



**P.S. 151Q: THE MARY D. CARTER SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 30Q151**  
**ADDRESS: 50-05 31<sup>ST</sup> AVENUE WOODSIDE, NY 11377**  
**TELEPHONE: 718-728-2676**  
**FAX: 718-545-2028**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

**APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 151 SCHOOL NAME: Mary D. Carter

SCHOOL ADDRESS: 50-05 31<sup>st</sup> Avenue Woodside, NY 11377

SCHOOL TELEPHONE: 718-728-2676 FAX: 718-545-2028

SCHOOL CONTACT PERSON: Jason Goldner EMAIL ADDRESS: jgoldne@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Regina Noer

PRINCIPAL: Jason Goldner

UFT CHAPTER LEADER: Irene Shapiro

PARENTS' ASSOCIATION PRESIDENT: Marilyn Rivera

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 30 SSO NAME: CFN 11

SSO NETWORK LEADER: AltaGracia Santana

SUPERINTENDENT: Dr. Philip Composto

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jason Goldner	*Principal or Designee	
Irene Shapiro	*UFT Chapter Chairperson or Designee	
Marilyn Rivera	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jerome Kessler	Member/ Teacher	
Elsa Avila-Tregcoat	Member/ Teacher	
Regina Noer	Member/ Teacher & Chairperson	
Alexandra Vasquez	Member/ Parent	
Olivier Laveille	Member/ Parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

P.S.151Q will provide a safe, positive and nurturing environment for all of our students, staff, parents and community. Our mission is to provide a stimulating atmosphere to educate, guide and empower our students so that they grow up to be creative, intellectual, and productive citizens in our diverse community.

Situated in the center of a rapidly growing and changing multicultural school district, P.S.151Q seeks to help students appreciate the numerous ethnic and cultural heritages that contribute to the richness of our school family.

At P.S. 151Q, students receive differentiated instruction based on analysis of pertinent data. Each student has a portfolio with work samples that are collected throughout the year. Student progress is monitored in literacy through small group instruction, running records and analysis of reading and writing growth charts and ACUITY results. Our students, Pre-K – 5, participate in a balanced literacy program which combines shared reading and writing, interactive read-alouds, reading and writing workshops and word study. Rigby's Literacy by Design and On Our Way to English balanced literacy programs are implemented in grades K-5. In K-1, we are continuing to implement *Fundations*. Academic Intervention Services are provided when needed.

In the area of mathematics, students utilize *Everyday Math* in grades Pre-K through 5 supplemented by *Math Steps* (K-1) and *Daily Elements of Math* (2-5). The use of manipulatives, daily math routines and problem solving strategies help our students work towards meeting the NYS Math Standards. Students' progress in math is monitored through the completion of Everyday Math self-reflections, portfolio opportunities and unit assessments and the analysis of ACUITY results (grades 3-5)

Our school has always been on the cutting edge of technology and this year is no exception. We have already acquired new hardware such as Dell laptops, SMARTboards and Senteo and we will continue to update the computers in our school through grant monies. With this new technology and ongoing Professional Development, teachers will integrate technology into content area instruction on a more consistent basis. Our state of the art library and media center and science lab help support content area instruction as well.

Through content area instruction and collaboration with outside organizations, we meet the academic and socio-emotional needs of our students. Our students work with and are supported by Music Outreach, Common Cents, Kids Art Fair, Adopt-a- Grandparent Mighty Milers (the NY Road Runners), Achilles Kids and Special Olympics.

We have initiated a French dual language program. The French dual language program, which currently consists of one kindergarten/first grade bridge class, offers a classroom environment where half of the students in each class are English dominant speakers and half are fluent in French. By collaborating with the District 30 Community Education Council, the French Embassy, the Office of English Language Learners, and the parent organization *French Education in New York*, P.S. 151 follows a 50/50 model in which half of the daily instruction time will be conducted in English, half in French. Literacy and social studies is taught in French and English while math is taught only in English. Specialty subjects such as science, physical education, art and music are taught in English.

