

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

02M150

School Name:

P.S. 150

Principal:

JENNIFER BONNET

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 150 School Number (DBN): 02M150
Grades Served: PK - 5
School Address: 334 Greenwich Street, NY, NY 10013
Phone Number: 212-732-4392 Fax: 212-766-5895
School Contact Person: Jennifer Bonnet Email Address: Jbonnet@schools.nyc.gov
Principal: Jennifer Bonnet
UFT Chapter Leader: Becca Baye
Parents' Association President: Lisa Midyette and Anshal Purohit
SLT Chairperson: Buxton Midyette
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 2 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue, NY, NY 10001
Superintendent's Email Address: BLaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, NY, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 917-705-5856 Fax: 917.339.1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Bonnet	*Principal or Designee	
Becca Baye	*UFT Chapter Leader or Designee	
Anshal Purohit	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicholas Cataldi	Member/ Teacher	
Jennifer Garlinghouse	Member/ Teacher	
Parija Desai	Member/ Teacher	
Francesca Slater	Member/ Parent	
Shakira Provasoli	Member/ Parent	
Laura Metrano	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Buxton Midyette	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

At P.S. 150 we seek to nurture the intellectual, emotional, social and physical growth of our students as we engage their hearts and minds in a love of learning. Through child-centered, yet rigorous, curricula integrating the arts, sciences, math and English language arts, we will create independent, creative and critical thinkers, who will be on the path to college and career readiness, with the tools to excel in their future endeavors. P.S. 150 is a choice school in Tribeca, which gives preference to students who live in lower Manhattan. Our small community depends on its teachers, parents and students working closely together with mutual respect to achieve the best educational environment and opportunities we can for each and every child and emphasizes the importance of participating in a community as an essential part of every child's education, particularly because of the unique characteristic of only one class per grade. At P.S. 150, we collaborate with Arts Connection, to provide dance for all of our students, Dancing Classrooms, to provide Ballroom Dancing for our 5th graders, and Chess NYC to provide chess for all of our students.

At P.S. 150, through both social studies and science content area studies and arts integration, our students are exposed to and immersed in interdisciplinary learning. This holistic approach has been a tradition for years and has proven successful, but most importantly, as an engaging and meaningful way for our students to learn. Each child, along with acquiring all the necessary skills in English language arts and mathematics, which every year leads to proficiency and advanced scores on the New York State tests, becomes an "expert" about a particular topic, whether it be snakes, bridges or Eastern Woodland Indians.

Within the past three years, we have implemented an entirely new mathematics curriculum, departing from the district wide curriculum that has been in use for more than a decade. We chose Math in Focus, an Americanized version of Singapore Math to address the Common Core Learning Standards more effectively. The students are now ahead of students using other curricula. They are embracing it and rising to the challenge.

We are now in our second year as a Teachers College Reading and Writing Workshop project school, and have numerous professional learning opportunities through this institution, including a staff developer, specialty group participation and coaching workshops. Over the past year, our teachers have shown incredible growth in their pedagogy thanks to TC.

We continue to work on maintaining an upward trajectory with regard to progress in ELA. In 2014-2015, our scores rose significantly, thanks to our staff developer from Teachers College. She continues to help our teachers apply more effective reading and writing strategies, and we will continue to work on differentiating appropriately. In addition, we will be focusing more on assessment strategies and on giving more actionable feedback to our students in both ELA and math, through the use of self-assessments, journals and rubrics.

P.S. 150 continues to work hard to meet the needs of all students, including those with IEPs and our English Language Learners (for whom we have a very small population).

02M150 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	184	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		94.7%
% Free Lunch	14.7%	% Reduced Lunch		2.2%
% Limited English Proficient	2.7%	% Students with Disabilities		16.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		9.8%
% Hispanic or Latino	15.2%	% Asian or Native Hawaiian/Pacific Islander		12.0%
% White	56.0%	% Multi-Racial		6.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.64	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.78
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	59.8%	Mathematics Performance at levels 3 & 4		63.9%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

During the 2014-2015 school -year, a Teachers College staff developer was hired, in hopes of implementing more effective ELA strategies. Progress was seen this past year in ELA, supporting our theory that staff development would be beneficial. Hence, we hope to improve reading instruction by continuing to implement a rigorous standards-based reading curriculum based on the Reading and Writing Project at Teachers College, that aligns to the Common Core Standards and that result in an improvement in student performance on the ELA exam.

