



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 150  
**DBN (i.e. 01M001):** 02M150  
**Principal:** JENNIFER BONNET  
**Principal Email:** JBONNET@SCHOOLS.NYC.GOV  
**Superintendent:** MARIANO GUZMAN  
**Network Leader:** YUET CHU

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jennifer Bonnet	*Principal or Designee	
Randi Asher- UFT Chapter Leader	*UFT Chapter Leader or Designee	
Wendy Chapman – PTA Co-President	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Buxton Midyette	Member/ Parent	
MJ Diehl	Member/ Parent	
Stephanie Weiss	Member/ Parent	
Katia Kubicek	Member/ Parent	
Danielle McKee	Member/ Teacher	
Allison Silverman	Member/ Teacher	
Rebecca Newfield	Member/ Teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To continue to foster social-emotional learning, with an emphasis on character building and taking responsibilities for one's actions. Following up on last's year introduction of "G.R.E.A.T.," we will focus on implementing the Responsive Classroom program. By addressing character education, we will increase our score on the Safety and Respect Component of the Learning Environment Survey to 9.0 by the end of June, 2014.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Teachers have noted an increase in student misbehavior, including disruptive behaviors, difficulty in persisting with challenging tasks, and problems deferring gratification. Conversely, administration has noted a lack of consistency with regard to behavioral reinforcing classroom strategies among staff.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Students generate their own behavioral goals for the year, which start as "Hopes and Dreams." Teachers will guide students in generating these through the morning meeting approach and during writing blocks at the beginning of the school year.
  2. Direct Instruction in Social-Emotional Learning. Classroom teachers schedule weekly lessons in social emotional learning, focusing on community building, during morning meetings. In addition, the principal will visit classrooms to hold individual class discussions and will also hold 4 town meetings throughout the year, for K-2 and 3-5<sup>th</sup> grades, in order to cover topics on respect and taking responsibility for one's actions.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, teachers and guidance counselor.
  2. Principal, teachers and guidance counselor.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Surveys from students at the end of the year to assess whether they feel they've met their goals, morning meeting lesson plans, writing units.
  2. Lessons on Social-Emotional learning, surveys completed by students at the end of the year in response to town hall meetings
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 through June 2014.
  2. September 2013 through June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. No cost associated with this activity.
  2. Twenty copies of Rules in School by Kathryn Brady distributed to staff.

### **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 school's Title I Parent Involvement Policy (PIP).

The guidance counselor and principal will present a series of workshops on the Responsive Classroom approach to discipline.  
A series of email newsletters will go out to families regarding work the school is doing in Responsive Classroom.  
The school library includes a parenting resource library.  
The Principal hosts a "Java with Jenny" to answer any questions about Responsive Classroom techniques.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

## Goal and Action Plan #2

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve reading instruction by continuing to implement a rigorous standards-based reading curriculum that aligns to the Common Core Standards and that results in an improvement in student performance on the ELA exam. By June, 2014, 75% or more of all students will achieve proficiency in ELA as measured by the NYS ELA exam.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our 2012-2013 Progress Report reflected strong ELA performance and progress; however, progress was not uniform with regard to elements of comprehension in informational texts (particularly main idea, as exhibited in our ARIS item analysis).

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Small Group Instruction - Students identified as far below or at-risk of falling far below grade level will receive small group support. 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.
2. Professional Development – teachers will attend all day seminars and mini-institutes at Teachers College, focusing on integrating the CCLS into reading and writing. An in-house staff developer will work with the teachers as well, along with teachers meeting with one another, once a week, to plan out strategies. In addition, inter-visitations (in school and at other schools) will take place.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, data specialist, SETSS teacher and in-house staff developer.
2. Principal, data specialist, SETSS teacher and in-house staff developer.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teacher and professionally developed assessment tools (baseline, midyear and end year benchmarks, TC unit plans and test preparation materials).
2. Debriefing from inhouse staff developer, unit plans developed by teachers, notes and revision of units based on content learned at mini-institutes.

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014.
2. September 2013 – June 2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Six copies of Jennifer Serravallo’s book, Independent Reading Assessment, per session for 3 teachers for 10 periods, paid for with OTPS.
2. Four professional development days at Teachers College x 4 teachers and one mini-institute at Teachers College x 1 teacher, paid for with PTA funds

### **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 school’s Title I Parent Involvement Policy (PIP).

The school will host two curriculum meetings and provide a parent resource library.

