Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: P.S. 150, TRIBECA LEARNING CENTER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M150

PRINCIPAL: JENNIFER BONNET EMAIL: JBONNET@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Jennifer Bonnet	*Principal or Designee	
Michael Iwachiw	*UFT Chapter Leader or Designee	
Wendy Chapman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Rebecca Newfield	Member/Guidance Counselor	
Brent Harney	Member/Teacher	
Allison Silverman	Member/Teacher	
Stephanie Weiss	Member/Parent	
Lenore Cheeseman	Member/Parent	
Sandy van der Zwan	Member/Parent	
Lenny Crooks	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- **Improve reading instruction by designing a rigorous standards-based reading curriculum that aligns to the new Common Core Standards and that results in an improvement in student performance on the ELA. By the end of the year, 90% or more of all students will achieve proficiency in ELA as measured by the NYS ELA exam.**

Comprehensive needs assessment

- Because our 2011-2012 Progress Report reflected strong ELA performance but minimal student progress in ELA, we are targeting our students' ability to demonstrate high levels of reading comprehension.

Instructional strategies/activities

Activity #1:

- Small Group Instruction: Students identified as far below or at-risk of falling far below grade level will receive small group support. They will receive any needed remediation in phonics as well as support in developing fluency. These students will receive this instruction through book clubs emphasizing reading comprehension. Classroom teachers will differentiate instruction through planning of small group work, including extended day groups.
- Target Population(s): All students in grades 3 – 5, with an emphasis on SETSS and at-risk students, will receive support from classroom teachers, the SETSS teacher, and the speech and language teacher. PTA-funded assistant teachers will provide additional small group and one-on-one support.
- Responsible Staff Members: Principal, data specialist, SETSS teacher, and staff developers.
- Implementation Timeline: September 2012 through June 2013.

Activity #2:

- Professional Development: Classroom teachers work once a month with a PTA-funded literacy consultant. She provides support in assessment, planning for rigor, and instruction. She is placing an emphasis on small group practices.
- Target Population(s): All classroom teachers, the SETSS teacher, and PTA-funded assistant teachers.
- Responsible Staff Members: Principal, data specialist, and staff developers.
- Implementation Timeline: September 2012 through June 2013.

Steps for Including Teachers in the Decision-Making Process:

- Teachers meet in weekly grade team meetings to discuss assessment tools and strategies, review data, and plan instructional steps in light of assessment data. They will be consulted in determining mid-year benchmarks for March periodic assessments.
    - **a)** Periodic Assessment Dates: September 2012, November 2012, March 2013, and June 2013, in addition to Acuity Common Core Benchmark assessments in October and January.

Strategies to increase parental involvement

- The school will host a curriculum meeting and provide a parent resource library.
- SETSS teacher will prepare and distribute vacation and summer reading packs.
- Classroom teachers will host two ELA workshops and information sessions with parents this year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The PTA will host a bookmaking and storytelling workshop for parents.
- The Parent Coordinator, teachers, and the literacy staff developer will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.

- Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_x_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _x_____ Other

If other is selected describe here:
PTA funds

Service and program coordination

- Per diem allocations will be used to cover the cost of substitute teachers for professional development days with our PTA funded Literacy specialist.

- OTPS funds will be used to purchase professional materials for the 3rd, 4th and 5th grade teachers.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- To foster social-emotional learning, with an emphasis on character building. We will focus specifically on the concept of being gracious, respectful, empathetic, aware and tenacious (P.S. 150 Students are G.R.E.A.T will be our motto for 2012-2013). By addressing character education, we will increase our score on the Safety & Respect component of the Learning Environment Survey to 9.0.

Comprehensive needs assessment

- Teachers have noted an increase in student misbehavior, including disruptive behaviors, difficulty in persisting with challenging tasks, and problems deferring gratification. This has increased referrals out of the classroom and decreased teaching time.

Instructional strategies/activities

Activity #1:

- Collaborative Problem Solving: Teachers will learn and implement collaborative problem-solving approaches to assist children with behavioral challenges. They will receive support from an outside psychologist (once a month) and the school guidance counselor.
- Target Population(s): All students, with an emphasis on students with repeated referrals to the guidance counselor or principal.
- Responsible Staff Members: Principal, guidance counselor, and staff developers.
- Implementation Timeline: September 2012 through June 2013.

