 360 minutes; Transitioning and Expanding students with 180 minutes and Commanding students with 90 minutes of ENL. Bilingual Teachers will be instructed to provide one Home Language Arts class and a minimum of 2 bilingual content area subjects. Supervisors and teachers will meet with RBE-RN support staff throughout the school year to analyze ELL data and devise a plan of action for intervention. ESOL and Bilingual teachers will meet with support staff from the Department of English Language Learners & Student Support to develop an ELL inquiry team to provide targeted language instruction. ESOL and Bilingual certified teachers will use MONDO and Spotlight on English instructional programs to provide AIS for students during the Title III after school program. The Technology teachers will provide ESOL and Bilingual teachers with PD on using iPad applications</p>

that target ELLs and the smart board in the classroom. Coaches and ESOL staff will provide materials, PD on SIOP Model and co-teach to support classroom teachers. MONDO bookshop program and Spotlight on English program will be used by ESOL teachers to provide small group instruction. The school has invested in an online assessment program called I-Ready which will give up-to-date assessment data on the students in Grades K-5 three times per year in ELA and Math.

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

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

Teacher survey and NYSESLAT results	June-September 2015
Meet with R-BERN support staff to analyze ELL data and devise a plan of action for intervention. ESOL and Bilingual teachers will be provided with PD on the Sheltered Instruction Observation Tool (SIOP) Model approach to teach ELLs.	October –November 2015
Professional Learning on the new NYSED CR Part 154 mandates.	June – October 2015
Provide teachers with professional development and planning time on co-teaching models and best collaborative practices (for content area teachers and ESOL teachers).	September – June 2016
ESOL and Bilingual teachers will form part of a Professional Learning Community that will focus on scaffolding instruction for ELLs. Provide AIS services to students through a Title III after school program. Provide Immigrant students with an after school enrichment program. Provide opportunities for parents of ELL students to participate in an ESL adult class given by an ESOL certified teacher.	November 2015 – February 2016

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.

Our school conducted a comprehensive needs assessment aligned with the Framework for Great Schools by focusing on the element, Collaborative Teachers. We analyzed New York State English Language Arts (NYS ELA) and Math Common Core Exams’ data, and Measure of Student Learning (MOSL) NYC ELA Performance Assessment and noted significant student performance trends.

☞ Data Source- NYS ELA and Math Common Core Exams

– Findings: Our NYS ELA results from 2015 indicated that in third grade 9.3% of students performed at level 3 or level 4, in fourth grade 17.1% performed at level 3 or level 4, and in fifth grade 12.2% performed at a level 3 or level 4. When comparing achieving performance levels of students in grades 3-5 that performed on or above grade level, we have found that there is an increase demand for teachers to collaborate and further develop rigorous instruction that aligns to the Common Core Learning Standards in order to bridge the achievement gap. As the NYS ELA is aligned to the Common Core Learning Standards, we need to engage students in intellectual activities and develop critical thinking skills to better our students for academic success.

– Our NYS Math results from 2015 indicated that in third grade 11.2% of students performed at level 3 or level 4, in fourth grade 18.6% performed at level 3 or level 4, and in fifth grade 17% performed at a level 3 or level 4. When comparing achieving performance levels of students in grades 3-5 that performed on or above grade level, we have found that there is a need to develop students’ problem solving skills and critical thinking in Mathematics in order to bridge the achievement gap.

☞ Data Source- MOSL NYC ELA Performance Assessment

– Findings: In our MOSL data for 2014-2015, from the beginning of the year to the end of the year, Kindergarten went from a 21% to 50% showing a 29% performance increase. First Grade went from a 40% to 62% showing a 22% performance increase. Second Grade went from a 33% to 53% showing a 20% performance increase. Third Grade went from a 20% to 56% showing a 36% performance increase. Fourth Grade went from a 30% to 62% showing a 32% performance increase. Fifth Grade went from a 36% to 52% showing a 16% performance increase. MOSL data indicates that all grades had an increase in performance that ranges from 16% to 36%. This overall increase in performance is due to collaborative planning of non-fiction units in writing and the use of a common core aligned rubric that was used within each grade band.

Based on a review of the NYS ELA, Math, and MOSL Data we have identified that collaborative unit planning within each grade is a practice that needs to be expanded and maintained throughout the 2015-2016 SY. This will ensure that the same success trends seen in MOSL will transfer to ELA and Math scores.

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will establish curriculum teams within each grade band and focus on creating common core aligned units of study to increase student performance in grades 3-5, by 3% as measured by NYS Common Core ELA and Math exams.

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) 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>Implement ReadyGen and Go Math! In order to support core align instruction. Send all classroom teachers, coaches and administrators to ReadyGen and Go Math! Professional Development (PD) during 2015-2016 school year. Selected teacher leads and administrators will partner with the New Teacher Center to join professional learning communities. Teachers will also work collaboratively in Professional Learning Communities to further examine rigorous instruction in all content areas. Generation Ready consultant will work with teacher teams to develop scaffolds for each writing unit. Expanding PLC curriculum planning throughout the school building will develop units of study that will be shared on Google drive with the C.S. 150 learning community. One of our communities will focus on the science and social studies framework.</p>	<p>Teachers in Grades Pre-K to 5. All instructional Leads</p>	<p>September 2015– June 2016</p>	<p>Administration, teacher leaders, New Teacher Center and all PLCs.</p>
<p>Teachers will use scaffolded instructional ReadyGen guides and Tier Go Math! Instruction to provide access to all learners. Professional Learning Communities will also be comprised of teacher teams that share a targeted population (SWDs and ELLs). In our work with Generation Ready Consultant professional learning Communities we will explore ideas for scaffolding instruction and supporting students to meet their IEP goals.</p>	<p>Teachers of English Language Learners and students with Disabilities.</p>	<p>September 2015- June 2016</p>	<p>Administration, bilingual and ESOL teachers, SETSS & IEP teachers, R-BERN specialist, and Generation Ready Consultant.</p>

Teachers will meet during common planning time and PLC Mondays to examine student work products and collaborate to develop unit plans in ELA and Math that are aligned to the Common Core Learning Standards, using a variety of resources (Ready Gen, Go Math!, Engage NY, C.S. 150 curriculum maps, Reading and Writing A-Z, The Trait Crate, and MYON). A technology teacher will work with each grade to upload units onto Google Drive.	Teachers in Grades Pre-K to 5.	September 2015– June 2016	Administration, PLCs, technology teachers, and coaches.
Provide opportunities for parents to participate in an ESL adult class to improve communication and educational experiences. Maintain a parent coordinator to serve as a liaison between the school and the families. The parent coordinator will collaborate with teacher leaders to provide parents with a variety of workshops on the Common Core. Parents will be invited to join learning communities that will foster parent leadership. Literacy Inc. will be working with our PTA to train parents in the Very Involved Parent program (VIP). There will be an active student body that will serve as role models to promote leadership within the student community.	Parents of English Language Learners.	November 2015 – May 2016	Administration, ESOL Teachers, Literacy Coach, PTA, Literacy Inc. Program.

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.											
In grades K-5 teachers will be allotted time within the school schedule for common planning time and support staff will be available to develop curriculum plans. Generation Ready consultant will work with teachers in grades K-5 throughout the school year to meet and plan. Substitute teachers will be hired to cover classroom teachers. Ready Gen and Go Math! consumables will be provided to all teachers in grades K-5. Common Planning time and Mondays will be used for professional learning communities to meet.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		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.	
Midpoint Benchmarks	Time Frame
Scheduled Generation Ready Consultant	January - June 2016
Schedule teachers for collaborative planning time. PD committee and instructional team meet to disaggregate school data to develop cycles of professional development.	September - June 2016
Provide teacher leads with professional learning opportunities by the New Teacher Center.	September - June 2016
Develop unit plans and upload on Google Drive.	September - June 2016

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Our school conducted a comprehensive needs-assessment aligned with the Framework for Great Schools. Our focus is on the element of Effective Leadership. We gathered and analyzed a variety of quantitative and qualitative data sources such as Advance Measures of Teacher Practice (MOTP), NYS ELA & Math Common Core Exam scores, and NYC Quality Review. We analyzed the trends in data and summarized the most significant student performance trends. This work is summarized below:

☞ Data Source – Advance Measures of Teacher Practice (MOTP)

– Finding: In Domain D3: Instruction, 26% of teachers at CS150 were rated Developing and 1% of teachers were rated Ineffective. In component 3b: Using Questioning and Discussion Techniques, 35% of teachers were rated Developing and 1% Ineffective. In component 3c: Engaging Students in Learning, 24% of teachers were rated Developing and 1% Ineffective. This data shows that approximately ¼ or more of our teaching staff need further professional learning in the Domain of Instruction with a focus on 3b: Questioning and Discussion Techniques.

☞ Data Source: NYC Quality Review (QR)

– Our Quality Review 2014-2015 report identifies a rating for each Quality Indicator. We received a rating of "Proficient" for the following indicators: 1.1 Curriculum, 2.2 Assessment, 3.4 High Expectations and 4.2 Teacher Teams and Leadership Development. We received a rating of 'Developing' in indicator 1.2 Pedagogy. The findings in the QR report indicate that "teaching strategies and scaffolds inconsistently provide multiple entry points to cognitively engage all students. Work products and discussions reflect uneven levels of thinking and participation." These findings further support the need for a more rigorous and differentiated approach to our Professional Learning plan.

☞ Data Source- NYS ELA and Math Common Core Exams

– Findings: Our NYS ELA results from 2015 indicated that in third grade 9.3 % of students performed at level 3 or level 4, in fourth grade 17.1% performed at level 3 or level 4, and in fifth grade 12.2% performed at a level 3 or level 4. When comparing achieving performance levels of students in grades 3-5 that performed on or above grade level, we have found that there is an increase demand for teachers to collaborate and further develop rigorous instruction that aligns to the Common Core Learning Standards in order to bridge the achievement gap. As the NYS ELA is aligned to the Common Core Learning Standards, we need to engage students in intellectual activities and develop critical thinking skills to prepare our students for academic success.

– Our NYS Math results from 2015 indicated that in third grade 11.2% of students performed at level 3 or level 4, in fourth grade 18.6% performed at level 3 or level 4, and in fifth grade 17% performed at a level 3 or level 4. When comparing achieving performance levels of students in grades 3-5 that performed on or above grade level, we have found that there is a need to develop students’ problem solving skills and critical thinking in mathematics in order to bridge the achievement gap.