Part 2 – Annual Goal

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

By June, 2016, 80% or more of all students will achieve proficiency in ELA as measured by the NYS ELA exam, by having the Kindergarten through 5th grade teachers, along with support staff, implement a rigorous standards-based reading curriculum.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development delivered to teachers on a one-to-one basis from a Teachers College Reading and Writing Project staff developer. She will work with the teachers a total of 20 times throughout the school year. In addition, teachers will attend TC conference days and will participate in specialty and coaching groups. Observations will be conducted that will require evidence of strategies taught by the TC staff developer.</p>	<p>Classroom and SETSS teachers, students.</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, staff developer</p>
<p>Small Group Instruction - Students identified as far below, English language learners 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.</p>	<p>At risk students, students with IEPs requiring SETSS</p>	<p>Sept. 2015 –June 2016</p>	<p>Principal, classroom teacher, SETSS teacher</p>
<p>Workshops held for parents at Teachers College and at P.S. 150, in order to teach parents strategies that students are learning in school and to help them in assisting their children with work at home.</p>	<p>Parents, students</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, TC staff developer</p>
<p>Debrief meetings after each professional development session in order to discuss what strategies worked best with the students. This gives the teachers an opportunity to openly and honestly share their thoughts and ideas with regard to new approaches in teaching literacy.</p> <p>Analysis of students formative and summative assessments (running records, on demand writing pieces, stop and jots) to ensure that strategies are effective.</p>	<p>Principal, teachers, staff developer</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Schedule adjustment and per diem coverage for staff development sessions</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>January formative assessments – teacher created and 2014-2015 ELA sample reading and writing passages used to measure progress, as compared to September baselines and November assessments</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

P.S. 150 received a “Well Developed” score on quality indicator 3.4, “High Expectations” on the 2014-2015 Quality Review. We pride ourselves on creating a warm and nurturing environment, where students are supported and challenged. However, with the challenge of only one class per grade, we have found the need to find a social-emotional program that emphasizes implementing the tools that students will need to work together and solve problems. This becomes more readily apparent as they grow older. We are looking to implement a program that begins in Pre-K and continues through 5th grade, with consistent rules and expectations that students can understand, assimilate and be cognizant of what is expected of them. We chose Responsive Classroom last year, and will continue with it this year, with more professional development supports. In addition, we realize the need for a separate “leadership” program for the 5th grade. We want them to become role models for their younger schoolmates. We have chosen a program called “The Leader in Me,” part of “The Seven Habits of Happy Kids” by Sean Covey.

Part 2 – Annual Goal

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

By addressing character education, fostering social-emotional learning, with an emphasis on character building and taking responsibility for one’s actions with Responsive Classroom and The Leader in Me, we will increase our percentile on the School Culture Component of the Learning Environment Survey to 98% by the end of June, 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>Teachers, students</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, teachers, guidance counselor</p>
<p>Direct Instruction in Social-Emotional Learning. Classroom teachers schedule weekly lessons in social emotional learning, focusing on community building, during morning meeting and circle time. In addition, the principal will visit classrooms to hold individual class discussions and will also hold 4 town hall meetings throughout the year, for K-2 and 3-5 grades, in order to cover topics on respect and taking responsibility for one’s actions.</p>	<p>Students, principal, teachers</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal and guidance counselor</p>
<p>Guidance counselor will work in both a whole class setting and in small groups, in order to promulgate the Responsive Classroom approach and The Leader in Me, along with an anti-bullying curriculum. In addition, the guidance counselor and principal will hold 2 workshops for parents, in order to educate parents on the Responsive Classroom approach and fostering independence in our students.</p>	<p>Parents, teachers, students</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal and guidance counselor</p>
<p>Two full days of Responsive Classroom professional development will be provided to the entire staff by a RC trainer. In addition, an F-Status teacher, who has used this program at another school, will provide professional development on the composition of morning meetings, at a Monday PD session.</p>	<p>Teachers</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, staff developer</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Guidance counselor, Twenty-five copies of <u>Rules in School</u> by Kathryn Brady distributed to staff, Franklin Covey’s <u>The Leader in Me</u> lesson plans given to 5th grade teacher, scheduling workshops and town halls during the school day.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

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

Teachers will administer self-assessments/reflections to students in September with regard to behavior (self-awareness checking, controlled behavior on class lines walking through halls,) and then again in January, to see whether behavioral adjustments have been made.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Due to the nature of a one class per grade school, teachers don’t have other teachers on their grade to collaborate with. Vertical planning takes place, very successfully, by meeting in cohort meetings once a week. However, there is more of a need to share practices that will improve student achievement with one another. Although our 2015 ELA scores improved over 2014’s, there is still a need for collaboration and sharing of effective reading and writing strategies, particularly those which center around small group instruction.