The PTA will host a bookmaking and storytelling workshop for parents.

The Principal, Parent Coordinator, and teachers will attend regularly scheduled parent meetings to share information and respond to Parent questions and inquiries.

The Principal hosts a “Java with Jenny” to answer questions about ELA curriculum.

### **Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
<b>x</b>						

List any additional fund sources your school is using to support the instructional goal below.

PTA funds

### Goal and Action Plan #3

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, 70% or more third, fourth and fifth grade students will achieve proficiency in Mathematics as measured by the NYS Mathematics exam.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Parent feedback through such forums as School Leadership Team meetings and the Learning Environment Survey indicated concern about academic rigor and related differentiation, specifically in mathematics. This year, in response to those concerns, we have changed our curriculum from TERC to Math in Focus, the Americanized version of Singapore math.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Differentiated Instruction – Teachers will use built in assessment data from Math in Focus 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 with assistant teachers and modification in the classroom.
2. Professional Development – Classroom teachers will receive 4 to 5 full days of professional development from a Math in Focus staff developer. This staff developer is available via email as well for questions. She will provide support in assessment, planning for the new rigorous content and transitioning from TERC, and instruction.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, data specialist, teachers and SETSS teacher
2. Principal, data specialist and Math in Focus staff developer

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Math in Focus assessments and lesson plans
2. Unit plans developed by teachers with help of staff developer, feedback from teachers on efficacy of professional development.

##### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014.
2. September 2013 – June 2014.

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. No cost associated with this activity.
2. Four professional development sessions throughout year x 8 teachers, paid for with C4E money

#### **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 school's Title I Parent Involvement Policy (PIP).

The Principal held a workshop for parents prior to implementation of the math program.  
 “Java with Jenny” will be held in order to answer parent questions about the curriculum.  
 The staff developer from Math in Focus will present a workshop for parents.  
 Classroom teachers will hold information sessions for the parents regarding the curriculum.

#### **Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PTA funds and Contract for Excellence funds.

### **Goal and Action Plan #4**

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 #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

##### **D. Timeline for implementation and completion including start and end dates**

1.

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

#### **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 school's Title I Parent Involvement Policy (PIP).

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #5**

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***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 school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	Wilson's Foundation & Fluency Programs, Text Talk and Literacy Circles/Read Alouds	Small group and one-on-one.	Before and during school
<b>Mathematics</b>	Math in Focus and teacher-developed assessment-driven remediation strategies.	Small group and one-on-one.	Before and during school.
<b>Science</b>	Teacher-developed assessment-driven remediation strategies.	Small group.	Before school.
<b>Social Studies</b>	Teacher-developed assessment-driven remediation strategies.	Small group.	Before school.
<b>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</b>	Banana Splits( a group for children of divorced parents); social skills groups and one to one counseling.	Small group and individuals.	During school.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>x Non-Title I</b>

**All Title I Schools**

**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.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 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 CEP. 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

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>150</b>
School Name <b>Tribeca Learning Center</b>		

### 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 ESL teacher, and one parent.

Principal <b>Jenny Bonnet</b>	Assistant Principal
Coach <b>type here</b>	Coach
ESL Teacher <b>Jamie Ross</b>	Guidance Counselor <b>Rebecca Newfield</b>
Teacher/Subject Area	Parent <b>type here</b>
Teacher/Subject Area <b>Randi Asher</b>	Parent Coordinator <b>Laura Cohen</b>
Related Service Provider <b>Jamie Ross</b>	Other
Network Leader(Only if working with the LAP team) <b>Yuet Chu</b>	Other

### 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 currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>166</b>	Total number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>3.01%</b>
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## Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	5		1							5
Total	5	0	1	0	0	0	0	0	0	5

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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	1											3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	1	2	1	0	0	1	0	0	0	0	0	0	0	5

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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

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

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

ELA data is also collected with TC running records, Fountas & Pinnell and Scholastic's Independent Reading Assessment. In addition, we give baseline on-demand writing assessments. We use these results to implement specific interventions to ELLs that might have particular areas that need attention prior to the NYS exam. Classroom teachers work with the SETSS teacher, speech therapist, and literacy specialists to develop individual plans. Based on results, ELL students are placed in small groups for instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
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 grades 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 ration, determine priority topics for professional development and curriculum choices.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Across the four modalities, there is a clear need to expand vocabulary and writing instruction. 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 uses 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 Reader's and Writer's 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 the 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 Teacher's College Running Records Assessment system. The first graders are English at C/D level (early 1<sup>st</sup> grade), these students are receiving additional support during the day in order for them to catch up to their peers who are reading at F/G levels. Because these students are all in primary classrooms, they do not take any other formal assessments.