Based on a review of the Advance Measures of Teacher Practice, NYC Quality Review, and NYS ELA and Math Common Core Exams data we have identified that there is a need for more professional learning in the domain of instruction with a focus on questioning and discussion techniques and engaging students in learning.

Part 2 – Annual Goal

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

By June 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques for all students, resulting in a 10% increase in teachers improving one performance level reflected in component 3b: Questioning and Discussion techniques, in Advance, thus directly increasing NYS ELA & MATH student performance levels by 4%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Implement ReadyGen and Go Math! in order to support core align instruction. Send key classroom teachers, coaches and administrations to ReadyGen and Go Math! PD’s during 2015-2016 school year. Selected teachers will join teacher led meetings or ReadyGen and Go Math! Training led by representative. Teachers will also work collaboratively in Professional Learning Communities to further examine rigorous instruction in all content areas. Expanding PLC practice through the school building will develop teacher leaders and impact student performance. One of our communities will focus on the science and social studies framework.</p>	<p>Teachers in Grades Pre-K to 5. All instructional Leads</p>	<p>September 2015 – June 2016</p>	<p>Administration and teacher leaders.</p>
<p>Administrators will partner with and receive professional learning opportunities from support organizations and individuals such as: New Teacher</p>	<p>Teachers in Grades PK to 5</p>	<p>September 2015 – June 2016</p>	<p>Administration, Teachers of grades PK-5, New Teacher</p>

<p>Center (NTC), Generation Ready, R-BERN and Talent Coach to accelerate the effectiveness of teachers and ultimately, improve student learning.</p> <p>Administrators will guide teachers in effective and highly effective instructional practices via cycles of classroom observations with actionable feedback. This will include the use of coaches and teacher leads, peer mentors, videos as well as other resources (e.g.: Engage NY, teaching channel.org)</p> <p>New Teachers will receive support in-house mentors that will receive training from the New Teacher Center (NTC). They will also be part of professional learning communities (PLCs) That provide them with differentiated professional learning opportunities.</p>	<p>and Administration</p>		<p>Center, Generation Ready Consultant</p>
<p>Teachers will use scaffolded instructional ReadyGen guides and Tier Go Math! Instruction to provide access to all learners. In our professional learning communities we will explore ideas for scaffolding instruction and enhancing student discussions and questioning techniques; specifically targeting SWDs and ELLs</p>	<p>Teachers in Grades Pre-K to 5.</p> <p>All instructional Leads</p>	<p>September 2015 – June 2016</p>	<p>Administration, All teachers of grades PK-5 including bilingual and ESOL teachers, SETSS & IEP teachers, R-BERN specialist, and Generation Ready consultant</p>
<p>Parents will be trained by teachers on how to use MyOn reading program at home with their children and how to monitor student progress on SchoolNet. Parents will be offered workshops in the tech labs on Parent Tuesdays, on how to use instructional websites at home to support their children in area of academic challenge. The PTA and parent coordinator will have computers available for parent use throughout the school year in their rooms. The parent coordinator will collaborate with teacher leaders to provide parents with a variety of workshops on the Common Core and engaging children in learning at home.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Administration, technology teachers, teachers of grades PK-5 and parent coordinator</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>In order to provide teachers with personalized professional learning opportunities, teachers will have access to a variety of resources that will enhance their practice.</p> <ul style="list-style-type: none"> • Substitute teachers will be hired to cover classroom teachers during professional meeting times. • Common Planning time and Mondays will be used for professional learning communities to meet. • Contract Generation Ready consultant • Schedule R-BERN Specialist for school visits

- Providing teachers with Ready-Gen & Go Math program materials and PD

Literacy Coach, Literacy Staff Developer & Math Cluster available for teacher support

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

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

Midpoint Benchmarks	Time Frame
Develop and administer Teacher Survey	June 2015
PD committee and instructional team meet to disaggregate school data to develop cycles of professional development	August/September 2015
Develop cycles of Teacher led Professional Learning Communities (PLCs)	September 2015 – June 2016
Scheduling R-BERN Specialist and Generation Ready Consultant professional learning opportunities	September/October 2015
Provide Teachers with initial planning conference and cycles of actionable feedback via Advance	September 2015 – June 2016

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

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

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	Assessments: DRA-2 Assessments, NYC ELA Performance Assessment(MOSL), ELA periodic, NYS ELA, ReadyGen Unit/PBA assessments, and teacher observations	<p>AIS Literacy Intervention:</p> <p>The Literacy Staff Developers and SETSS teacher will provide academic intervention services, through a guided reading approach.</p> <p>Classroom Teachers will use Foundations, Reading Reform, Reading A-Z and MyOn Reading Program.</p> <p>Title III ELL After-school</p> <p>Program: ELL students in grades 1-5 will attend an after-school program. The ELL program focuses on developing proficiency in the English language.</p>	<p>Push-in and pull-out Small Group</p> <p>Whole class & Small Group</p> <p>Small Groups: Students are grouped according to their proficiency level</p> <p>Small Groups: Students are grouped according to their proficiency level</p> <p>Small Group</p>	<p>During the school day</p> <p>During the school day</p> <p>After school: Wednesdays & Thursdays 2:30-4:30 pm</p> <p>After school: Wednesdays & Thursdays 2:30-4:30 pm</p> <p>After school: Wednesdays & Thursdays 2:30-4:30 pm</p>

		<p>Title III Immigrant After-school</p> <p>Program: ELL</p> <p>Newcomers and Beginners in grades K-5 attend an after-school program. The Immigrant After-School Program focuses on developing English proficiency through a technology approach.</p> <p>Students receive instruction from two ESL teachers. The program uses ESL iPad applications and an oral development program from MONDO Publishing.</p> <p>Test Prep After-School</p> <p>Program: Students in grades 3-5 will be provided with academic intervention services through an after-school</p>		
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		<p>program. Level 1 students will develop literacy and test-taking skills using test-sophistication materials that are aligned to the</p> <p>Common Core Learning</p> <p>Standards.</p>		
<p>Mathematics</p>	<p>Assessments: Math periodic, NYS Math, and Go Math! Unit Test, and teacher observations</p>	<p>AIS Math Intervention</p> <p>Program: The math cluster provides small group math instruction for students that have been identified in need of AIS in math.</p> <p>Test Prep After-School</p> <p>Program: Students in grades 3-5 will be provided with academic intervention services through an after-school program. Level 1 students will develop mathematics skills and test taking skills using test sophistication</p>	<p>Small Group & One-to-One</p> <p>Small Group</p>	<p>During the school day</p> <p>After school: Wednesdays & Thursdays 2:30-4:30 pm</p>

		materials and math manipulatives.		
Science	Science Unit Test Assessments	The classroom teacher/science cluster teachers provides AIS to students through small group instruction and hands-on inquiry-based lessons that are differentiated.	Whole class & Small Group	During the school day
Social Studies	Social Studies Unit Test Assessments	The classroom teacher/ social studies cluster teacher will engage students in hands on activities to learn the social studies concepts appropriate to the grade.	Whole class & Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Identified on the IEP and through classroom observations	Our school psychologist provides support services to at-risk students within inclusion and self-contained special education classes in grades K-5. Social Workers meet twice a	Small Group & One-to-One	During the day

		<p>week with identified students</p> <p>and provide counseling and training in conflict resolution.</p> <p>Students are pulled out for counseling sessions to discuss any behavioral problems they may have. Students also have an opportunity to learn how to resolve conflict productively.</p> <p><u>Please Note:</u> our two in-house Psychologists only evaluate students for Special Education and oversee the process, however at-risk services are provided by social workers at our school.</p> <p>The School Nurse meets with an identified group of students for small group instruction about health issues,</p>		
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		and managing asthma.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In order to ensure that our school will have 100% highly qualified teachers for the 2015-2016 school year, we will begin to provide teachers with high quality professional development from highly qualified personnel (e.g.: Literacy Coach, Math Cluster, ESL/Staff Developer, and Generation Ready Consultant). Teachers will have various opportunities throughout the school year to join institutes, workshops, PLCs and lunch & learn activities to develop themselves professionally. There will be weekly grade planning meetings, during which senior teachers can mentor new teachers. Inter-visitation sessions will take place during which veteran / highly qualified teachers can mentor and train non-highly qualified teachers in order to meet certification requirements.</p> <p>The following strategies and activities will support to retain and develop Highly Qualified Teachers:</p> <ul style="list-style-type: none"> • Providing teachers with appropriate CCLS aligned resources and materials such as ReadyGen & Go Math! • A series of ELL and technology workshops provided by Title III funding • Partner with the New Teacher Center to provide teacher leads and administration with professional learning opportunities. • On-going professional development for ReadyGen and Go Math! • Working in Professional Learning Teams to develop highly effective lessons and units that are aligned to the Common Core Learning Standards • Planning sessions with a Generation Ready Consultant • Teacher mentoring program for new teachers

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).

The following strategies and activities will enable students to meet the Common Core State Standards:

- Providing teachers with appropriate CCLS aligned resources and material such as ReadyGen & Go Math!
- A series of technology workshops
- Using the Common Core Learning Standards as a foundation to modify instruction for ELLs and provide standards-based instruction.
- Working in Professional Learning Communities (PLC) to develop highly effective lessons and units that are aligned to the Common Core Learning Standards.
- Provide teachers with PD on CCLS instructional shifts and academic and personal growth of students.
- Opportunity to use a protocol when looking at student work and developing next steps to bridge the gap to meeting the CCLS
- Planning sessions with a Generation Ready Consultant

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.).

The following strategies and activities will assist preschool children in transitioning to elementary school:

- School administration visits preschools in our community to provide parents with an elementary school orientation.
- Start registration for preschool students in early spring.
- Providing teachers with appropriate CCLS aligned resources and materials.
- Kindergarten teachers will provide incoming kindergarten parents with a CCLS workshop.
- Parents will be invited to attend workshops on ELL program choice.
- PK/Kindergarten teachers will work in their professional learning communities to develop CCLS aligned lessons and units of study.
- Provide teachers with PD on CCLS instructional shifts.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are provided with common planning time vertically in grades K-5 to discuss measures of student learning and assessment tools available. During this school year, we have developed a PD & Instructional committee to critically think about assessment measures and develop rigorous instructional practices that support student achievement. This MOSL team makes decisions regarding assessments as it relates to Advanced. Inquiry teams in grades K-5 will make assessment decisions to support ongoing monitoring of growth as it relates to NYC ELA performance assessments. They will also engage in examining student work samples. Professional development will be provided throughout the school year to address the achievement gap as noted in the New York State ELA/ Math and Periodic Assessment. In grades K-5, teachers provide students with DRA2 assessment periodically throughout the school year. DRA2 results are summarized by grade and students are grouped based on data.