Part 2 – Annual Goal

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

By June 2016, 100% of classroom teachers will turnkey strategies for boosting student achievement based on topics learned at Teachers College Conference Days, for 10 of the Monday 80 minute professional development sessions. 80% of teachers will then adopt an ELA strategy as presented during PD, as reflected in subsequent ADVANCE observation reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Each teacher will attend 3-4 Teachers College Conference Days and will decide which one to turnkey to the staff, after consultation with the principal. Varying topics include word work, small group instruction, RTI.</p>	<p>Principal, staff, students</p>	<p>Sept. 2015- June 2016</p>	<p>Principal</p>
<p>Five teachers will attend “Teacher Led Professional Development” sessions at T.C., in order to help plan study groups and lead problem solving sessions designed to help their colleagues</p>	<p>Teachers, students</p>	<p>Sept. 2015- June 2016</p>	<p>Principal</p>
<p>Strategies learned will be applied and taught by both the classroom teachers and SETSS teachers during mini-lessons, independent work and small group instruction.</p>	<p>Teachers, staff developer</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, staff developer</p>
<p>Curriculum mornings, entitled “Family Fridays” will be held for parents, which will enable them to see these strategies in actions.</p> <p>Workshops will be held by our staff developer for our parents, along with workshops held by Teachers College.</p>	<p>Teachers, parents and staff developer</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, staff developer</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Reference materials distributed from TC to staff members during professional development sessions, <u>Words Their Way</u> resources, and substitute teachers to cover staff while at conferences.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By January 31st, each teacher will have half of their observations completed, with at least one component rated “effective” that is reflective of a strategy learned.

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

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

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

Part 1 – Needs Assessment

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

P.S. 150 made gains in ELA proficiency for the 2014-2015 school year. However, based on visits to specific classrooms and informal observations, more support for professional growth of teachers and effective strategies for differentiation and small group instruction need to be implemented. In addition, P.S. 150 only scored a “proficient” on Quality Review indicator 2.2. and was an area of focus for the 2014-2015 school year. Through opportunities and support from the principal and staff developers, we hope to improve our system of formative assessments.

Part 2 – Annual Goal

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

By June 2016, 90% of teachers will receive an effective rating on the assessment in instruction component of the Danielson Framework for Teaching, after receiving more support from the administration with regard to professional development in this area and one on one coaching.

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers College professional development, including staff development, conference days and specialty groups.</p>	<p>Teachers, students</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, staff developer</p>
<p>Based on TC running records, conferencing notes and other formative assessments, students will be grouped and strategies learned by teachers will be taught. These strategies will help address the needs of our IEP, ELL and at-risk students. The SETSS teacher will assist in planning with the classroom teachers and work in conjunction with them</p>	<p>Teachers, students</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, teachers</p>
<p>Parent workshops, parent conferences and curriculum mornings will educate the parents regarding their children’s needs and ELA strategies that are being applied to help drive their achievement in an upward trajectory.</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, staff developer, teachers</p>
<p>Principal will model strategies and work one on one with teachers, along with staff developer, to ensure that assessment strategies are put into place.</p>	<p>Principal, staff developer</p>	<p>Sept. 2015- June 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>TC staff developer, Independent Reading Assessment kits, running records, class libraries.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By January 31st, the principal will have 50% of observations done, 6 out of 7 teachers having an effective rating in assessment in instruction.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

At P.S. 150, we have participated in recycling programs in the past. Classrooms and the cafeteria are examples of areas that need more accurate recycling and composting procedures. During the 2014-2015 school year, we began to grow these practices. In addition, staff and parents would like to see new lunch choice options and, as revealed to our SLT, are looking for more healthy options as well. For the 2015-2016 school year, we will implement the alternative school foods menu for our students, which provides both vegetarian and non-vegetarian options.

Part 2 – Annual Goal

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

100 % of students and staff with involvement of parents will participate in increasing commitment to wise use of our planet. This will include recycling, sustainability, and health and wellness. Completion of a school designed wellness survey by students and staff in June, 2016 will reflect increased involvement and commitment.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>Hold Town Halls for students, with various environmental speakers, to educate students on sustainability, composting and recycling.</p> <p>Implement a new school breakfast and lunch menu for our students.</p> <p>Partner with the Hudson River Project and Clearwater Hudson River Sloop to develop science curricula.</p>	Students, Teachers, CBOs, NYCDOE School Foods	September 2015- June 2016	Principal, teachers
<p>Students will create charts and graphs after conducting, in collaboration with our wellness committee, monthly “Fresh Fridays, “ where the entire school taste tests samples of fresh vegetables and herbs, grown in our hydroponic system, and rates their favorites. This will be incorporated into our math and science curricula.</p>	Students, teachers	September 2015- June 2016	Principal, parents, teachers
<p>Continue with our “Sustainability Team” as a subcommittee of the SLT, with staff, student and parent members.</p> <p>Hold workshops on sustainability and hydroponics for parents, that are PTA sponsored.</p> <p>Have parents in January and then June of 2016, fill in a questionnaire indicating satisfaction or non-satisfaction with the new school menu.</p>	SLT, parents	September 2015- June 2016	SLT members, principal
<p>Share and respect ideas presented at SLT. Form subcommittees for initiatives as needed.</p>	SLT, parents	September 2015- June 2016	SLT members, principal