4. For each program, answer the following:
  - a. 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?

4a: Students are not taking tests in their native languages.

4b: We administer the same periodic assessments such as TC running records, baseline and end year writing assessments and Math In Focus (Singapore math) year long benchmark assessments.

4c: We are identifying their growth in reading, comprehension, decoding and fluency. For on-demand writing, we are learning their vocabulary skills and through conferencing we get a sense of their speaking and listening skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Based on results, ELLs either go into Tier I where the teacher applies learning strategies within the classroom. After 6-8 weeks, if the child isn't showing growth, he/she moves into Tier II which gives a double dose of instruction. All ELLs, regardless of Tier level, are invited to attend Extended Day instruction. If more support is needed, Tier III is put into place. We have both push in and pull out teaching models. Our ESL teacher works with ELLs during content instruction in collaboration with general education classroom teachers to provide acquisition and vocabulary support while retaining content instruction time.

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

Our ELLs second language development is considered in instructional decisions by informing content area teachers of each student's second language development stage and arming them with strategies which in turn helps them modify their instruction to encourage students' progression to the next level. The use of visual aids, pre-teaching vocabulary and making connections between content areas are only some of the strategies we implement.

7. 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?

N/A

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

We look at individual ELLs' success while they are receiving ESL services and after they pass the NYSESLAT. We also look at how well they do on NYC performance tasks, school performance tasks, and NYS Assessments (ELA, Math, and Science) when applicable. We look at these data sources to determine how our program should be modified and shift our delivery of instruction and professional development.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 personnel secretary.

The ESL teacher or the principal assists parent in filling out the HILS. 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-R 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.

The ESL teacher/principal uses the LAB-R 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.
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.

The DOE ELL Entitlement letter is 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 a language other than English. Translation is provided for the parents. Once the LAB-R is hand-scored, the LAB-R indicates whether the child is an ELL, and a class change will be made if necessary. Students begin to receive appropriate services.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)  
The parent coordinator distributes the letter to parents and follows up with parents to make sure they are returned. Once returned the forms are stored in the individual student's cumulative file.
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.  
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 offered at the school, the parent is informed that the program is not available at the school at that time. The parent is then informed of their choices:
- o request a transfer to a school that has the program they selected,
  - o to remain in this school and their request to be kept on record, and
  - o opt for the second choice until their school has the appropriate number of requests 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.
5. 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.  
The student is put on a list, which is kept by the 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 compared 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. Because of the small number of ELLs, the test is administered individually or in small groups, broken up by modality.
6. 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.) 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 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 registered 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 are no names or selections disclosed. As soon as the school has enough requests to offer a particular program, parents are notified that the program 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 requests, 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 offered at our school with parents' choices.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
    - 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])?

As a result of our history and very small size (166 students, 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 and the speech and language teacher.
  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)?

Our 5 Ells are all on the Advanced level. They are currently receiving 90 minutes per day (450 mins per week) of ELA, 30 mins a week of word study, 25 mins per week of Library, and 60 mins 3/week of ELA.
  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 foster language development and meet the demands of the Common Core Learning Standards.

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 is bilingual and uses native language to scaffold instruction for our students. She supports students in creating meaning by using L1 to introduce concepts that are then reinforced in English. Other content area teachers inter-visit with her and use her support to utilize native language skills for instructional purposes. Our ESL teacher pushes in and pulls out in collaboration with the general education teacher.
  4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish-speaking ELLs are assessed and evaluated by the Pre-K or speech & language teacher. Chinese-speaking ELLs are assessed/evaluated by an ESL teacher from another downtown school.
  5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELLs are assessed 4x a year with TC running records, on demand writing 4x year. In addition, conferencing throughout the year ensures an evaluation of all 4 modalities.
  6. How do you differentiate instruction for ELL subgroups?
    - a. Describe your instructional plan for SIFE.
    - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    - c. Describe your plan for ELLs receiving service 4 to 6 years.
    - d. Describe your plan for long-term ELLs (completed 6+ years).
    - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- 6a: Differentiate instruction for SIFE, if we were to have any, would be by providing visual/auditory support for language,

grouping preference such as working in pairs with an English speaking child or in small groups with their peers who are native English speakers.