Lastly, the multicultural background of our students affords us the opportunity to learn about the world around us through activities involving traditions and cultures of different countries. Our multicultural fair featuring dance performances, music, literature and food from other nations is always a great success and enables students to show pride in their heritage while learning about the heritage of others.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>	P.S. 151 Mary D. Carter								
<b>District:</b>	30	<b>DBN:</b>	30Q151	<b>School BEDS Code:</b>	343000010151				
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	54	50	46		91.7	92.5	93.7		
Kindergarten	107	86	87	<b>Student Stability - % of Enrollment :</b>					
Grade 1	85	101	91						
Grade 2	105	65	95	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 3	103	91	81		93.3	89.6	90.1		
Grade 4	107	91	81	<b>Poverty Rate - % of Enrollment :</b>					
Grade 5	109	101	86						
Grade 6	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 7	0	0	0		76.7	74.0	77.7		
Grade 8	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 9	0	0	0						
Grade 10	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 11	0	0	0		3	3	15		
Grade 12	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Ungraded	0	4	2						
Total	670	581	547	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					16	6	18		
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	52	38	45	Principal Suspensions	20	32	35		
# in Collaborative Team Teaching (CTT) Classes	35	35	34	Superintendent Suspensions	0	0	7		
Number all others	15	14	16	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>									
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	3	0	Number of Teachers	58	59	52		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	142	136	129						

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	23	4	7	Number of Administrators and Other Professionals	8	20	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.3	100.0	100.0
				% more than 2 years teaching in this school	89.7	89.8	92.3
				% more than 5 years teaching anywhere	67.2	72.9	80.8
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	91.0	92.0	96.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	1.2	0.2	0.2				
Black or African American	15.5	16.0	12.2				
Hispanic or Latino	49.0	47.8	50.5				
Asian or Native Hawaiian/Other Pacific Isl.	22.2	21.5	20.8				
White	12.1	14.5	15.0				
<b>Male</b>	54.3	53.7	56.7				
<b>Female</b>	45.7	46.3	43.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	SINI 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		8	8	3	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	▶		
<b>Overall Score:</b>	70.7			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data ▶			
School Environment:	6.5			Quality Statement 2: Plan and Set Goals ▶			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals ▶			
School Performance:	13.6			Quality Statement 4: Align Capacity Building to Goals ▶			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise ▶			
Student Progress:	44.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## **SECTION IV: NEEDS ASSESSMENT**

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years? - What are the most significant aids or barriers to the school's continuous improvement?
- 

**What student performance trends can you identify?**

***Data Source: Progress Report***

**Student progress for English Language Arts (ELA) indicates the following:**

- Within two years, the percentage of students in the school's lowest 1/3 making at least 1 year progress increased by 3%
- additional credit, a total of 3.75 points, was received for all student groups in the area of English Language Arts showing that the achievement gap is closing for English Language Learners (ELLs) and Students with Disabilities (SWD).

For the 2008-2009 school year, the overall score for student progress was 44.6 out of 60. This score was a slight improvement from the year before when the overall score for student progress was 41.7 out of 60. The number of ELLs achieving Levels 3 and 4 increased by 6% on the NYS ELA. ELLs met Annual Yearly Progress for the 2008-2009 school year on the NYS Accountability Overview Report. In addition, the overall student performance score increased from "C" to "B".

**Student progress for Mathematics indicates the following:**

- Within two years, the percentage of students making at least one year progress increased by 4.7%.
- Percentage of students in school's lowest 1/3 making at least 1 year progress was 70% for the 2008-2009 school year, down 3.3% from the year before
- additional credit, a total of 2.25 points, was received for two student groups considered in the area of mathematics showing that the achievement gap is closing for English Language Learners and Students with Disabilities.

The Progress Report indicates a change from 5.9 to 6.5 in the category of **School Environment** over two years. This reflects an area where improvement is still needed.

***Data Source:***

***Comparison of Accountability Status Report from 2006-07 and 2007-08 (Not yet updated by State)***

**ELA Performance Trends:** On the 2007-2008 State Accountability Report, six out of seven accountability groups made AYP. The ELLs made AYP in ELA as a result of qualifying for Science Safe Harbor. This was an improvement from 2006-2007 when only five of the same student groups made AYP. The Performance Index (PI) increased over two years for both ELLs and SWDs, however, Effective Annual Measurable Objective (EAMO) was not met. Our findings also indicate that the Hispanic/Latino group for the two years had a PI within five points of the EAMO showing that additional support is needed with this population. A schoolwide focus on ELA instruction will help all of our students work towards meeting the NYS standards. In addition, the Inquiry Team will be providing targeted instruction to seventeen of the ELL students in grades 4 and 5. Instruction and progress will be monitored by the team members and ELL teachers.

**Math Performance Trends:** On the 2007-2008 State Accountability Report, all seven accountability groups made AYP. The PI for both SWDs and ELLs increased by over 30 points from 2007 to 2008

showing how the school is working toward closing the achievement gap for these populations. All student accountability groups had a PI that exceeded the EAMO; not requiring qualification for safe harbor. SWDs required safe harbor on the 2007 assessment in order to meet AYP.