Part 4 – Budget and Resource Alignment

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

Town halls and workshops scheduled, materials for Fresh Fridays, parent volunteers.

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

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

Part 5 – Progress Monitoring

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

By February, two town halls will have taken place, a workshop on hydroponics will have been conducted and students will have participated in 3 fresh Fridays.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELA test and formative assessment scores, running records and classwork	Wilson’s Foundation, Words their Way & Fluency Programs, Text Talk and Literacy Circles/Read Alouds, various scaffolds (graphic organizers, diagrams, webs, etc)	Small group and one-on-one.	During the school day.
Mathematics	State Math test and Math in Focus formative assessments, classwork.	Math in Focus and teacher-developed assessment-driven remediation strategies.	Small group and one-on-one.	During the school day.
Science	Formative assessments, homework and classwork.	Teacher-developed assessment-driven remediation strategies.	Small group	During the school day.
Social Studies	Formative assessments, homework and classwork.	Teacher-developed assessment-driven remediation strategies.	Small group	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral from classroom teacher, disruptive behavior, request from parents	Banana Splits(a group for children of divorced parents); social skills groups and one to one counseling.	Small group and one-on-one.	During the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 150
School Name P.S. 150		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Jennifer Bonnet	Assistant Principal N/A
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Jamie Jeuda Ross	School Counselor Artemis Kohas
Teacher/Subject Area Randi Asher/SETSS	Parent Meryl Albano
Teacher/Subject Area Jeffrey Gross	Parent Coordinator Laura Cohen
Related-Service Provider Jamie Jeuda Ross	Borough Field Support Center Staff Member Yuet Chu
Superintendent Bonnie Laboy	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	168	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3	0	1	1	0	1				0
Total	0	0	0	0	0	0	0	0	0	0

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1			1									0
Chinese														0
Russian		1												0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1												0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		1												0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)		2			1									0
Commanding (Proficient)		2		1										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		2		1										0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 ELA data is 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/Bilingual Extension and literacy specialists to develop individual plans. Based on results, ELL students are placed in small groups for instruction. The data allows us to know our ELLs levels of phonemic awareness, and how well they can decode and comprehend, and assists us in differentiating our instruction for them.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to NYSESLAT and NYSITELL data, our ELLs are strongest in speaking and listening and weakest in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO data reveals that our school meets AMAO2 targets and that last year 50% of our ELLs achieved proficiency (Commanding) performance level. Our one student who scored a 2 on the previous year's ELA test had a growth percentile greater than 25%. None of our ELLs meet the criteria for being labeled "at risk."
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 4a: Students are not taking tests in their native language. We do not teach in the native language.
 4b: We do not administer the ELL periodic assessments. We assess our ELLs using the same periodic assessments as we use with all our school populations. These assessments include TC running records, baseline and end year writing assessments and Math In Focus (Singapore math) year long benchmark assessments.
 4c: In reading, we are identifying their growth in 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. With four students in two grades it is statistically impossible to discern trends or patterns, except to say, in general, we see growth and improvement in language fluency.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] RTI is implemented in the following way, after analyzing results of formative assessments. 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. 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 student's new 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. We use data from running records and on-demand writing to measure progress, pinpoint areas requiring support, and to adapt curriculum to the ELLs needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We look at individual ELLs' success while they are receiving ESL services and on how they score on 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The Tribeca Learning Center ELL Identification process follows all city and state guidelines. The ELL Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, and 4) the administration of the Spanish LAB-R to newly identified ELLs whose home language is Spanish. All four steps are completed within the first 10 school days of the child's first day of enrollment. The initial interview with the parent and child is conducted by Randi Asher, our Special Education teacher or Jamie Jeuda Ross, our ENL teacher. The parent interview follows the questions in the Home Language Survey. The child interview asks questions about the child's likes and interests. If the family is unable to be interviewed in English, we have staff fluent in French, Spanish, Polish, Ukrainian, and Russian. For all other languages we use the over-the-phone interpretation services of the DOE's Translation and Interpretation Unit to help us in the intake process.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Within 30 days, Randi Asher or Jamie Jeuda Ross administers the SIFE questionnaire, which includes personal and language information, family and home background, education history, language and literacy practices, and general interest questions. If the SIFE questionnaire reveals a gap of two or more years in the student's education, the LENS is administered, also within the first 30 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
For newly enrolled students with IEPs whose home language is not English, NYSITELL eligibility is determined by the Language Proficiency Team (LPT). The team is comprised of Jennifer Bonnet, principal; Randi Asher, SETSS teacher; Jamie Jeuda Ross, Speech and Language and ENL teacher; and the student's parent or guardian. An interpreter (staff member fluent in native language or