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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	779,198.00	X	Section:5A/part 3 & 4 Section:5c/part 3 & 4 Section:5D/part 3 & 4
Title II, Part A	Federal	152,786.00		
Title III, Part A	Federal	24,772.00	X	Section:5A/part 3 & 4 Section:5D/part 3 & 4
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,650,845.00	X	Section:5A/part 3 & 4 Section:5c/part 3 & 4 Section:5D/part 3 & 4

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **C.S.150**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **C.S.150** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

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

III. Student Responsibilities:

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: _____ Begin description here:

At CS150, our ELL population represents one fourth of our student body. Both students and staff represent a diversity of backgrounds that add to a very rich and accepting school culture. The school is located in a high-poverty area of the Hunts Point section of the South Bronx.

Data

At C.S.150 there is a trend in the way ELL students perform in the four competences, as per the NYSESLAT. In the strands of Listening and Speaking students seem to perform significantly better than Reading and Writing. The Data below shows that students Basic Interpersonal Communicative Skills are far more developed than their Cognitive Academic Language Proficiency. In order to become English proficient ELL students must develop their academic English.

NYSESLAT Data

The NYSESLAT analysis indicates that 28% of students reached proficiency in Listening, 51% in Speaking, 32% in Reading, and 36% in Writing. In our analysis of the data, we find that the majority of our students in grades K-5 perform more proficient in Speaking. However, in Listening, Reading & Writing, we had fewer students that reach proficiency level.

Rationale for proposed program:

Based on our needs assessment findings of English Language Learners, we have concluded that the major deficiencies are in reading, writing and listening. Our goal is to provide enriched support for struggling ELLs, which include students with Interrupted Formal Education and special education ELLs. We will design a program for our First through Fifth Grade Bilingual/ESL population that will provide support in English Language Arts for intermediate and advance students. The language of instruction will be English with an academic intervention approach. Instructional staff will provide opportunities for students to build oral language, vocabulary, listening/reading comprehension, and writing in the English language. The after school program will run from December 3, 2014 through February 27, 2015 on Wednesdays, Thursdays, and Fridays, from 2:20 to 4:20 pm. It will be offered to ELL students in bilingual classes and selected ESL students that are in need of academic intervention services. We estimate the program to have 5 groups of 15 students taught by 5 licensed Bilingual/ESL teachers. An Assistant Principal will oversee the program to ensure its correct implementation as well as monitor student progress and attendance. Another goal of this program is to strengthen the students' English language skills by providing additional support using ESL methodologies through a thematic approach. The language of instruction will be primarily English with appropriate language scaffolding. During the two hours of instruction students will work on listening, speaking, reading, and writing activities. Students will be engaged in whole class shared reading, guided reading, and writing strategies and techniques. In addition, all students who are intermediate and advance as determined by the NYSESLAT will have a MyOn Reading online program licenses. This license will allow the students to have daily access to listening, reading, and vocabulary activities that will support English development. We will use Mondo's Pathways to Writing in grades 1-5. Pathways to Writing offers engaging resources to support students in writing and help teachers model and explicitly demonstrate the steps of the writing process. Pathways to Writing uses modeled and shared writing to demonstrate, teach, and practice the steps of the writing process while focusing on a specific text type. Each lesson provides specific suggestions for supporting English language learners. In addition, we will use Santillana Spotlight on English; which is a comprehensive, standards-based program for English Language Learners. This program provides the academic language students need to develop proficiency, differentiated reading instruction, and opportunities for students to practice using Academic

Part B: Direct Instruction Supplemental Program Information

English. This program provides students will the opportunity to read in a small group, on how to talk, read, and think purposefully about text. There is an assessment component to the program that will be used periodically to assess students' progress in the program. This intervention program will support our ELL students in learning the skills and strategies they need to become better readers and writers.

Part C: Professional Development

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

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

Begin description here: _

C.S.150 will provide a strong professional development program for all teachers who have direct contact with ELLs and are part of the Title III after-school program. Our ESL coordinator, Literacy Coach and ESL teachers will provide professional development on instructional strategies to support English Language Learners, curriculum supports for ELLs and second language acquisition theories. Due to our large ELL population, teachers have expressed the need for SIOP Model training. This training will provide teachers with systematic approach to effectively and appropriately instruct English language learners using SIOP.

<u>Topic:</u>	<u>Provider</u>	<u>Scheduled Date</u>
<u>• Understanding the SIOP Model</u>	<u>ESL Coordinator</u>	<u>November 20, 2014</u>
<u>-</u>		
<u>• Writing Content & Language Objectives</u>	<u>Literacy Coach</u>	<u>November 21, 2014</u>
<u>• Meaningful Activities that Integrate Lesson Concepts with Language Opportunities</u>	<u>ESL Teacher</u>	<u>November 25, 2014</u>

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: _____

We will provide parents with the opportunity to join an ESL class. Providing ESL classes to parents will help support parents in their journey to assist and develop proficiency in English. There will be 20-25 parents invited to attend our ESL Adult classes. Parents will be registered on a first come first served basis. The program will take place at C.S.150 for 13 Thursdays (an additional 3 Wednesdays) from 2:20 – 4:20 pm. The program will begin on December 4, 2014 and end in February 26, 2015. Our Parent Coordinator will provide parents with registration forms and participation information. One NYS certified ESL teachers will provide instruction for our ESL Adult class. This teacher will provide parents with differentiated ESL instruction based on need. One key component of the program is to provide parents with survival English classes to support their communication with the school and community. We will work closely with our bilingual staff to provide additional translation support to parents. In return parent communication will be enhanced and student performance will improve.

Part D: Parental Engagement Activities

Before the Adult ESL classes begin, we will offer parents two workshops to educate them on the Common Core Learning Standards (CCLS) and the MyOn Reading Program. On Monday, November 24, 2014 parents will participate in a workshop with an overview on the Common Core Learning Standards/NYSESLAT assessment and how it impacts English Language Learners. The second workshop will be held on Tuesday, December 2, 2014 in the technology lab to provide parents with an opportunity to learn about the MyOn Reading program, as well as other educational websites they can access at home.

Part E: Budget

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

Allocation Amount: \$23844

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 	<p>\$19,107.64</p>	<p>The following is a breakdown of the sessions and per-session allotment: 5 Teachers x 30 sessions x 2 hours x \$50.02 = \$15,006.00 •Per session rate with fringe: \$50.02 •December 3, 2014 – February 27, 2015 •Program hours: Wednesday, Thursday, & Friday Time: 2:20pm – 4:20 pm •Grades 1- 5 (one teacher per grade) Adult ESL Classes The following is a breakdown of the sessions and per-session allotment: 1 Teachers x 13 sessions x 2 hours x \$50.02 = \$1,300.52 •Per session rate with fringe: \$50.02 •December 4, 2014 – February 26, 2015 •Program Day/Hours: Thursdays (an additional 3 Wednesdays) Time: 2:20 - 4:20 Parent Workshops •Program Days/Hours: Monday, November 24, 2014 Tuesday, December 2, 2014 Time: 3:30 - 5:30 2 Teachers x 2 sessions x 2 hours x \$50.02 = \$400.16 Instructional staff will receive a series of professional development sessions provided by ESL Coordinator, Literacy Coach, and ESL Teacher. These sessions will focus on SIOP Model Training. The following is a breakdown of the</p>

Part E: Budget

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

Allocation Amount: \$23844

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>sessions and per-session allotment: 8 Teachers x 3 sessions x 2 hours x \$50.02=\$2,400.96</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$4,736.36</u>	<u>Santillana Spotlight on English Program: A comprehensive, standards-based program for English Language Learners designed to help students gain and develop English language proficiency, access grade-level content.</u>
Educational Software (Object Code 199)	<u>At no cost to Title III</u>	<u>MyOn Reading Online Program</u>
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$23,844</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 12	Borough Bronx	School Number 150
School Name Charles James Fox		

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 Edwin Irizarry	Assistant Principal N. Sanchez, N. Rodriguez
Coach Miriam Torres	Coach Vanessa Paulino/ESL
ENL (English as a New Language)/Bilingual Teacher Miriam Garcia	School Counselor Nerys Rivera
Teacher/Subject Area Jennie Delpino/ Bil. K	Parent Daisy Munoz
Teacher/Subject Area Vanessa Gonzalez/ Bil. 4th	Parent Coordinator Cassie Rodriguez
Related-Service Provider Jocelyn Guerrero	Borough Field Support Center Staff Member
Superintendent Rafaela Espinal Pacheco	Other (Name and Title)

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	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	5	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	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)	862	Total number of ELLs	197	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 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	5	16	15	19	14	13								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	187	ELL Students with Disabilities	39
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	10	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	80	4	37	2	4	2	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	107	0	37	8	0	8	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

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	5	16	15	19	15	16	0	0	0	0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	18	15	14	19	5								0
Chinese														0
Russian														0
Bengali		1												0
Urdu														0
Arabic	1	1	1	3	1	3								0
Haitian														0
French					1	2								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1	1	1								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)	4	6	4	10	14	9								0
Emerging (Low Intermediate)	4	9	6	9	7	2								0
Transitioning (High Intermediate)	5	7	9	3	3	3								0
Expanding (Advanced)	13	14	13	19	11	10								0
Commanding (Proficient)	9	2	4	1	2	5								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	21	4	0	0	0
4	16	5	2	0	0
5	22	3	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	20	1	15	0	2	0	0	0	0
4	11	4	6	1	3	0	1	0	0
5	25		3		2		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	6	2	4	9	2	3	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	25	0	0	1				
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.
 For grades K-5, DRA 2 in English and Spanish is used to assess literacy skills. The ESOL teachers also use the Spotlight on English reading Assessment Kit to assess ELL students in the four skill strands of Listening, Speaking, Reading and Writing. The result that the ESOL teachers gather from this assessment is used to guide their instruction and identify students strengths and weaknesses. This school year in order to support our ELLs in literacy, we will work with the Common Core Learning Standards in literacy and the NYSESLAT targets of measure for grades K-5. We will modify writing tasks that are aligned to the CCLS to support our ELL students within the ranges of language progressions. We will include opportunities for students to engage in language rich activities that will enable them to develop reading and writing skills. In order to ensure that instruction is informed by data, our DRA2 data identifies ELLs as a subgroup. This data is used in developing small group instruction for ELL and pull-out and push-in programs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Overall the NYSESLAT proficiency results analysis indicates that 39% our students scored at the entering and emerging levels, 14% at the transitioning level, 37% at the expanding level, and 10% at the commanding level. There is a large concentration of entering and emerging students in grades 3-5 averaging out 24% . When examining the proficiency levels, the data shows that 25% of the students in grades K-2 are in the expanding and commanding levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school used the AMAO tool to estimate performance of English Language Learners in grades K-5. The R-BERN Specialist, data specialist, ESOL teachers, Literacy Coach and Administration meet to analyze and discuss data trends in our school. This data is used to select students for our Title III After school programs and small group targeted instruction for all ELLs based on the five levels of progression. The AMAO tool is used to develop goals and action plans for our Transitional Bilingual and ENL Program. This year the tool revealed that we missed AMAO 2 only by 0.8%. The target for 2015 was 15% and we received 14.2% for AMAO 2.
- 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?