<b>ELA Performance for English Language Learners on NYS ELA</b>								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	6	12.5%	28	58.3%	14	29.2%	0	0%
2008	14	21.5%	37	56.9%	14	21.5%	0	0%
2007	30	44.8%	23	34.3%	13	19.4%	1	1.5%

**Science Performance Trends:** Our school continues to meet AYP for all tested students. Two accountability groups, Hispanic/Latino and Economically Disadvantaged, over the past two years met AYP with a PI which exceeded the EAMO. However, the PI of the Economically Disadvantaged population did decrease by 13 points. Therefore, the performance of these populations will continue to be monitored carefully.

**Data Source:** *Three Year Performance Trends Analysis of ELA Performance (NYS School Report Card)*

<b>Total School- All Tested Students ELA Performance on State Assessment</b>				
Year	Level 1	Level 2	Level 3	Level 4
2009	5.1%	37.4%	55.6%	1.9%
2008	10%	37%	49%	4%
2007	19.0%	38.9%	38.9%	3.3%

**Total School Trends:** Our results show that for the 2009 school year, students performing at levels 1 and 3 showed significant improvement on the NYS ELA. Students performing at Level 1 decreased by 4.9%. Overall, there was a 15.3% increase in students performing in Levels 3 and 4 from 2007 to 2009.

<b>ELA Performance for Students with Disabilities on NYS ELA</b>								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	10	27.8%	20	55.6%	6	16.7%	0	0%
2008	27	42.9%	24	38.1%	12	19.1%	0	0%
2007	38	54.3%	22	31.4%	9	12.9%	1	1.4%

**Grades 3 – 5 Students with Disabilities:** Our results show that over three years the students performing in level 1 decreased (26.5%). Students progressed from Level 1 to Level 2. Additional resources and professional development are required in order to continue this upward trend.

**Data Source:** *Three Year Performance Trends Analysis of ELA Performance (NYS School Report Card)*

**Grades 3 -5 English Language Learners:** On the NYS ELA, our ELL students have made progress moving from Level 1 to Levels 2 and 3. The number of students performing in Levels 3 and 4 has remained the same. English Language Learners continue to need additional resources, however, did meet EAMO on the 2008-2009 NYS ELA.

**Data Source: Comparison of Comprehensive Information Report (NYS School Report Card) from 2006-2007 and 2007-2008**

**NYSESLAT Performance Trends:** Of all tested ELL students in Grades K -5, students performed better in the area of listening and speaking as compared to the area of reading and writing over three years. 61% of tested student in grades 2 – 4 scored proficient on the listening and speaking portion of the NYSESLAT. Additional support will need to be provided in the area of reading and writing.

**Social Studies Performance Trends:** *(New testing information not available: October 2009)* Of all tested Grade 5 students, there was a 10% decrease (58% to 48%) of performance at levels 3 and 4 from 2005 to 2006. However, the percentage of SWDs performing at levels 3 and 4 increased 6% (27% to 33%). Grade 4 teachers will now be implementing the Grade 4 social studies core curriculum program which will support students' preparation for the Grade 5 exam.

**Summary of Data Analysis / Findings**

While progress of more than one year continues to be made by many students (68.7%) at P.S. 151Q, performance of Students with Disabilities needs to continue to improve toward meeting NYS standards. The administration in the school will be ensuring growth in performance on the ELA by (1) organizing and encouraging grade level Data Inquiry Teams which will identify target students and areas in need of improvement, (2) providing necessary research-based materials and intervention programs to teachers of students with special needs, (3) encouraging parental involvement and (4) providing continuous, ongoing professional development for all pedagogues.

**What are your greatest accomplishments over the last couple of years?**

With the implementation of the new Rigby literacy programs, *Literacy By Design* and *On Your Way to English*, the rigor and relevance of literacy instruction has improved across all grades. The students are actively engaged in both small group and whole class instruction based on the ongoing analysis of data. The literacy activities and tasks which the students engage in during these instructional times reflect best practices and allow students the meet the NYS ELA standards.

Other accomplishments recognized by our school community are the increase of parental involvement and student attendance. These improvements are reflected in our Learning Environment Survey and in our Accountability Snapshot.

The school's data inquiry team continued to provide additional ELA instruction to English Language Learners in Grades 3 -5. This additional instruction is provided by the ESL teachers and teachers who are part of the Data Inquiry Team.

**What are the most significant aids or barriers to the school's continuous improvement?**

Significant aids to our continuous school improvement have been the (1) implementation of new literacy programs for all grades, (2) organization of parent breakfasts and parent workshops, (3) continuation of award assemblies for attendance and student of the month and (4) a more defined role for the literacy coach.

Each year, the use of the data to drive instruction has increased. With continuous professional development, teachers are looking at student work and working collaboratively across grade levels to meet the needs of all of our students. They are differentiating instruction based on analysis of running records and writing samples. The school is analyzing individual needs based on Acuity scores and NYS state assessments.