over-the-phone interpreter from DOE Translation and Interpretation Unit) is called upon, if necessary.

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is administered to the student.

If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to Bonnie Laboy, District 2 Superintendent or her designee, for a final decision.

If the Superintendent or her designee determines that the student should take the NYSITELL, then the NYSITELL is immediately administered to the student. If the Superintendent or her designee determines the student should not take the NYSITELL, the parent/guardian is notified within 3 days in the parent/guardian's preferred language.

Once the NYSITELL is administered, the ELL identification process continues as outlined in Part IV.1 above.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The Parent Coordinator prepares letters (downloaded from the DOE ELL support page) in the parents' preferred language. These letters are backpacked and emailed home, within five days of scanning and scoring the NYSITELL. By emailing the letter, we have a time stamp showing when the letter was sent home.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The entitlement and non-entitlement letters, prepared by the parent coordinator in the parents' preferred language, includes a paragraph explaining parents right to appeal. In addition, the parent coordinator explains the parents right to appeal at the ELL Parent Orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The DOE ELL Entitlement letter is sent in the parents preferred language to notify parents/guardians of their child's assessment results, and are invited to attend a parent orientation on a set date and time. The parent coordinator contacts the parent directly by telephone or personal face-to-face before/after school to confirm attendance at the orientation or to set up a private appointment at a date and time that works for the parent. The principal and parent coordinator lead an orientation which begins with the DOE video. The video is shown in the parents' preferred language. The principal explains the three program choices and parents are informed of their rights as parents who speak a language other than English. Translation is provided for the parents. Parents are given the parent survey and program selection forms at the orientation and encouraged to make a choice. Students begin to receive appropriate services within 10 days of NYSITELL scoring and scanning.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parent coordinator maintains an EXCEL spreadsheet that lists all the ELLs and former ELLs, the dates documents are sent home and the dates documents are returned. She refers to this spreadsheet to ensure that all forms are sent out and returned within the timeframes as mandated in CR Part 154.2. The parent coordinator distributes the Parent Surveys and Program Selection forms to parents at the orientation and follows up with parents to make sure they are returned within five days of the orientation. Once returned, parents program choices are entered on the ELPC screen and the forms are stored in the individual student's cumulative file. To date, we have never had a parent choose TBE/DL program. If we did, we would reach out to the Manhattan Field Office and/or District 2 staff to identify the existence of such programs in a student's native language. If a parent form is not returned, the default placement is freestanding ENL.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our Parent Coordinator consults her spreadsheet (see #7 above) and follows up with parents until she has collected them all.
9. Describe how your school ensures that placement parent notification letters are distributed.

The Parent Coordinator prepares the letters in the parents preferred language and backpacks and emails the letters home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The parent coordinator is responsible for ensuring all forms are placed in the child's cumulative file.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The test coordinator prints out the RLER report from ATS to identify all NYSESLAT eligible students. The test coordinator informs all parents of the testing schedule to ensure student attendance. The test is administered to all students by the SETSS teacher. The speaking component is administered on an individual basis first. Approximately two weeks later, and within the testing window, the integrated listening, reading, and writing tests are administered over three days. Because of the small number of ELLs in our school, all tests are administered individually or in small groups. ELLs are never asked to take more than one test on any given day. The

test coordinator is responsible for ensuring that all eligible ELLs are administered all four sections of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. These tasks are items on our school opening checklist for the first day of school in September. As soon as NYSESLAT results become available in August, the parent coordinator prepares these letters in the parents preferred language based on the child's continuing/change in status. These notification letters are included in the package of forms sent home the first day of school.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the last five years, 100% of our parents have chosen freestanding ENL as their first choice. We are a small school, with an average of 28 students on a grade level, and average 5 or less ELLs per year. With a total school enrollment of 168 students, it is unlikely that we will ever have enough students to be able to offer TBE or DL. We will assist parents seeking DL or TBE programs in finding programs and transferring their child.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