NYSESLAT

In the overall NYSESLAT proficiency results showed that 43% of students in grades K-5 are at the entering and emerging levels, 16% transitioning, and 41% expanding. There is a large concentration of entering and emerging ELLs in grades 3-5. Out of all the transitioning level students in grades K-5, 70% of them are in grades K-2 and 30% of them are in grades 3-5. In grades K-5, the percentage of expanding students is 50% in both upper and lower grades. This data shows that 59% of our students are in the entering, emerging, and transitioning levels.

ELA

The outcome of the 2015 NYS ELA showed that 25 of our ELLs took the ELA in third grade. There were 21 students who scored level 1, 4 students scored level 2, and 0 students scored levels 3 or 4. In fourth grade 23 ELLs took the ELA. There were 16 students who scored level 1, 5 students scored level 2, 2 students scored level 3 and 0 students scored level 4. In fifth grade 25 ELLs took the ELA. There were 22 students who scored level 1, 3 students who scored level 2, and 0 students scored levels three or four. The percentage of level 1 students has increased due to the changes in the NYS ELA assessment being aligned to the Common Core State Standards in Literacy. Factors that influenced performance were: the years of service in an ENL program, their proficiency levels on the Reading and Writing strands of the NYSESLAT and whether or not a student had an IEP. In the Native Language Test (ELE), the outcomes for the 2015 ELE Spanish reading test showed that 25% of the students scored in quartile 1, 0% scored in the quartile 2, 0% scored in quartile 4 and 1% scored in quartile 4.

MATH

The outcome of the 2015 NYS Math showed that 38 of our ELLs in third grade took the Math test. There were 21 students who scored level 1, 15 students scored level 2, 2 students scored level 3, and 0 level 4. In fourth grade 26 ELL's took the Math test. There were 15 students who scored level 1, 7 students scored level 2, 3 students score a level 3, and 1 student who scored a level 4. In fifth grade 30 ELLs took the Math test. There were 25 students who scored level 1, 3 students who scored level 2, 2 students who scored level 3, and 0 students who scored level 4. For the last few years, all students in grades 3-5 used a spanish edition and a spanish /English glossary during their Math test. In third grade, 1 student took the test in Spanish. In fourth grade, 5 students took the test in Spanish. In grades 3-5, when compared to last year, there was a significant decrease in the levels 3& 4 and a higher number of students scoring 1 & 2. This percentage decreased as a result of NYS changes to the math being aligned to the common core learning standards.

SCIENCE

There were 26 ELL students in 4th grade who took the NY State Science exam. There were 14 students who performed on or above grade level. Students in the bilingual classes took the test in either English or Spanish, referencing a Spanish/English glossary and copies of the exam in both English and Spanish. Those that performed below were either relative newcomers to the system, leaving them with a great disadvantage in terms of prior science curriculums which vary not only from different states but from different countries as well. Our NYS Science exam is based on a foundation of cumulative knowledge that students have been taught since Kindergarten. The other group that performed below grade level had IEPs and in their cases a variety of factors led to their low performance. The English Language Learner (ELL) Periodic Assessment is a test administered to students whose first language is not English. This exam measures student's progress toward reaching English proficiency. The strands assessed are reading, writing, and listening. The main goal of the teachers and school leadership team is to ensure that an appropriate educational plan is put in place to meet the weaknesses identified by this exam. They want students to be provided with the appropriate learning environment thus increasing their chances to be successful in school.

READING

Students who are unable to meet the performance standard in reading log on Myon and iReady in both the classroom and technology class. One of the benefits of these program is that they provide differentiated instruction based on the student's need. BookShop Reading from Mondo Educational Publishing and Spotlight on English are other tools that provide materials for guided reading, and shared reading. They also give teachers lesson plans. All the components of these programs will help students develop fluency, comprehension, vocabulary, and critical thinking. In addition all ELL students will have the opportunity to be a part of the ReadyGen reading program that is aligned to the Common Core Reading Standards in literacy. This program provides students with essential questions that promote discussion and critical thinking. The Close reading activities embedded in the program allow our ELL students to access text at their proficiency level and deepen comprehension. This program provides teachers with a scaffolded strategies handbook to support ELL instruction and Students with disabilities.

WRITING

For those students who have not met the standards in writing, ESL and Bilingual teachers will be part of Professional Learning Teams (PLT) for grades K-5. The goal of this team is to develop a variety of writing tasks that are aligned to the Common Core Learning Standards (CCLS). We will also use Mondo's Pathway to Writing Program in grades K-5 to provide students with additional CCLS lessons in writing.

LISTENING

The students who scored low in this strand of the test will benefit from the use of ipads ESL applications and computer software. This technology approach to teaching offers students an audio recording of books and various reading comprehension activities. The students with the most needs are scheduled to use equipment during whole and small group instruction. Teachers will continue to plan instruction that

is aligned to the Listening and Speaking Common Core Learning Standards in literacy. This will lend itself to developing accountable talk and developing questioning and discussion technique.

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](#).]

Data is used from a variety of assessments mentioned above to develop instruction that is meaningful and targets the specific needs of our ELLs. Bilingual Classroom teachers and ESOL teachers provide Tier 1 RTI instruction to meet the needs of the ELL population they service. They provide differentiated instruction using the scaffolded strategies handbook for the ReadyGen Reading program. Tier 2 and Tier 3 instruction is provided during small group instruction to ELL students using Go Math instructional materials and ReadyGen's flexible grouping component. In addition students that are identified for Tier 2 and 3 instruction are invited to attend our Title III after school program that provide academic support in literacy via Spotlight on English Program. This program provides us with guided reading materials and oral language development lessons that are aligned to the common core learning standards.

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

During native language instruction in the content areas teachers transfer prior knowledge to introduce new concepts.

In developing instruction that is accessible to ELL students, teachers plan lessons that incorporate differentiation and learning activities that are tailored to meet the needs of students at the entering, emerging, transitioning, expanding, and commanding levels. Informal assessments are conducted daily through conferencing, exit slips, and questioning to evaluate the understanding of concepts being taught. In order to ensure access to the curriculum, we have provided our bilingual and ENL Classes with technology equipment that supports learning in the classroom; ipads, laptops, smartboard. These materials have been purchased over the last 3 years through Title III funds to prepare our students for success in the 21st century.

7. For dual language programs, answer the following:

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

Not Applicable.

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

Through out the school year, we review on a quarterly basis our ELL subgroup through our literacy data base system. Identifying students who are at risk for academic intervention services is an essential component to the success of our program. At the end and beginning of each school year, we analyze student performance across the grades. At this point, we identify areas of strength and areas that need improvement. We continue instructional practices that have proven to be successful in the past. We also analyze our areas of challenge and collaboratively identify a new strategy to implement and improve student performance. The two ESOL certified teachers each use Spotlight on English assessment, in order to assess students in the four modalities: Listening, Speaking, Reading, and Writing. We have identified all ELLs in monolingual classrooms and placed them in one classroom where the ESOL certified teachers push in throughout the week and provide differentiated and small group instruction. Tier II program instruction is monitored and used to adjust program materials, lessons, and strategies.

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.

The process of identifying English Language Learners (ELLs) begins at P.S.150X during registration. Our "ELL Team"* is comprised of four TESOL licensed pedagogues who have been trained and are familiar with the ELL identification process.

Whenever a student is being admitted to the NYS Public Schools for the first time, our ELL Coordinator, Ms. Freitas or another member of the ELL Team is contacted and meets with the parent(s)/guardian(s) and student in order to complete the Home Language Identification Survey (HLIS) in their native language.

Translated HLIS forms are used whenever available**. For those parents who require oral translations, we look for someone in the school community who speaks the specific language, and if we cannot find anyone, we call the DOE's Translation and Interpretation Unit or another DOE approved agency for translation services.

If a student is transferring from a NYS public school (and in some cases, non-public schools that use the same ELL assessments and identification process as the state) other than the NYCDOE within the preceding 2 years, we hold off on the ELL Identification Process for up to 5 days. We contact the transferring school to obtain the student's home language (HL) designation and any

NYSESLAT/NYSITELL/LAB-R scores the student may have. We ask that they provide us with the information within 2 business days. If the sending school returns the requested information within 5 days of enrollment, HL and ELL status can be entered into ATS.

If the transferring school has not sent the information within 5 business days, our school's ELL Identification Process begins. If, after we have completed determining the child's HL and whether there's a necessity for ELL services, we then receive the information from the sending school within 30 days of initial enrollment AND their HL determination is different than ours, we must request a HL change to the appropriate DOE ELL department following CR Part 154 protocol.

After 30 days, if this information is received, no HL changes in ATS can be made and the DOE's determination sticks regardless of the sending school's previous HL determination.

All members of the ELL Team speak Spanish, which is advantageous as the vast majority of our student population is Hispanic. Within the past 2 to 3 years however, our community has seen a large influx of immigrant families from Western Africa and the Middle East whose native languages are French, Arabic, Bengali and many African dialects such as Twi, Mandinko & Fulani. Speakers of other languages generally come with their own interpreter when they don't speak any English.

After completion of the HLIS, an informal oral interview is conducted with the student in English, and whenever possible, in whatever other language(s) may have been indicated on the HLIS. The interviewer poses a fictitious problem (dilemma), asking for the student's advice/opinion (i.e. I'm thinking of getting a pet but I can't decide whether to get a dog or a cat. Which do you think I should get, and why?), to elicit the language necessary to determine oral fluency. If the completed HLIS shows an OTELE that the interviewer feels should be changed, based on the informal oral interview, the determination of the interviewer will override the responses on the HLIS and that OTELE code will be entered on the HLIS and in ATS. The interviewer will provide documentation, to be kept with the original and duplicated HLIS forms, on how their decision was reached.