Activity #2:

- Direct Instruction in Social-Emotional Learning: Classroom teachers schedule weekly lessons in social emotional learning, focusing on community building. In addition, the Principal will visit classrooms and read books to students that focus around the concept of being "G.R.E.A.T." Discussion and problem solving around these concepts will be discussed.
- Target Population(s): All classroom teachers, the SETSS teacher, and PTA-funded assistant teachers.
- Responsible Staff Members: Principal, guidance, and staff developers.
- Implementation Timeline: September 2012 through June 2013.

Steps for Including Teachers in the Decision-Making Process:

- Teachers were consulted at staff meetings during Spring 2012 and this fall.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your The guidance counselor, principal, parent coordinator, and invited guests will present a series of workshops on friendship, bullying, discipline (how to become a G.R.E.A.T. citizen), and Executive Functioning.
- The school library includes a parenting resource library.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants x Other

If other is selected describe here:
PTA funds

Service and program coordination

- Per diem funds will be used to cover substitute teachers so staff can meet 6 times a year with our PTA funded social-emotional staff developer.
- OTPS funds will be used to purchase professional literature for staff on this topic in order to form meaningful study groups.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By the end of the year, 90% or more of third, fourth and fifth grade students will achieve proficiency in Mathematics as measured by the NYS Mathematics exam.

Comprehensive needs assessment

- Parent feedback through such forums as School Leadership Team meetings and the Learning Environment survey indicate concern about academic rigor and related differentiation, specifically in mathematics. As a school community, we are looking to lift mathematics achievement across the board, with a higher overall percentage of students meeting or exceeding standards.

Instructional strategies/activities

Activity #1:

- Differentiated Instruction: Teachers will use periodic assessment data and NYS test results to determine which students require additional support and which students qualify for accelerated instruction. Children requiring additional support will receive support through extended day instruction, one-on-one tutoring, and modification in the classroom. Children qualifying for accelerated instruction will receive modified classroom instruction as well as twice weekly pull out sessions with the math coach or another teacher.
- Target Population(s): All students in grades 3 – 5, with an emphasis on SETSS, at-risk, and accelerated students.
- Responsible Staff Members: Principal, data specialist, SETSS teacher, and math coach.
- Implementation Timeline: September 2012 through June 2013.

Activity #2:

- Professional Development: Classroom teachers work twice a month with the math coach. She provides support in assessment, planning for rigor, and instruction.
- Target Population(s): All classroom teachers, the SETSS teacher, and PTA-funded assistant teachers.
- Responsible Staff Members: Principal, data specialist, and staff developers.
- Implementation Timeline: September 2012 through June 2013.

Steps for Including Teachers in the Decision-Making Process:

- Teachers meet in weekly grade team meetings to discuss assessment tools and strategies, review data, and plan instructional steps in light of assessment data. They will be consulted in determining mid-year benchmarks for March periodic assessments.
    - **a)** Periodic Assessment Dates: September 2012, November 2012, March 2013, and June 2013.

Strategies to increase parental involvement

- The school will host a curriculum meeting and provide a parent resource library.
- The math coach leads a weekly study group to study the CCLS and differentiated approaches to support student growth.
- Classroom teachers will host two math workshops and information sessions with parents this year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator, teachers, and the math coach will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.

- Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_x_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _x_____ Other

If other is selected describe here:
PTA funds

Service and program coordination

- A full time math coach will be assigned to work with all teachers to support math development at our school; i.e. planning units, differentiating, modeling, test preparation.
- OTPS funds will be used to purchase test prep materials

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. 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 Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, 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.).
ELA	**Wilson's Fundations & Fluency programs, Text Talk and Literacy Circles.**	**Small group & one-on-one.**	**Before & during school.**
Mathematics	**Teacher-developed assessment-driven remediation strategies.**	**Small group & one-on-one.**	**Before & during school.**
Science	**Teacher-developed assessment-driven remediation strategies.**	**Small group.**	**Before school.**
Social Studies	**Teacher-developed assessment-driven remediation strategies.**	**Small group.**	**Before school.**
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	**Banana Splits; social skills groups and one to one counseling.**	**Small group and individuals**	**During school.**

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff attends hiring fairs as needed to identify and recruit highly-qualified ELA teachers.
- The data specialist will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Rello-Anselmi/Chu	District 02	Borough Manhattan	School Number 150
School Name Tribeca Learning Center			

B. Language Allocation Policy Team Composition ⓘ

Principal Maggie Siena	Assistant Principal type here
Coach Christina Santiago	Coach type here
ESL Teacher type here	Guidance Counselor Rebecca Newfield
Teacher/Subject Area Randi Asher	Parent type here
Teacher/Subject Area type here	Parent Coordinator Laura Cohen
Related Service Provider Jamie Jeuda	Other type here
Network Leader Yuet Chu	Other type here

C. Teacher Qualifications ⓘ

Please 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 ESL teachers	0	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	186	Total Number of ELLs	4	ELLs as share of total student population (%)	2.15%

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway.