As a result of our history and very small size (168 students, K – 5), we only offer a free standing ENL program at this time. The speech teacher with bilingual extension pushes in to the classroom to provide integrated ENL to all students entitled to 90 or 180 minutes per week of ENL. For students entitled to 360 minutes of ENL, 180 minutes are integrated and 180 minutes are standalone. The students are grouped heterogeneously by grade level.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Instructional minutes are delivered in 45 minute blocks. ELLs at the commanding level receive two 45-minute blocks of integrated ENL instruction per week. ELLs at the transitioning and expanding levels receive four 45-minute blocks of integrated ENL instruction per week. ELLs at the entering or emerging level receive four 45-minute blocks of integrated ENL and four 45-minute blocks of standalone ENL .
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

We only offer freestanding ENL as selected by our parents. Classroom and content area teachers (music, science, art and technology) use the SIOP program. The materials we use are hands-on manipulatives, real-life objects that enable students to make connections to their own lives, visuals that include models, graphs, timelines, maps and bulletin board displays, and multimedia technology including smartboards, ipads, laptops and desktop computers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Spanish-speaking ELLs are assessed and evaluated by the speech & language teacher/bilingual extension. Chinese-speaking ELLs are assessed/evaluated by an ENL 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?

For reading, our ELLs are assessed 5 times a year with Teachers College running records (grades K - 2) and 3 times a year with Jennifer Serravallo's Independent Reading Assessment (grades 3-5). For writing we apply Teachers College writing rubrics to "on demand" writing and published work. Speaking and listening are assessed informally through conferencing.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

All ELLs and former ELLs up to two years after exiting ELL status receive test accommodations including extended time and separate location.

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 less than 5%, 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. Newcomers receive 180 minutes of integrated ENL and 180 minutes of standalone ENL. Our SETSS teacher and speech teacher with bilingual extension work with these students 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 instructional support as well as preferential grouping.

6d: N/A

6e: Our small population of ELLs allow us to continue to support ELLs reaching NYSESLAT proficiency for 2 years. Former ELLs receive 90 minutes of integrated ENL for two years after reaching commanding level. 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 student and articulates with the content area teachers to set goals and plan instruction. Paste response to questions here:

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months after the re-identification has been established, the principal will consult with the general education teacher, SETSS teacher, speech teacher with bilingual extension, the parent/guardian, and the student. If the principal finds that the student may have been adversely affected, the principal will provide additional support services. If the principal determines that the student's ELL status should be reversed, she will consult with the superintendent or her designee.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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. Strategies/techniques include using gestures, body language, pictures, models of the process, task or assignment, preview materials for optimal learning, allowing alternative forms for expressing their understanding, repeated exposure, graphic organizers, and audiotapes for text comprehension. We use smartboards, laptops, and ipads to promote higher order thinking. We use Discovery Education, a website that provides visual clips for students with language differences and language deficiencies. Our 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. The materials are used in all content areas and based on assessments and student ability. We carefully consider the concepts we wish to teach using district curriculum guidelines and grade level content standards. We take into consideration when planning lessons, the students first language, their second language proficiency, their reading ability, the difficulty level of the material, and we reflect on the amount of background experience.

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

We are a small school with only one class on a grade level. All students are placed in general education classes. ENL programming and SE services are provide to ELL-SWD students using standalone and integrated ENL instruction following the push in pull out model and the SETSS provider as well as the Speech theapist/Bilingual extension teacher work in small group

Chart settings to assist these students in achieving their IEP goals and in attaining English proficiency in the least restrictive environment.