Our school's pupil personnel secretary then puts the OTELE code and the Parents Preferred Language (PPL) into ATS. We convey to the office staff involved in registration, that it is possible for the OTELE home language determination for the child, to be different from the PPL.

For students whose home language is not English, the NYSITELL is administered as soon as possible but no later than 10 school days of their admission. Ms. Freitas, the ELL/Testing Coordinator, generates the necessary NYSITELL scan sheets and the ELL Team begins testing. Completed answer documents are returned to Ms. Freitas for scanning. If the student doesn't prove proficient in English on the NYSITELL and their home language is Spanish the Spanish LAB is administered. Ms. Freitas runs REXH and RSLR reports on an ongoing basis to ensure students' answer documents were scanned and scored successfully. If not, the problem is fixed and the answer document rescanned.

Beginning in the 2015-16 school year, as per CR Part 154, a request for a student to go through the ELL re-identification process will be allowable if either the parent/guardian or student's teacher (with parent's signed consent) feels that the child was initially misidentified as an ELL or non-ELL. All documentation related to the re-identification process is copied and then filed with Ms. Freitas. The original goes into the student's cumulative folder.

* ELL Team

Dale Freitas (TESOL certified, ELL Compliance/Coordinator, Test Coordinator) Room 213

Miriam Garcia (ESL Teacher)

Vanessa Paulino (ESL Teacher / Professional Developer)

Miriam Torres (TESOL certified, Literacy Coach)

** All future reference to parental forms or letters will be understood to be in the parent's native language (whenever such forms are available).

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).

Due to such a high incidence of SIFE (Student with Interrupted Formal Schooling) enrollment in the NYC Public Schools, once a new admit coming from abroad in grade 3 or above is enrolled, a SIFE interview is given to determine if the student has had a two year gap in their education. If the interview shows such a gap, a new multilingual online tool, the LENS (Literacy Evaluator for Newcomer SIFE), is also administered under strict testing protocol. This assessment in the student's native language offers results with detailed descriptions of a student's skills and abilities in reading, vocabulary, and math. The Spanish LENS also tests early literacy skills, such as phonics and single word/sentence reading. Classroom work is also looked at. This process takes place with the 1st 30 days of student's enrollment. Afterwards, results are gathered and proper placement is discussed.

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).

The Language Proficiency Team (LPT)*** meets to discuss new admits coming in with IEPs in order to determine whether the student should be given the NYSITELL. Many factors are looked at before a determination can be made. The key questions posed by the LPT is whether the student's English language skills are being affected by his/her disability or is a language other than English, their primary/dominant language? Would the NYSITELL be a true indicator of their English proficiency level?

***LPT

Grade AP

A member of the ELL Team

Brenda Singpracha (IEP Teacher)

Member of the SBST

Parent/Guardian of student

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.

Within 5 days of NYSITELL administration, the parents of all students with a home language other than English will receive either an Entitlement or Non-Entitlement Letter. The parents of the newly identified ELLs receive the ELL Parent Guide and invitations for a parent orientation (scheduled within 10 school days of enrollment). Two copies of these entitlement and non-entitled letters are made, one gets put in the students cumulative file and the other is filed in Ms. Freitas' room.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of their right to appeal ELL status, within 45 days of their child's enrollment, at the parent orientation or at individual meetings.
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.

Parents of entitled students receive entitlement letters and a Parent Orientation invitation within 5 days of their child's ELL determination .

Parent Orientations during the month of September are frequent. We offer large group, small group and one-to-one orientations. In order to accommodate parents that work and are unable to make an orientation during the school day, nighttime orientation is scheduled during Back-to-School night and parent/teacher conferences. Throughout the school year Parent Orientations are offered on an as-needed basis.

Orientations are run by the ELL Team and our Parent Coordinator, Cassie Rodriguez. For parents that speak a language other than English or Spanish, the school arranges for a translator to assist.

The typical orientation runs as follows:

After a brief welcome and introduction, Then parents watch the DVD/ or the NYCDOE online orientation (in their native language, if available,) describing all three programs: TBE, ENL and Dual Language. After the video the three programs are summarized again, parent questions are answered, the parents receive the ELL program brochure, NYSITELL & Spanish LAB (if applicable) scores are shared with the parents, and finally parents complete the Parental Choice Form. The meeting's facilitators circulate and help the parents who need assistance in filling out the form. Parents are only told which programs we offer at P.S.150X after they have indicated their program preferences. In this way we can use this information in looking at parental choice trends and for programming in the future. Our school calendar, that all parents receive at the beginning of each month, reflects ELL parent orientations as well. If a parent fails to fill out a Parental Choice form or attend an orientation, an ENL Parent Brochure and Parental Choice form is sent out requesting immediate completion and return. A copy of the Parental Choice Form is kept in the student's cumulative record and all originals are kept in a folder in a file cabinet in Ms. Freitas' office (room 213). Choices are then documented on the ELPC screen in ATS.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our goal is to have all ELL parents attend a parent orientation so they can get assistance in filling out their parental choice form after having all possible questions answered. But for those parents who haven't come to orientation, Ms. Freitas keeps track of who has and hasn't completed a Parental Choice Form. Our school calendar, that all parents receive at the beginning of each month, reflects ELL parent orientations as well. If a parent fails to fill out a Parental Choice form or attend an orientation, an ENL Parent Brochure and Parental Choice form is sent out requesting immediate completion and return. Ms. Freitas asks the parent coordinator, Cassie Rodriguez, or an office staff member to contact the parents who haven't. They call to arrange a time for these parents to come in and meet with someone on the ELL team for a one-to-one orientation and to complete their program choice form. More orientation invitations are sent out periodically in order to give all parents the opportunity to attend. Before each orientation our principal also sends out a "school messenger".
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Ms. Freitas keeps track of who has and hasn't completed a Parental Choice Form. Ms. Freitas asks the parent coordinator, Cassie Rodriguez, or an office staff member to contact the parents who haven't. They call to arrange a time for these parents to come in and meet with someone on the ELL team for a one-to-one orientation and to complete their program choice form.
9. Describe how your school ensures that placement parent notification letters are distributed.

Ms. Freitas sends placement parent notification letters to the parents once parental choice forms have been returned. Spanish speaking students without parental choice forms on file, are placed by default into the bilingual class on their grade and parents are notified of this placement.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Ms. Freitas is ultimately responsible for the distribution, collection and storage of ELL documents. All documentation; copies or originals of HLIS, Parent Orientation materials, sign in sheets, agendas, hand scored NYSITELL/Spanish LAB results, Parental Choice Surveys, Placement Letters, Opt-Out forms and Continued Entitlement or non-entitlement letters, is kept on file in Ms. Freitas' room and also put in each student's cumulative record.
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.
Mrs. Freitas coordinates the NYSESLAT administration in our school each year. To ensure that NYSESLAT eligible students are identified, Ms. Freitas runs RLAT & the RDGS disaggregate report, both ELL identifying reports as soon as the NYSESLAT administration window opens. Detailed attendance records are kept for each session of the NYSESLAT. Ms. Freitas has proctors keep attendance everyday on a RWCL form. These "attendance" sheets are used for makeup purposes. Before the close of the makeup window Ms. Freitas makes sure that all students have taken all 4 parts of the NYSESLAT by cross referencing student materials with an up-to-date list of ELLs. We are happy to say we have had excellent participation rates (generally 100%) throughout the years and have never fallen below the 95% participation mark.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
In the Spring of each school year, parents are advised of the upcoming NYSESLAT, which NYS students take to measure their progress towards English proficiency. Afterwards, when the NYSESLAT results are released at the start of the following school year, we send the ISR to the parents informing parents of their child's continued entitlement or non-entitlement status for ELL services for the upcoming school year. Most students in TBE classes that have proven proficient on the NYSESLAT in the past two administration periods, stay in the bilingual class for another year or two. This generally helps them to transition out more easily. However, in a few instances a parent wants to opt their child out of a TBE program. Here too, the student will get continued support from the ENL teacher. Parents are informed of this as well, in a separate letter from Ms. Freitas.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The trend we've seen throughout the years has been that 50% of the parents of ELL kindergarteners opt for the TBE program and the other 50% request our Freestanding ENL program. Only a handful of parents choose Dual Language. In the grades other than kindergarten, the typical new admit is from abroad so parents opt more for TBE than ENL. Again DL has had very little interest. Most students in TBE classes that have proven proficient on the NYSESLAT in the past two administration periods, stay in the bilingual class for another year or two. This generally helps them to transition out more easily. However, in a few instances a parent wants to opt their child out of a TBE program.
Spanish Transitional Bilingual Education (TBE) classes for all grade levels, as there have always been enough students (15+) per grade to open one Spanish TBE on each grade level, but never enough for two. For the remaining children we offer the Freestanding ENL program. When a parent indicates a dual-language program preference, or a non-Spanish speaking parent a TBE preference, neither of which are available at 150, we explain their transfer options to them. Until now though, all parents have opted to keep their children in P.S.150X, in one of our two offered programs. Students new to the school, but not new to NYC Public Schools, who are eligible for ENL services, are identified by weekly RLAT reports. Interviews with the parent/student/former school help to determine the proper placement and services for the student. The ENL providers for that child are immediately notified about that student's new registration, in order to add them to their schedule.

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.