6b: Because our ELL population is minute, our plans are tailored to their individual needs. Newly admitted students are partnered up with another student to help the student navigate the school and its rules and regulations. We offer a push in pull out model by our SETSS provider and speech therapist. They work with them in small groups. The speech therapist does language experience work with the SETSS provider and supports her in comprehending content area instruction. The speech therapist, who is fluent in Spanish, works with her on pragmatic language and written English expression.

6c: If we had ELLs who receive 4 to 6 years we would continue our strategies and increase the amount of intruotional support as well as preferencial grouping.

6d: N/A

6e: Our small population of ELLs allow us to continue to support ELLs reaching NYSESLAT proficiency for 2 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 NYSELAT , the language teacher works with these studenst and articulates with the content area teachers to set goals and plan instruction.

7. 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?

We use the Wilson based Foundations Phonemic awareness program to provide early language skills. For more advanced students we use the Wilson Phonemic awareness program. The library provides supplementary books on many different reading levels and different genres. Some books provided are more picture based than word based with the support of new vocabulary and definitions.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At this time we do not have any ELL-SWD's but if we did the students would be a part of the push in pull out model and the SETSS provider as well as the Speech theapist would work in small group to provide achieve their IEP goals and attain English proficiency with the least restrictive environment.

**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:			
Social Studies:			
Math:			
Science:			

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

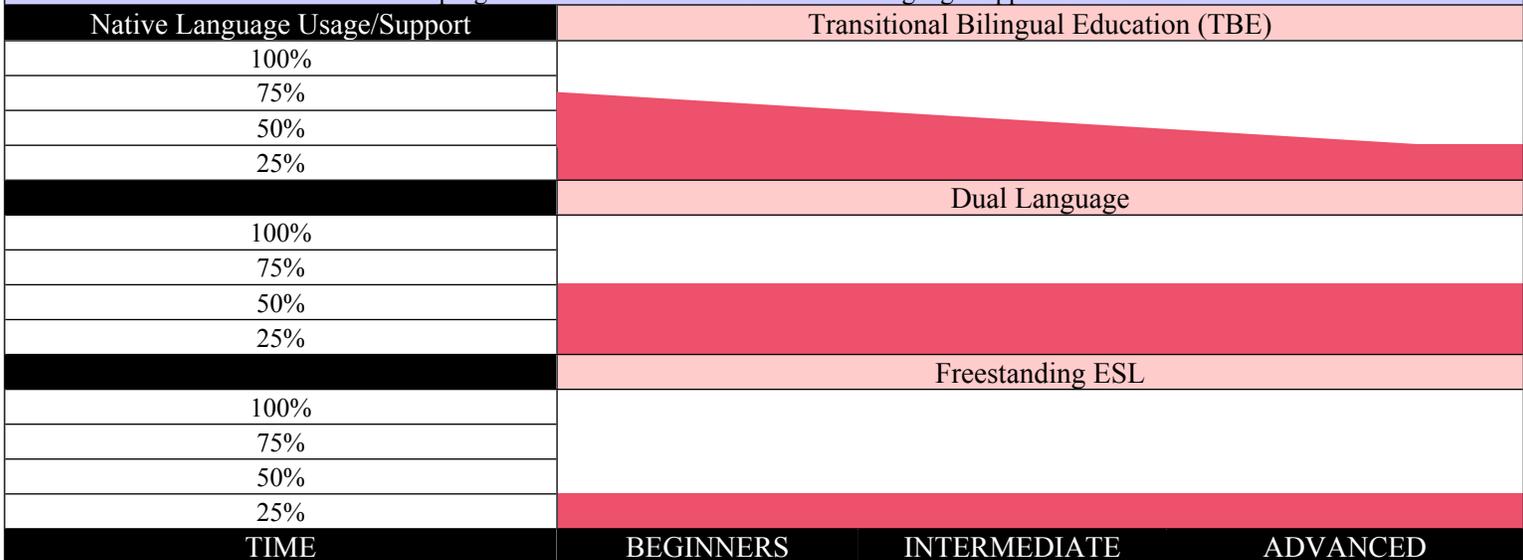
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.