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

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

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

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



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

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

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

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

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

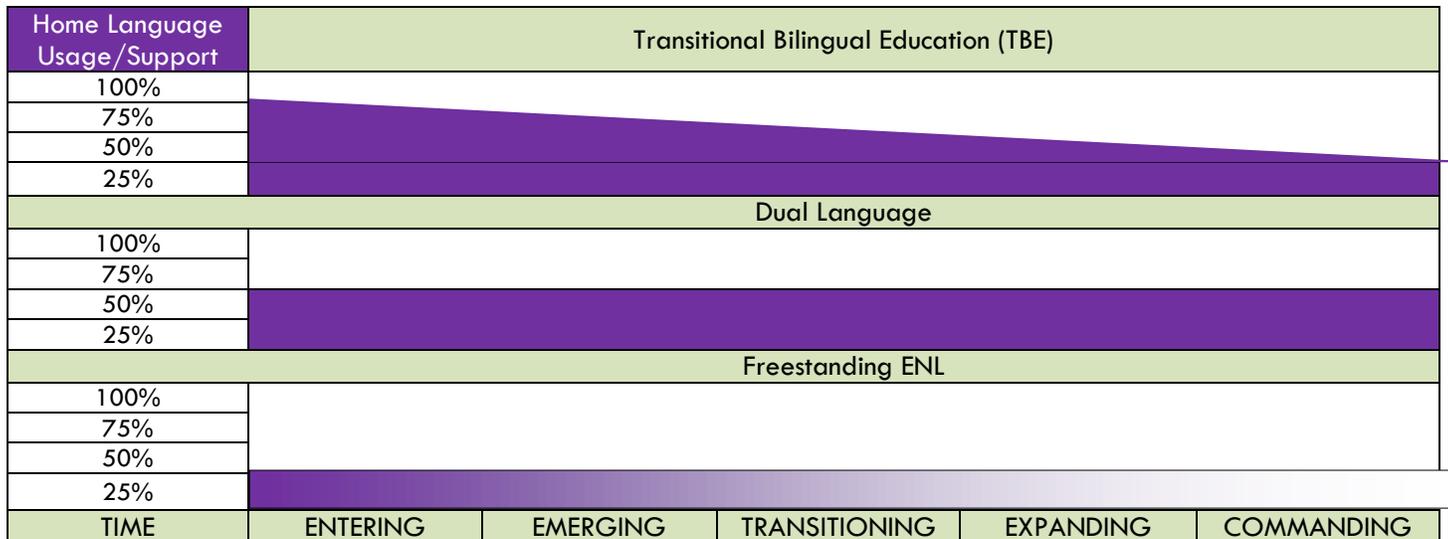


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELLs received targeted intervention through stand alone and integrated ENL instruction. We have two subgroups. One subgroup consists of three first graders. The second subgroup consists of one fourth grader. We use flexible scheduling so that teachers can offer integrated ENL in reading and writing, math, science and social studies and work collaboratively with the classroom teachers and specialist teachers. Our response to intervention is a three-tiered service delivery model. Tier 1 is the effective instruction based on SLOP features core curriculum. Tier 2 is specific interventions (strategic instruction) and Tier 3 is specialized services. the range of interventions we use are small group individualized instruction, family involvement, modification of assignments, counseling services, and reading specialist services. We use all of these interventions in math, ELA, science and social studies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In September, the ELL and SETSS teachers meet with classroom and specialist teachers to discuss the instructional plans for all ELL students.
We use both summative and formative assessments, including TC running records and/or Jennifer Seravallo's Independent Reading Assessment and Math in Focus unit assessments to measure the effectiveness of our program. In science and social studies, we give ELLs appropriate grade level information texts to read and then ask comprehension questions to assess if they are understanding what they read. That 50% of our ELLs scored at the commanding level on last year's NYSESLAT indicates that our program is effective and reflects student learning and achievement.
12. What new programs or improvements will be considered for the upcoming school year?
We are continuing to provide our teachers with PD in SLOP. In addition, we have a Teachers College staff developer providing 20 days of PD on literacy development including ELLs. In addition, our teachers participate in TC Conference Days. All in all each of our classroom teachers are receiving approximately 20 hours of ELL PD from Teachers College.
We will assess ELL students using informational texts more frequently as to glean whether or not students are grasping concepts and can apply newly acquired skills to content studies.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Information about all curricular and extracurricular school programs are communicated to parents in their preferred language. ELLs are required to participate in all programs that are grade-specific and curriculum-based. Our fifth graders pursue a one year study of Immigration which resonates with our ELLs and gives them a platform for sharing their personal experience. Extracurricular programs include a family workshop with storyteller Bill Gordh, in which children and parents in tandem create and tell a story based on their family history.
Manhattan Youth, a community based organization, runs our afterschool program. Our principal assists families of ELLs to obtain scholarships to this program when needed.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
In math, ELLs are supported with hands-on manipulatives (including imitation coins, counters, tokens, cuisenaire rods, unifix cubes). In reading and writing, social studies and science, we use models and visuals. In all content areas ELLs are supported with the same technology as the non-ELLs: interactive whiteboards, document cameras, laptops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is provided by visuals, posters, and native language glossaries as well as the support of the speech & language teacher.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our ESL teacher and our classroom teachers meet at the beginning of the year to review results of NYSESLAT and NYSITELL. They work collaboratively to develop the flexible schedule of integrated and stand alone instruction and order materials accordingly, including high interest/low level reading materials. Once the requested materials arrive, the ESL teacher the SETSS teacher and the classroom teachers work together to link manipulatives and other materials to the relevant texts. All support and resources are based on assessment performance throughout the year.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Supports that are offered to newly enrolled ELLs and ones that enroll throughout the year include peer tutoring (pairing the newly enrolled ELL with an English-speaking classmate buddy to provide academic and emotional support), buddy system for parents in which newly enrolled family is paired with a returning family at the same grade level. These activities are overseen by the parent