At P.S. 150X, one-quarter of our K - 5 student population is comprised of English Language Learners, and a large majority of these students are native Spanish speakers. To meet these students' needs, we have one Spanish Transitional Bilingual Education (TBE) class in grades K, 3, 4, and 5 with one bridge class in grades 1 and 2. Approximately half of our ELLs are in the TBE program. The other half of our students receive ENL instruction through either a Push-In or Pull-Out model. Both programs follow the guidelines provided by Part 154 of the Commissioner's Regulations and the New York City Chancellor's Recommendations for ELLs, ensuring that all ELLs receive their mandated 360 minutes of ENL/ELA instruction (and HLA where necessary). (See question #2 for more a more detailed description of the CR Part 154 breakdown.) Our ESOL program serves ELLs in monolingual English classes. These students' parents/guardians have opted them out of the bilingual program. That includes a few students who speak a language other than English or Spanish, after their parents turn down the option, if available, to place their child in an appropriate bilingual program in another NYC public school. Grouping for ESOL instruction is homogeneous, based on level of English proficiency. As per the CR Part 154 the ESOL teacher will co-teach with a content area teacher to provide students with the appropriate interated mandated minutes of ENL. ESOL teachers will use the five levels of progression to group students and provide students with their stand alone ENL units. We also use iPads in many classrooms for small group instruction, both monolingual and TBE, where ELLs in need have applications that provide ELLs with tutorial sessions in ESL. Teachers have a schedule to ensure that students use the iPads daily.
 - b. TBE program. *If applicable.*

At P.S. 150X, one-quarter of our K - 5 student population is comprised of English Language Learners, and a large majority of these students are native Spanish speakers. To meet these students' needs, we have one Spanish Transitional Bilingual Education (TBE) class in grades K, 3, 4, and 5 with one bridge class in grades 1 and 2. Approximately half of our ELLs are in the TBE program. The other half of our students receive ENL instruction through either a Push-In or Pull-Out model. Both programs follow the guidelines provided by Part 154 of the Commissioner's Regulations and the New York City Chancellor's Recommendations for ELLs, ensuring that all ELLs receive their mandated 360 minutes of ENL/ELA instruction (and HLA where necessary). (See question #2 for more a more detailed description of the CR Part 154 breakdown.) Our ESOL program serves ELLs in monolingual English classes. These students' parents/guardians have opted them out of the bilingual program. That includes a few students who speak a language other than English or Spanish, after their parents turn down the option, if available, to place their child in an appropriate bilingual program in another NYC public school. Grouping for ESOL instruction is homogeneous, based on level of English proficiency. As per the CR Part 154 the ESOL teacher will co-teach with a content area teacher to provide students with the appropriate interated mandated minutes of ENL. ESOL teachers will use the five levels of progression to group students and provide students with their stand alone ENL units. We also use iPads in many classrooms for small group instruction, both monolingual and TBE, where ELLs in need have applications that provide ELLs with tutorial sessions in ESL. Teachers have a schedule to ensure that students use the iPads daily.
 - c. DL program. *If applicable.*

Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have five Transitional Bilingual Education (TBE) classes, one of which is a 1/2 bridge taught by 5 certified ESL/Bilingual teachers. All bilingual teachers develop their literacy and ESL schedules according to the mandatory number of instructional units, dictated by CR Part 154, for the various levels of ELL proficiency in their classrooms. The amount of time bilingual students get ESOL instruction, varies according to proficiency level. Entering and Emerging level ELLs receive 360 minutes of ENL per week and Transitioning and Expanding level ELLs receive 180 minutes of ENL per week and Commanding level ELLs receive 90 minutes of ENL per week. There is a converse relationship between the amount of time students are exposed to their home language and their English proficiency levels. Instruction in Home Language Arts decreases as English proficiency levels increase; entering and emerging students get the most support and instruction in HLA, transitioning and expanding students a bit less, and commanding less still. This lessening of home language support leads to the expected transition from Spanish to English. Our "ELL" students (ELLs in monolingual classrooms) receive the same breakdown of ESL/ELA minutes as those students in bilingual classes, that is, based on their proficiency level. These students get their instruction from one of our two certified TESOL teachers, who follow either the Pull-Out or Push-In model. They do not receive any Home Language Arts instruction, but whenever possible their ESOL or classroom teacher can support their learning with their home language. (Our greatest ELL population consists of Spanish speakers, and both ESOL teachers, as well as many other teachers in our school, speak Spanish).

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.

Based on Cummins' BICS and CALP distinction, we are cognizant of the difficulty ELLs have with the academic English found in content area studies. Cognitive academic language is quite different than interpersonal language skills, requiring higher order thinking skills so students are given as much support as possible in the content areas. In the ESOL program, the content areas of ELA, Mathematics, Science and Social Studies are taught using English textbooks and leveled readers in monolingual classrooms. The ESOL teacher collaborates with the content area teacher to provide content area instruction. ELLs use word-to-word translation dictionaries that support them in their learning of academic language. In our Transitional Bilingual program content areas of mathematics, science and social studies are taught using Spanish textbooks and leveled readers. The percentage of time using one language or the other depends on each student's proficiency level. The 60/40 model is used with entering and emerging ELLs, 60% Spanish and 40% English, and somewhat of an inverse equation is used with more advanced ELLs. In order to make content comprehensible for our ELLs in both monolingual and bilingual classrooms, teachers build on students' prior knowledge, and use scaffolding techniques to support student learning. Thematic units of study make each content area subject more meaningful, where students can see the interconnectedness of these different areas of study. Content area vocabulary is better developed in this way, where students repeatedly focus on the same theme, albeit in different subject areas. In the bilingual classrooms content area word walls are in both languages, each language color-coded. In both bilingual and monolingual classrooms LEA charts hang from light. We use ReadyGen, and Go Math Programs that are aligned to the Common Core Learning Standards.

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

The Spanish LAB, administered to Spanish speaking ELLs upon entry to the NYC Public School system, is the first native language evaluation given. In the case of kindergarteners, it assesses the child's verbal skills in their native language. For older children entering the NYCDOE for the first time, the Spanish LAB provides a snapshot of their native language literacy skills. The DRA 2 in Spanish is used to evaluate progress in the native language by tracking reading progress and determining students' strengths and weaknesses periodically throughout the year. These assessments also help to drive instruction for students in their native language. Students in grades 3-5, in Spanish TBE classes, take the NYC ELE, a Spanish reading test, in the Spring of each school year and have the option of taking the NYS standardized content area exams in their native language. Other students in monolingual classes that speak a language other than Spanish have the opportunity to take the test in their native language, whenever that language edition is available, or as has been done in the past, through an interpreter, when there is no written form of the test in their language. These translated editions, or those given through an interpreter, are generally used with beginner ELLs who are recent arrivals in this country and are in the testing grades.

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

In order to ensure that all ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year we start by administering the NYSITELL to all students and administering, and examining the Spring NYSESLAT scores and using the results in all modalities to inform grouping and instruction. As the year progresses we use the Periodic Assessment for English Language Learners in grades 3-5. The results are analyzed and used to support students in areas of need. In addition, in grades K-5 students are evaluated in all four modalities through the use of MONDO and Spotlight on English assessments.

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

We have implemented the use of ReadyGen and Go Math CCLS aligned programs in grades K-5. These programs are being used in our TBE classrooms. These programs provide differentiated instruction in literacy and math. The Go Math program provides teachers with resources for tier 2 and 3 instruction. ReadyGen provides teachers with a scaffolded strategies handbook to support differentiated instruction for ELL students. Our Newcomers in testing grades are transitioned into a Balanced Literacy approach to reading English within their first year. In order to build language, newcomers will be provided instruction using Mondo Educational Publishing's "Let's Talk About It". This program allows students to engage in oral language activities and explore reading and writing skills like making predictions, grammar usage, analytical thinking, and linking new learning experiences to what is already known. In addition, newcomers in grades K-5 have received iPads. The use of ESOL applications on the iPads allow students to receive instruction in language vocabulary and reading. Our ELLs with disabilities are placed based on their IEP program recommendation. Some are placed in self-contained monolingual special education classes, and still others in monolingual or bilingual general ed. classes with related services. These students in monolingual classrooms receive ESOL services from a certified ESOL teacher. This ESOL teacher collaborates with a content area teacher to provide ENL units through content area with a differentiated approach to learning. Teachers ensure that

students use iPads daily and monitor student progress and assign tasks based on student need. Special Education students in grades K-5 receive instruction through a pull-out ESL program with a 1:10 teacher-student ratio. Students in grades K-5 use the Spotlight on English program which includes a word study component that focuses on narrative and informational texts to develop academic English. ELLs receiving services 4-6 years benefit from being in monolingual and bilingual classes. Those in bilingual classes receive their ESOL instruction from their classroom teachers that are certified and plan for this time which is embedded in the school day. Those in monolingual classes receive their ESOL instruction from a certified ESOL teacher via content area subjects. The ESOL teacher ensures students receive their appropriate amount of ENL instruction. These teachers also collaborate with the content area teachers in order to support these students academically. Both content teacher and the ESOL provider meet periodically to discuss lessons to be taught and to review student progress. The ESOL teacher also focuses her lessons on English Language Arts (ELA) as it relates to the reading and writing strands of the NYSESLAT exam. Some of the materials used with this sub-group include: Wilson, Foundations, Reading Reform, and MONDO. Our primary goal for our SIFE students is to identify their areas of strengths and weaknesses and evaluate and place students in the program that best fits their needs. In aligning resources to students, we are able to maximize academic potential for our SIFE students. SIFE are invited to participate in our ELL after school programs where the teachers providing instruction are certified in ESOL and Bilingual education. These students are included in our school-wide data based system for literacy. This allows us to monitor progress and drive rigorous instruction (through the use of guided reading groups, differentiated tasks, and individualized action plans). One of the programs that is used to provide instruction in reading and writing, is Mondo's guided reading program, which is aligned to the Common Core Learning Standards. This allows teachers to provide systematic instruction in reading and writing that is standard based. Long term ELLs within the program will receive scaffolded instruction through the use of the following programs: National Geographic thematic learning literacy program with native language support. In addition, the Leveled Literacy Intervention program by Fountas and Pinnell. This will support Long Term ELLs in meeting the Common Core Learning Standards. All Former ELLs will be provided small group instruction with ESOL teachers weekly to build academic English and support language through the content areas. Test accommodations will be provided to all ELLs and Former ELLs during testing throughout the year. The testing coordinator will provide teachers with a proctoring list that will details all extended time for all ELLs and Former ELLs.

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.

Up to this point we have not encountered a re-identification appeal. Our ELL coordinator screens all new admits and will follow the ELL Policy and Reference Guide, Re-Identification of ELL Status Protocol.

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?