The Tribeca Learning Center ELL enrollment policy follows all city and state guidelines. All parents of students who are new to the New York City Public School System (ATS Admission Code 58) receive a Home Language Survey (HILS) from the pupil secretary. The ESL teacher or the principal assists parent in filling out the HILS. For students whose parents indicate a home language other than English meet with the principal who briefly explains the Revised Language Assessment Battery State test (LAB-R) and the school's program choices. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. English Language Learners (ELLs) are given the (LAB-R) within the first ten days of enrollment to determine level of English proficiency. Administration of the Spanish LAB is administered to Spanish-speaking ELLs by Spanish-speaking staff members (the math coach or speech & language teacher). Formatted city letters are sent to notify Parents/Guardians of their child's assessment results and a meeting is scheduled with the principal to formally review the Parent Survey and the Program Selection Forms.

- Coordinator/principal uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into the after school program for SIFE, as well as receiving academic intervention services throughout the day.
- Formatted city letters are sent to notify Parents/Guardians of their child's assessment results and a meeting is scheduled with the principal to formally review the Parent Survey and the Program Selection Forms. Parents are informed of their rights as parents of students who speak another language other than English. Translation is provided for the parents.
- Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.
- Students begin to receive appropriate services

At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offer at the school, the parent is inform that the program is not available at the school at that time. The parent is then informed of their choices:

- request a transfer to a school that has the program they selected,
- to remain in this school and their request to be kept on record, and
- apt for the second choice until their following the school has the appropriate number of request to open the program they've selected.

For parents who do not attend Parent's Orientation Meeting, a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

- Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compare to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and LAB-R take the NYSESLAT test every year.

☐ The school keeps a running record of the parents' program selection and will use that information in order to open new programs. The running record is reviewed every time a new student is register and a program selection form is received. Parents are notified that a new admit has registered and whether or not their selection matches theirs. There no names or selection disclose.
As soon as the school has enough requests to offer a particular program, parents are notified that will now be offered at the school which will result in a class change for their child. Before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year due to lack of request, the parents are informed again of their rights to transfer their child to a school that offers their selected program. Programs models offered at our school are aligned with parents' request. We continue to monitor parents' request so we can align the programs offer at our school with parents' choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	**Newcomers (ELLs receiving service 0-3 years)**	4	**Special Education**	1
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6 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 special education. ⓘ

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	4	0	1	0	0	0	0	0	0	4
Total	**4**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	4
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish														**0**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. As a result of our history and very small size (186 students Pre K – 5), we only offer a free standing ESL program at this time. Pull-out and push-in services are provided by the SETSS teacher, the math coach, and the speech and language teacher.

2. Services are coordinated so that each student receives the mandated number of minutes of ESL support with the SETSS, speech & language teacher, and math coach as well as receiving mandated ELA.

3. Classroom and content area teachers (music, science, art and technology) are being offered PD in ESL practices through QTEL, SIOP and our school support network. Our Speech & Language teacher and math coach are bilingual and use native language to scaffold instruction for our students. They support students in creating meaning by using L1 to introduce concepts that are then reinforced in English. Other content area teachers inter-visit with them and use their support to utilize native language skills for instructional purposes. Our bilingual library (Spanish and Chinese) serve as a support in all content areas and skill development. We are currently working with our CFN to get certified ESL services to our students.

4. Spanish-speaking ELLs are assessed and evaluated by the math coach or speech & language teacher. Chinese-speaking ELLs are assessed/evaluated by an ESL teacher from another downtown school.

5. & 6. Please note that as a very small elementary school attracting few ELLs, we do not have students in many of these categories. If or when we do, this is our plan: In the past our students passed the NYSESLAT within 2 years of being in our school and we have never had SIFE students register in our school. However if we were to be faced with students needing service past the 3rd year of services, or with SIFE students the following is our plan: The components of language – listening, speaking, reading, writing, and thinking – are interconnected when introducing any new material at PS 150. This balanced literacy atmosphere supports students in finding areas of strength and developing confidence.