coordinator and the guidance counselor. The guidance counselor oversees the peer tutoring program and the parent coordinator oversees the parent level program.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development for teachers occurs every Monday afternoon that school is in session from 3:00 to 4:20 pm. Topics covered in these sessions include 1) strategies of assessment for learning; 2) small group instruction; 3) integrating digital tools into literacy learning; and 4) UDL and the reading workshop. In addition, our classroom teachers receive 25 hours of PD from Teachers College. Teachers also receive support from Borough Support Specialists. Training includes data analysis of pertinent exams (NYSESLAT, NYSITELL); ELL identification; Mandates (Part 154); ENL. Our parent coordinator receives training from the District 2 Family Advocate and FACE. Our guidance counselor and school secretary receive training from the Manhattan Borough Field Support Center.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
4. PS 150 staff meet every Monday afternoon from 3:00 - 4:20. 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. Our principal maintains a professional development binder in which all attendance sheets and agendas are stored in date order from September through June.

C. Parental Involvement

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

The ESL teacher meets with parents in September to discuss goals and plan for the year. Additional meetings are held on an as needed basis. The meetings may be initiated by either parents or school staff. We bring in interpreters, as necessary, so that parents can participate in the meeting in their preferred language.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We invite all our parents to publishing parties and curriculum celebrations, music and dance performances, parent workshops, and fundraisers. We encourage ELL parents to attend PTA meetings and to volunteer on PTA committees or to support teachers in the classroom or by chaperoning class trips. Our parent coordinator works with teachers to communicate with parents in their preferred language, and by arranging for translation services. Our parent coordinator also reaches out to ELL parents extending a personal invitation to many of our events.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We don't partner with outside organizations, we invite parents to DOE-sponsored workshops.

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

We have four ELL families and they are well known to the school community. Between the principal, parent coordinator, guidance counselor, our ELL and classroom teachers, we are informed of the family's situation and provide guidance, support, and referral to community based organizations as needed.

We survey all of our parents, including ELL parents, in September to identify workshop topics of interest. Our ELL parents are surveyed in their preferred language.

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

Our Family Fridays provide all parents, including ELL parents, an opportunity to witness instruction to their child and illustrate literacy and math rich activities they can continue at home with their child.

In addition, we offer three types of parent workshops: 1) workshops that address social and emotional issues in children; 2) workshops that address parenting issues; and 3) workshops that address curriculum content and other school related issues. The latter set of workshops are informational and cover such topics as testing or creating a literacy-rich environment at home. Our parenting workshops are topical and vary from year to year based on feedback from our survey in #5 above but recent topics include punctuality and attendance, stranger safety, and talking about sex with your children. Our social and emotional series address such topics as fostering independence and peer conflict and bullying.

D. Additional Information

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

Section VC4. The ESL teacher meets with parents at least once per year. The Parent Coordinator records that the meeting took place and the date on her spreadsheet. The ESL teacher keeps notes of what transpired in the meeting.

Part VI: LAP Assurances

School Name: PS 150**School DBN: 02M150**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Bonnet	Principal		1/1/01
	Assistant Principal		1/1/01
Laura Cohen	Parent Coordinator		1/1/01
Jamie Jeuda Ross	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Artemis Kohas	School Counselor		1/1/01
Bonnie Laboy	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Randi Asher	Other <u>Teacher/SETSS</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M150** School Name: **P.S. 150**
Superintendent: **B. Laboy**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our families pride themselves on their multi-lingual capabilities. With the exception of three families, all of our families have full English literacy regardless of their home language and have indicated their preference for all school communications to be in English.

Part B: Creating a Communications Calendar

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

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. Over the summer, our Parent Coordinator submits all first day of school documents to the DOE translation unit. In addition, we used the Big Word to update our Spanish and Chinese versions of our parent handbooks.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face-to-face 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.

Part C: Providing Language Assistance Services

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

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).

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Spanish interpretation is provided by in-house staff members. Chinese interpretation is provided by an outside vendor as needed.

Part D: Training Staff on Policies and Procedures

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

Language Palm Cards are distributed at the first staff meeting of the school year. The Parent Coordinator reviews all translation services available with staff as well.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

On our website, PS150.net, there is a call to action for parents who require translation/interpretation services to contact the parent coordinator.

Part F: Monitoring and Quality Control

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

The parents will be given a survey and will be encouraged to provide feedback to the Parent Coordinator.