P.S.150X has always tried to place our ELL-SWDs in the least restrictive environment, whenever appropriate. In the past, on most grade levels, students that were eligible for this sort of placement had been placed in bilingual inclusion classes. In recent years the number of bilingual inclusion classes has decreased due to a decrease in students who are recommended for this type of placement. For students whose IEPs indicate placement in self-contained bilingual classrooms and none are available, an alternate placement para is assigned. For those students who are in monolingual self-contained classes, a certified ESOL teacher provides ENL instruction. Classroom teachers work in conjunction with the ESOL teacher to plan lessons and find the most effective way to meet the needs of the ELL-SWD. Many teachers who work with special ed. ELLs have attended professional development sessions offered by DELLS. These workshops deal with a variety of issues, from learning how to improve instruction for our ELLs with disabilities to learning to distinguish whether ELLs are still developing English proficiency or have a disability. Special Education teachers collect data periodically based on simulated test and diagnostic reading assessments to develop small group/individual instruction for students based on academic needs. Throughout the school year, teachers reassess groups and adjust placement accordingly. These students are provided with academic intervention during ELL after school programs. Materials include NYSESLAT and Beyond workbooks, Common Core Aligned New York Ready materials in ELA and Math workbooks. ELL-SWD students have been provided with iPads. The applications chosen provide students with differentiated instruction in listening, speaking, and reading. Teachers use data to assign independent skill practice and small group instruction. There are numerous approaches and strategies that teachers of ELL-SWD are using to increase language acquisition: BICS (Cummins)- Basic Interpersonal Communications Skills: it takes 1-3 years to develop interactions. CALP (Cummins)- Cognitive Academic Language Proficiency: It takes 5-10 years to develop, the development is directly correlated to higher order thinking skills. Language development is connected to explaining, clarifying, generalizing, and manipulating ideas. Over time, students can apply knowledge learned and demonstrate an understanding of vocabulary. In addition, in order to sustain programs and resources provided through the ELL summer enrichment program we will continue implementation of the following for the 2015-2016 school year:

- Mondo Bookshop Reading Program for grades K-5
- Mondo Guided Reading book sets for first grade; Guided Reading small group instruction

Chart

Spotlight on English Program

- iPads will be used for research, reteach, and guided practice through the use of educational appts.
- Dictionaries and thesaurus will be used to support vocabulary development for ELLs.
- Classroom libraries in Spanish and English will be utilize to support native language and develop English proficiency.

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?

In our school for many of our ELL (English Language Learners)-SWD (Students with Disabilities), when recommended are placed in inclusion classes. These classes have two certified teachers, one General Education teacher and one Special Education teacher. Students in these settings benefit from a lower student to teacher ratio and a diverse student population (mainstreamed students and students with needs are placed together), it provides students with an optimal learning environment. There is more opportunity for smaller group activities and much easier for teachers to identify areas of weakness and target instruction to correct these weaknesses. All ELL after school and summer grants allowed our school to run after school programs throughout the school year and a summer enrichment program specifically for this targeted group.

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

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

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

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



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

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

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

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

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

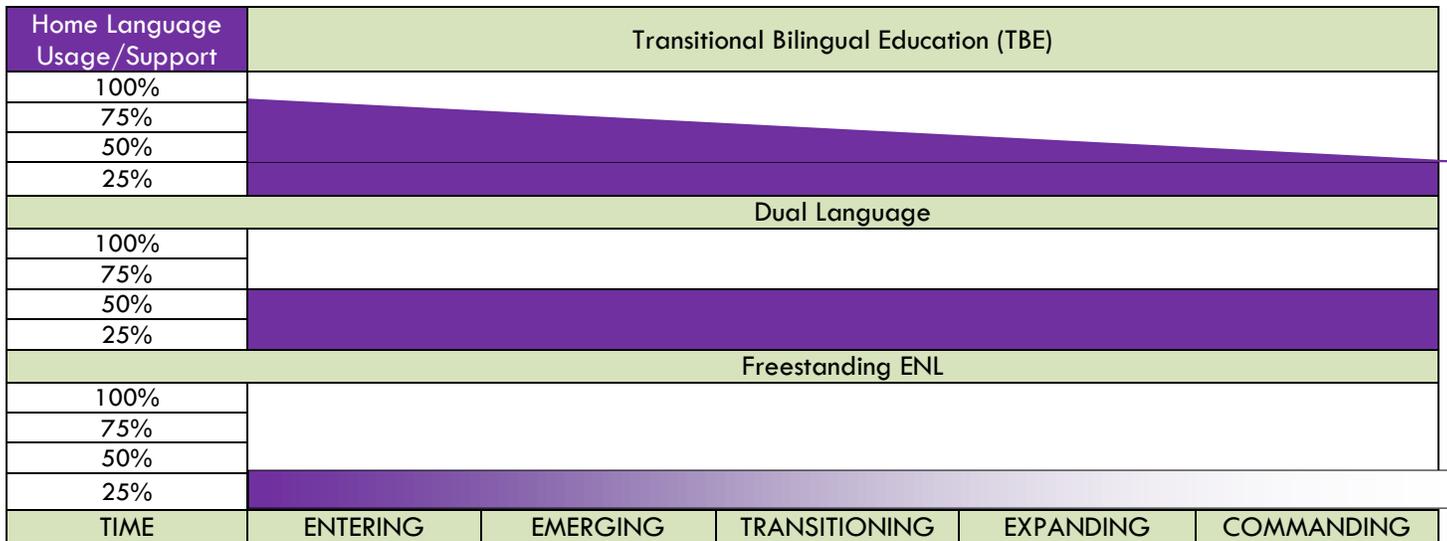


*Note: “other approved services” does not apply to New York City at this time.

Chart 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 following is a description of targeted intervention programs provided and materials used to service our general education monolingual students, ELL students, and Special Education Students at CS150. Due to the large number of ELL students at CS150 which consists of about 1/4 of our population, they are serviced in all AIS services provided in ELA, Mathematics, Science, and Social Studies. In the TBE program students are provided with AIS in their native language for Mathematics, Science and Social Studies. ELA: During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with ESOL teachers or staff developers in grades K-5. The Literacy Coach and Intervention Specialist provide additional support utilizing a push-in model. Programs used include: Wilson, Foundations, ReadyGen, Award Reading, Spotlight on English and MONDO. ELL After-school Program: ELL students in grades 1-5 attend an after-school program from 2:20 pm – 4:20 pm, Wednesdays & Thursdays. The ELL program focuses on developing proficiency in the English language. Students are grouped according to their proficiency level and small group instruction is provided. AIS Literacy Intervention: Literacy Intervention Specialist, Literacy Coach and ESOL Teachers provide services in grades K-5 utilizing a pull-out or push-in model. They teach guided reading skills and test sophistication strategies in small groups, working primarily with Level 1 and 2 students. These providers push-in or pull-out weekly from their assigned classes during the literacy block. Mathematics: During the school day, students in 3rd, 4th and 5th Grade receive additional support for Math. As well, the students receive push-in and small group instruction from the Math Staff Developer/Math cluster teacher. Small group instruction is provided for the identified students. Science: The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students. Social Studies: Students are taught social studies through in-classroom thematic units. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade.
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 program has proven to be effective based on student data as well feedback gathered from parents and students. In 2014, we met AMAO 1. After careful analysis of our instructional practices and student data we developed our Tier 1 and 2 instruction to provide more content rich vocabulary and provide students with Common Core aligned materials in our title III after school programs. Our teachers were trained on the SIOP Model and implemented this approach to teaching in all content areas. Developing language objectives along with content objectives has allowed teachers to effectively teach in content areas. As per CR Part 154-2 content area teachers will collaborate with ESOL teachers to provide differentiated instruction in content areas with a focus on language development. We will continue to expand our practices in providing targeted AIS instruction to ELL students.
12. What new programs or improvements will be considered for the upcoming school year?
- This school year, we continue to have two ESOL teachers. In addition, we will offer an ESL after-school program for grades 1-5 that will service our bilingual students by providing instruction in ELA, language development, and test sophistication for NYSESLAT. Also, as part of our 2015 summer school program for ELLs, we are sustaining program use of National Geographic reading materials, Foss kits and Mathematics materials. ESOL Reading Program (Guided reading books, big books for shared reading, read alouds, audio CDs, phonics intervention kit, and instructional guides). We are also providing teachers with Learning A-Z licenses to provide CCLS aligned instruction. Teachers in grades K-5 have been provided with laptops, iPads and smartboards to enhance instruction.
13. What programs/services for ELLs will be discontinued and why?
- There are no programs/services for ELLs that have been discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are afforded equal access to all school programs. All ELL students regardless of level are given applications to all after school programs and given the opportunity to participate. We also include ELL students in our extended day program which is based on student need. We provide numerous workshops for parents of ELLs to keep them informed on the latest programs available for ELL students and the opportunity to have their child partake in programs available at our school. A variety of methods are used according to the English level of proficiency of the students by incorporating more educational trips, more literacy integrated into the content areas, as well as the established variety of methods such as TPR, Natural approach, and Calla. Also incorporated into our plan for meeting individual needs of our students' proficiency levels are individualized instruction based on specific language deficits, small group instruction, and extended day focusing on literacy in both the native language and English for all the content areas but especially reading and math.
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.
- Both our ESOL and Bilingual Programs in grades K-5 utilize the following programs and materials:
- ReadyGen Scaffolded Handbook
 - Spotlight on English

MyOn Student Licenses

Reading & Writing A-Z (K-5)

- NYSESLAT & Beyond test prep books
- Harcourt Science Textbooks (ELL component)
- MONDO ESL Reading Program (Guided reading books, big books for shared reading, read alouds, audio CDs, phonics intervention kit, and instructional guides)
- Spanish libraries for grades K-5
- Spanish dictionaries
- Ipads/ laptops/smartboards

Home language/Content Area/Language Material include:

- * Classroom libraries in Home language including big books
- * Go Math Program
- * Core curriculum materials in Science and Social Studies(Harcourt Brace)
- * Common Core Aligned New York Ready Test Ready Materials
- * Mondo Let's Talk about it (Language Development)
- *Measuring Up Science Workbooks by People's Publishing.

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

The transitional bilingual program provides home language support through content area instruction in the student's home language. In our Transitional Bilingual program students receive one class of home language arts daily and a minimum of two bilingual content area subjects. Materials used within our Transitional Bilingual Program include: ReadyGen Reading Program, Go Math, Core Curriculum Science/Social Studies, and Classroom Libraries in Home Language. According to the home language program models, if the teacher speaks the students's home language and communication in the child's home language is required, the ESOL provider should shift to this language and speak to child in their home language.

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

At our school we work within two different grade bands. The first is a K-2 band and the second is a 3-5 band. Each band has a certified ESOL teacher that specializes in Early Childhood/ESOL for the lower grade and an ESOL teacher for upper grades that specializes in Reading/ESOL. These two teachers work cooperatively in planning differentiated instruction for students in each band. Grades K-5 will use a co-teaching model that includes a content area and ESOL teacher. In addition, ESOL teacher pull out students according to levels of progression to provide stand alone ENL minutes. Mondo Language Development program for ESOL students "Lets Talk About It" to build vocabulary.

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).

During our ELL Summer Programs we invite newly enrolled students to attend and participate in academic activities with a multicultural approach. Parents are provided with workshops and ESOL adult classes throughout the school year. Students are invited to participate in after-school programs that are designed to meet the needs of new immigrant students and ELL students.