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**

9. 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.  
ELLs received targeted intervention in AIS groups, extended day groups, and one-on-one support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Since our school is a very small school, our program is very effective. We offer individual support as well as small group support in and out of the classroom. Strategies such as visual aids and material such as high comprehension/low decoding texts are readily available to all ELL students. Each student is assessed multiple times throughout the year to ensure success.
11. What new programs or improvements will be considered for the upcoming school year?  
All new teachers are receiving turnkey training in the SIOP. Our improvement for next year will be to continue encouraging our ELL students to socialize with other english speaking students either through the buddy system and/or formal organized activities during recess.
12. What programs/services for ELLs will be discontinued and why?  
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
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 obtain scholarships to this program when needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
ELLs are supported with the same technology as the non-ELLs: interactive whiteboards, document cameras, laptops
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is provided by visuals, posters, and native language glossaries as well as the support of the speech & language teacher.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All support and resources are based on assessment performance throughout the year. The librarian orders materials that correspond to ELLs ages and grades which is based on their periodic assessments and that are considered high interest, low level materials.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Activities that are offered to newly enrolled ELLs and ones that enroll throughout the year are buddy systems to provide academic and emotional support, workshops for parents, and total immersion within the school day.
18. What language electives are offered to ELLs?  
N/A
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. The SETSS teacher works with the CFN ELL specialist to ensure graduating ELLs are prepared to transition to sixth grade. In addition, we offer the following professional development throughout this school year:

2. 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. These PDs support teachers in delivering CCSS instruction to ELLs by differentiating instruction to their individual needs.

3. 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

4. PS 150 staff meets every Thursday morning from 8:00- 8:40am. Over the course of the school year the discussion topics include differentiated instruction for ELLs, scaffolding strategies like schema building, text re-presentation, modeling, bridging, metacognition, and contextualizing instruction.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 that can be translated by other staff members, parents, or through the DOE services.
  2. We don't partner with outside organizations, we invite them to the DOE sponsored workshops.
  3. Our ELL families are well known to the school community. Where needed, families of ELLs are provided with a single liaison to the school. If a parent has indicated on their home language survey that they would like to receive school communications, such as parent/teacher conferences, in their home language then we use teachers, parents and translation funds in Galaxy to arrange for translations. We also use the DOE translation services. Parent coordinator arranges for translations when necessary.
  4. Our activities such as publishing parties, parent workshops, class trips, and fundraising support parents in learning about parenting, bring them into the school, and in provide them with literacy-rich activities to dowith their children. If a parent has indicated on his/her home language survey that they would like to receive school communications in their home language then we use teachers, parents and translation funds in Galaxy to arrange for translations. We also use the DOE translation services. Parent coordinator arranges for translations when necessary.

## E. 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 response to question here: N/A

## Part VI: LAP Assurances

School Name: P.S.150

School DBN: 02M150

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Bonnet	Principal		11/12/13
	Assistant Principal		
Laura Cohen	Parent Coordinator		11/12/13
Jamie Ross	ESL Teacher		11/12/13
	Parent		
Randi Asher/SETSS	Teacher/Subject Area		11/12/13
	Teacher/Subject Area		
	Coach		
	Coach		
Rebecca Newfield	Guidance Counselor		11/12/13
Yuet Chu	Network Leader		11/12/13
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 02m150 School Name: Tribeca Learning Center**

**Cluster: 1 Network: 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**

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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 data and methodologies used to assess our 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 is collected through the RHLA and RAPL reports in ATS. The parent coordinator and the school secretary review Home Language Surveys and list all families that requested communication in a language other than English. 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)  
Cantones: 2 families (no translation required)  
Chinese: 5 families (no translation or interpretation required)  
French: 3 family (no translation or interpretation required)  
German: 1 family (no translation or interpretation required)  
Greek: 1 family (no translation or interpretation required)  
Hebrew: 2 families (no translation or interpretation required)  
Japanese: 4 families (no translation or interpretation required)  
Korean: 1 families (no translation or interpretation required)  
Polish: 1 family (no translation or interpretation required)  
Portugese: 1family (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**

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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 Non English-language documents are provided with translated versions of all centrally produced critical 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 school, 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 distributed in each family's preferred 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 translated 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).