Because our ELL population is minute, our plans are tailored to their individual needs. Newly admit students are partnered up with another student to help the student navigate the schools and its rules and regulations. The first grader has benefited from push-in support by our SETSS teacher. She also pulls her out to work with her in a small group. The intermediate level third grader works with the SETSS teacher in a small group and benefits from regular push in support from the math coach, who is fluent in Spanish and was herself a second language learner. The math coach does language experience work with her and supports her in comprehending content area instruction. The speech and language teacher, also fluent in Spanish, works with her on pragmatic language and written English expression. The

A. Programming and Scheduling Information

advanced level second grader works with the SETSS teacher in small group, but is primarily served when she pushes into the room. His ESL support is scheduled so that he does not miss daily ELA instruction.

The components of language: listening, speaking, reading, writing, and thinking, are interconnected when introducing any teaching methodology at PS. 150; thus creating a balanced literacy atmosphere where students find areas of strength and develop confidence. The teachers who provide ESL services to our students use the students' class readers and libraries to complement the classroom instruction and assignments.
The Tribeca Learning Center implements the reading and writing workshop methodology. Investigations in Number, Data & Space, (TERC) and trade book materials is used for ESL /Social Studies. As part of the balanced literacy approach, we implement such as:

Reading aloud • Shared reading • Guided reading • Independent reading
Vocabulary Development • phonemic awareness • Group discussion and interaction

All resources and teaching approaches adopted are guided toward enabling ELLs to succeed. Our school culture and instruction is guided to assisting our students succeed academically and meet the State and City Standards. Our small population of ELLs, allow us to continue to support ELLs reaching NYSESLAT proficiency for two years. Our teachers have been studying differentiated instruction and high level ESL scaffolds to incorporate into their lessons for the instructional success of our former ELLs. As part of our plan for transitional support for ELLs reaching proficiency on the NYSESLAT, the math and language teacher works with these students and articulate with the content area teachers to set goals and plan instruction.

7. We have one ELL with an IEP. She is in general education receiving related services.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	English only			
Social Studies:	English only			
Math:	English only			
Science:	English only			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELLs received targeted intervention in AIS groups, extended day groups, and one-on-one support. Math ans ELA support are offfered in Spanish & English.
9. See #5.
10. All teachers are receiving turnkey training in the SIOP.
11. None.
12. ELLs are offered all programs offered to non-ELLs. Our one school offered after school program, track, is open to ELLs. A CBO, Manhattan Youth, runs the after school based at PS 150. The school assists families of ELLs to obrain scholarships to this program when needed.
13. ELLs are supported with the same technology as the non-ELLs: interactive whiteboards, document cameras, lapstops.
14. Native language support is provided by the math coach and the speech & language teacher.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Teachers are provided professional development and receive support from CFN specialists. Training includes data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); ESL.
2. The SETSS teacher works with the CFN ELL spcialist to ensure graduating ELLs are prepared to transition to sixth grade.
3. In addition, we offer the following professional development throughout this school year:
--Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn: (One professional development session per month during the months of December, February, April, and June) All teachers responsible for the instruction of LEP students will participate in professional development focusing on setting objectives and providing feedback, cooperative learning, and differentiating instruction for the needs of LEP students.
--Building Academic Vocabulary by Robert J. Marzano: this comprehensive approach to teaching academic vocabulary will be incorporated into professional development on an ongoing basis throughout the school year. The program involves teaching specific terms through a school wide approach to teaching content-specific vocabulary. All teachers will participate in professional development based upon the Building Academic Vocabulary curriculum.
--Teachers who provide academic intervention services to our ELL will participate in training on Sheltered Instruction Observation Protocol (SIOP).
--At grade level meeting part of the agenda is dedicated to discussing current issues with our ELL population.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. We invite parents to publishing parties, parent workshops, class trips, and fundraisers. We encourage our teachers to develop relationships with parents by staying in contact through letters, phone calls, and email.
2. All families, including families of ELLs, are invited to workshops provided by outside agencies.
3. Our four ELL families are well known to the school community. Where needed, families of ELLs are provided with a single liaison to the school (often the math coach).
4. Our activities support parents in learning about parenting, bring then into the school, and in provide them literacy-rich activities to do with their children.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)			1											1
Advanced (A)			1	1		1								3
Total	0	0	2	1	0	1	0	0	0	0	0	0	0	4

NYSESLAT Modality Analysis														
Modality Aggregate	**Proficiency Level**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
LISTENING /SPEAKING	**B**													
	I													
	A			1			1							
	P			1	1									
READING/ WRITING	**B**													
	I			1										
	A			1	1		1							
	P													

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3					0
4					0
5		1			1
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5			1						1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. ELA data is collected with Fountas & Pinnell. Each ELL is below grade level in ELA expectations, but for individual reasons. Classroom teachers work with SETSS teacher and literacy specialists to develop individual plans.