19. What language electives are offered to ELLs?

Not Applicable

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All staff members including assistant principals, teachers, social workers, and para professionals will receive mandated professional development as per CR Part 154-2. We will customize our professional development to provide ELL personnel with 50% that is required of professional learning, as per part 154-2. In addition, all other staff members will have 20% of their professional development time dedicated to learning about mandates and strategies for ELLs. The following are professional development sessions that will be provided to staff:

 - * New mandates of CR Part 154-2
 - * SIOP Model training
 - * Co-teaching and collaboration methods
 - * Implementation of new home language arts program
 - * Scaffolding instruction for ELLs in all content areas
 - * Developing academic language in the classroom
 - * How to use the scope and sequence in Science and Social Studies to plan scaffolded instruction for ELLs
 - * Using manipulatives in the classroom to engage ELLs at different levels of language acquisition
 - * Developing academic language through content area learning via an interactive tiered word wall
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 order to support teachers of ELLs in helping students to become college and career ready we strive to meet the common core learning standards through standard based instruction. Teachers in grades K-5 work in professional learning communities to develop curriculum plans that use various resources and that are CCLS aligned. This ensures there is coherence across the grades and tasks are modified for ELLs in all content areas. The units support common core writing helping students to develop academic writing and supporting ideas with evidence from texts.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our parent coordinator provides students with information about all middle schools and provides parents with workshops on the middle school application process. These middle schools also visit our 5th grade classrooms to inform students about their programs and services. Parent coordinator work with families to fill out middle school applications and offer support when needed. Fifth grade teachers and social workers at our elementary school will be provided with professional development on the New CR Part 154 mandates during Mondays professional learning time. Social workers and teachers will work within a professional learning team during the Spring to develop strategies in order to assist ELLs as they transition from elementary to middle school. This will include parent contacts, newsletters, one to one conferces with parents and parent workshops.
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.

In order to meet the madates of CR Part 154-2 50% of professional development for all ELL personnel will be related to English Language Learners aned all teachers will receive 15%. In order to comply with theses requirements teachers will join ELL professional learning communities, ELL inquiry team, PD provided by DELLS and collaborate with R-BERN specialist to provide in house training /Fordham University PD offerings for ELLs. Our ESOL teachers will document all professional development activities and keep agendas, minutes, and attendance of all in house PDs. R-BERN specialoist and administration will develop teacher surveys to provide differentiated PD. Teacher will write a one page summary after attending all out of school PD and share out with colleagues.

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?

Our school offers parents annual meetings throughout the school year to discuss goals of the bilingual or ENL program, language development of the student, proficiency assessment results, and language development needs in all content areas. Teachers provide parents with an overview of Common Core aligned program such as readygen, go math, science and social studies scope and sequence, and Spotlight on English. In addition, teachers of ELLs inform parents of the levels of progression and where their child is currently within those levels. They are informed of their child's progress throughout the year via progress reports that are translated. Teachers share an action plan with parents that he or she has developed according to NYSESLAT results. Teachers share next steps to improve child's academic performance. All meetings are translated in the parents' home language.

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

ESOL and Bilingual teachers keep records in their classrooms of all individual meetings with ELL parents to document supports provided throughout the year. The ELL coordinator meets with parents to inform them of the three instructional models available in New York City during a Fall parent orientation. The parents are provided with a detailed explanation that includes a video of the three program choices. Literacy coach, ESOL teachers, and math cluster teachers are invited to the parent orientation to provide parents with an overview on the Common Core Learning standards and curriculums used in the classroom. Letters are provided to parents in their home language and translators are available throughout the school year based on need. Attendance records and parent letters are kept in the Coordinator's files.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our school offers parents an orientation workshop in the beginning of the year explaining all programs offered at C.S. 150. Parents are also invited to "Meet the Teacher Night" where parents are given information about the core curriculum in all subject areas and assessments. They are informed of their child's progress throughout the year via progress reports that are translated. Teachers share an action plan with parents that he or she has developed according to NYSESLAT results. Teachers share next steps to improve child's academic performance. The parent coordinator works with parents of ELLs to provide extra guidance and help them learn/link with community resources like: The NYC Public Library, academic after school programs, sports and arts, Literacy Inc., and health organizations such as Bronx Lebonon Hospital. All activities will be translated in the parents' home language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We will partner up with Ponce De Leon and Health First to provide parents in our community with workshops. A banker will be available to explain resources within the community. The banker will explain how to open a student account and how to begin saving money for college. A health insurance representative will be available to provide insurance applications, answer questions and provide giveaways to all participants. The New York City Public Library will be on site to provide parents and students with library cards.

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

In the beginning of the year we have informal discussions with parents about topics of interest and areas of need. The feedback given by parents is analyzed and discussed with administrators to plan for future workshops and services for parents.

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

Parents will be invited to attend a number of workshops given by our staff development team, which will include the following:

- C.S.150 ELL program overview/selecting a program that meets the needs of each individual student (Parent Choice)
- ENL Program Showcase (Parents will get an opportunity to learn about all of the ENL programs currently being implemented in ESOL classes eg. MONDO, and ReadyGen).
- Learning about NYS assessments in ELA, Math, Science, & Social Studies
- Criteria for promotion and ELL student regulations for testing.
- Using technology to improve academic performance through the use of computers and Ipads and Smartboards.
- Celebrating Multiculturalism of our ELL population
- Community Support Services (community organizations will be invited to meet with parents)

We will also be providing a workshop for our Pre-Kindergarten parents in Literacy and Math to support young learners. We will provide parents with hot breakfast and giveaways.

In addition, we will provide parents with an opportunity to join an ESL class. Our parent coordinator will support parents with translationservices and opportunities for parents to become Learning Leaders. We provide our parents with on site translation for all workshops.

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: Charles James Fox

School DBN: 12X150

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)
Edwin Irizarry	Principal		10/30/15
Norma Sanchez	Assistant Principal		10/30/15
Cassie Rodriguez	Parent Coordinator		10/30/15
Miriam Garcia	ENL/Bilingual Teacher		10/30/15
Daisy Munoz	Parent		10/30/15
Ms. Delpino/ Bil. K	Teacher/Subject Area		10/30/15
Ms. V. Gonzalez/4th	Teacher/Subject Area		10/30/15
Miriam Torres	Coach		10/30/15
Vanessa Paulino/ESL	Coach		10/30/15
Nerys Rivera	School Counselor		10/30/15
Rafaela Espinal Pacheco	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12** School Name: **150**
Superintendent: **Ms.**

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.learn DOE.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.

Generally our school uses Part 3 of the Home Language Identification Survey (HLIS) to determine the written translation and oral interpretation needs of our parents. Since the HLIS form is a part of every first time NYC Public School student registrant, the adult's preferred language (APL) is known immediately. The ELL coordinator orally interviews the parents and assesses their preferred language. If the child is transferring from another NYC public school, and the student's records containing their HLIS haven't yet arrived, then the APL is informally ascertained immediately by the staff members that handle registration. The APL is then noted on the child's registration materials. All APLs are then put into ATS using the UPPG function, at the same time that other registration information is being entered. The languages below were the ones identified in Part III of the Home Language Identification Survey (HLIS) at our school.

The following is a list of preferred languages at our school:

English
Spanish
French
Arabic
Bengali
Fanti
French-Khmer
Malinke
Mandinka
Twi

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 following is a list of preferred languages at our school:

English
Spanish
French
Arabic
Bengali
Fanti
French-Khmer
Malinke
Mandinka
Twi

Part B: Creating a Communications Calendar

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

The following is a list of documents disseminated every year that require translation:

- o The school's instructional focus for the year
- o Report Cards & Progress Reports
- o Monthly School Calendar
- o School Messenger phone calls to promote events and workshops
- o Home and School Connection newsletters
- o ESL Parent Choice workshop documents
- o Parent Letters
- o After-school program information
- o Parent Association letters

The following are formal face-to-face meetings with parents:

Parent Teacher Conferences

September 17, 2015

November 5, 2015

March 3, 2016

May 12, 2016

Individual ELL parent meetings

November 2015 - May 2016 (During parent communication time on Tuesdays)

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.

We support families with formal face-to-face meetings through the following:

- o Parent Teacher Conferences (September, November, March, May)
- o Curriculum/Family Night (September)
- o PA meetings on Wednesdays
- o Tuesday's Family Engagement
- o ESL Parent Choice workshop
- o Literacy Inc. (non-profit organization workshops: October - March)
- o Middle School Application workshops in the Fall
- o Meet the Teacher Night in September

Part C: Providing Language Assistance Services

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

P.S.150X is fortunate enough to have staff members that are proficient in a variety of languages. For each of the languages that we need written translations for, we have a staff member who is able to do this translation proficiently. We have one teacher who is proficient in Arabic and a large number of staff members are proficient in Spanish. Although there are parents who prefer to speak African dialects, for which we do not have in-house translation, these parents can understand and speak French or English, as well. We have at times used the better translation websites, when a teacher is not available to assist, but we have never had to look for outside vendors. In order to ensure a timely provision of translated documents, teachers that are needed for written translations are either excused for a period from their assignment or paid per-session to stay after school. Generally, these translations are for school memos sent to parents as well as individual student-specific memos, parent workshop and orientation invitations, and permission slips.

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.

Oral interpretation services are provided during school hours by the same staff members referenced above, as well as our Parent Coordinator who speaks Spanish. These services are needed for registration, parent workshops and orientations, meetings with the teacher, Parent/Teacher Conferences, and CSE meetings.

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.)

Language Access Coordinator will provide teachers with a professional development session on how to use translation services throughout the school year using the T&I Brochure and Language ID Guide to develop their understanding of NYC DOE Policies and Procedures. This will be provided to all teachers during the Fall of SY 2015-2016. ELL coordinator will follow up with teachers during professional learning time on Mondays to review Language guidelines and implementation protocol.

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

Chancellor's Regulation A-633 requires that parents who are not proficient in English are given the opportunity to participate in programs critical to their children's education. Towards that end, the NYCDOE multilingual poster, hanging in the vestibule of the main entrance of our school, notifies parents of the availability of translation and interpretation services. Our parent coordinator, Cassie Rodriguez, also informs parents of their right to these services during meetings and workshops at school.

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)

Our school will gather feedback from parents through the NYCDOE Parent survey and our parent coordinator. Administration, Parent Association, and Parent Coordinator will collaborate to survey parents through parent feedback forms throughout the school year. This will help us evaluate services provided to parents and develop future goals for our translation services.