2. NYSESLAT results indicate that our students are strong in making the necessary progress in syllables and identifying initial and final consonants, as well as vowel recognition and blends. Data shows that in the lower the grade students have difficulties in connecting letter and sounds to produce proficiency in spelling.Based on the students' scores, the school leadership and teachers are aware of the students' strengths and weaknesses. With this data, the teachers have created lesson plans in Reading, Writing, Listening and Speaking, so instruction can be targeted to areas of need. The lessons are also differentiated with various activities for students to complete at their level. In addition, the school leadership has used these assessments to decrease the teacher student ratio, determine priority topics for professional development and curriculum choices.

3. Across the four modalities, there is a clear need to expand vocabulary and writing instructions. To support this, we utilize read-aloud and shared reading, we frontload vocabulary before the lesson so the students can preview the new words to make them meaningful while reading the new text. Furthermore the students have the opportunity to interact with each other and practice their conversation skills. Speaking opportunities are presented through the "turn-and-talk" and the "share" points in the Reader's Workshop model and through other structured dialogues. In addition, the ESL teacher use exercises in class where the students have the opportunity to answer various comprehension questions about a book that was read. The opportunity to write is given every day not only in their ESL classes but also in a separate writing/grammar class as well as all other content areas. The instructional strategies used to address these needs are compatible with the suggestions in the Readers' and Writers' Workshop model and provide consistency of instructions. They are supported by visuals in all classrooms. The teacher also provides guided reading and writing activities that address students' individual needs.
In addition, all ELL students have been assessed by their classroom teachers as follows: This fall all ELLs were assessed with the Fountas & Pinnell Benchmark Assessment system. The first graders have are reading English at D/E level (early 1st grade), these students are receiving additional support during day in order for them to catch up to their peers who are reading at F/G level. The second grade is reading English at J/K level. His spoken and written English are both quite fluent. He easily understands and follows instructions. He has built solid social connections with his English-speaking classmates and is thriving. Because these students are all in primary classrooms, they do not take any other formal assessments.

4. There are too few students to do this level of analysis.

5. N/A

6. We look at individual ELLs' success while they are receiving ESL services and after they pass the NYSESLAT.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste additional information here

Part VI: LAP Assurances

School Name: Tribeca Learning Ctr			**School DBN:** 02M150
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maggie Siena	Principal		11/23/11
N/A	Assistant Principal		1/1/01
Laura Cohen	Parent Coordinator		11/23/11
	ESL Teacher		1/1/01
	Parent		1/1/01
Randi Asher	Teacher/Subject Area		11/23/11
Jamie Jeuda	Teacher/Subject Area		11/23/11
Christina Santiago	Coach		11/23/11
	Coach		1/1/01
Rebecca Newfield	Guidance Counselor		11/23/11
Yuet Chu	Network Leader		11/23/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 02M150 **School Name:** Tribeca Learning Center

Cluster: 1 **Network:** CFN 103

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The parent coordinator and the school secretary review Home Language Surveys and list all families that requested communication in a language other than English. This information is also entered into ATS. Parents' primary languages are recorded on emergency cards.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parents reported these home languages (other than English:
Armenian: 1 family (no translation required)
Chinese: 5 families (no translation or interpretation required)
French: 1 family (no translation or interpretation required)
German: 1 family (no translation or interpretation required)
Greek: 1 family (no translation or interpretation required)
Japanese: 5 families (no translation or interpretation required)
Korean: 2 families (no translation or interpretation required)
Polish: 1 family (no translation or interpretation required)
Russian: 1 family (no translation or interpretation required)
Spanish: 9 families (2 require translation and interpretation)
School Staff and PTA were informed by email.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Families requesting Spanish-language documents are provided with translated versions of all centrally produced critial communications (as per Chancellors Reg A-663). Student specific communications are translated on site by school personnel. School based documents that are not student-specific are translated by the interpretation unit or onsite by school staff or parent volunteers.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation is offered to all families who have either expressed preference for communication in a language other than English or indicated that their primary language is not English. Staff members are on call to provide oral translation in Spanish. If parents request translation to another language, the school contacts the Department's translation service, requests help from a neighboring scool, or seeks another community member (such as another parent) who can provide assistance.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

The Parents Bill of Rights is being distributed in each family's prefered language. Interpretation notices are posted by the front door. Parents requesting translated materials will be given all centrally produced critical communications in their home languages. To the best extent possible, student related materials will be provided in traslated versions to parents requesting them. When this is not possible, a cover sheet will be attached, explaining how parents can obtain translation (as per Chancellor's Regulation A-663).