The Data Inquiry Team is using data from the NYS ELA exam and Acuity Testing scores to design instruction to best meet the needs of our third, fourth and fifth grade English Language Learners. As our target population, the team is focusing on the sub-skill of drawing conclusions and making inferences. Through a variety of strategies, students are becoming more adept at this skill which will increase their level of comprehension.

Significant barriers to our continuous school improvement are effective communication, continuity of instruction and assessment across grades and lack of funding for Professional Development for staff members. Communication among staff members and between the home and school need to continue to improve. The school is working on revising the assessment systems in place so that there can be continuity across the lower grades (K-2) and upper grades (3-5).

## SECTION V: ANNUAL SCHOOL GOALS

1.

**Instructional Goal:**

*By June 2010, 70% of all K-2 students will master NYS Science benchmarks as measured by the unit goals mastery documents.*

**Rationale:** To improve Science instruction by developing a system for monitoring the progress of Science. By creating interim benchmarks and utilizing the new core curriculum materials, students in grades K – 2 will become proficient in the area of Science and achieve all NYS science standards by the end of fourth grade.

2.

**Instructional goal:**

*By June 2010, the performance of all tested students in grades 3 to 5 achieving levels 3 and 4 will increase by 5% as measured by the NYS English Language Arts assessments.*

**Rationale:** By implementing the new balanced literacy program across all grades, the rigor and relevance of literacy instruction will improve.

3.

**Instructional goal:**

*By June 2010, 50% of at-risk first grade students will make 1 ½ years of progress (or 5 reading levels) on individual reading levels as measured by the Rigby Benchmark Assessment.*

**Rationale:** To improve the instructional practices of all grade 1 teachers so that students performing below grade level will make accelerated academic progress. By improving instructional practices in the areas of reading and writing, specifically in grades K and 1, student achievement in English Language Arts will improve and more students will meet or exceed the New York State Standards.

4.

**Instructional goal:**

*By June 2010, 50% of all Special Education personnel, including administrators, will meet monthly to design curriculum, instruction and assessments which meet students' IEP goals as measured by meeting agendas, minutes and attendance sheets.*

**Rationale:** By improving collaboration between teachers and all school personnel we will improve special education students' performance on the New York State assessments.

5.

**Instructional goal:**

*By June 2010, there will be an increase in parental involvement by 25% as measured by attendance at PA meetings and parent workshops.*

**Rationale:** It has been found that parent involvement increases student achievement. By providing additional activities that invite parents into the school community, the parents will become actively involved in their child's learning.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 70% of all K-2 students will master NYS Science benchmarks as measure by the unit goals mastery documents.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Increase funding for Science supplies and textbooks (K-2)</li> <li>• Complete weekly FOSS investigations within each unit of study.</li> <li>• Use P.S. 151Q Science Benchmark system every 3 months</li> <li>• Support instruction and congruence with Science cluster teacher through pacing calendars and collaborative planning.</li> <li>• Support Science/Literacy connections, Literacy by Design, On Your Way to English.</li> <li>• Facilitate professional development that will support the implementation of FOSS investigative Kits.</li> <li>• Encourage and support transfer of practices from professional development to the classroom.</li> <li>• Continue to expand Science material and encourage their use.</li> <li>• Interactive charts and small group inquiry tasks materials have been developed for each unit.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Staffing/Training:</b> Principal, Assistant Principals, coach, classroom teachers, Science cluster teachers, ELL teachers  <b>Schedule:</b> Classroom teacher, Science Cluster, FOSS Kits, Literacy Instruction, Literacy by Design, On Your Way to English  <b>Funding:</b> CFE, Title III, Title I SWP, Title II D, Science Grant, and Tax Levy Fund</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Unit assessments will take place every three months. A checklist, portfolios, Science cluster and classroom teacher input will be used as instruments to measure student progress. By June 2010, 70% of all K-2 students will master the Science benchmarks.

- P.S. 151Q Science Benchmark system updated every three months as units are completed
- Implement units of study in all classrooms (general education and special education)
- Design a rubric for recognizing student benchmark, aligned with the NYS performance standards.
- Develop student goals for Science in each grade
- Enact a schoolwide monitoring by school administrators to ensure the overall quality of instruction, authenticity of the data collected and the progression of our students of implemented. (Daily walkthroughs, data binder reviews, grade conferences, observations and review of lesson plans).

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the performance of all tested students in grades 3 to 5 achieving levels 3 and 4 will increase by 5% as measured by the NYS English Language Arts assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>- Teachers in grades 3 -5 will receive professional development in a Balanced Reading and Writing Instructional Model. Included components consist of: Modeled Reading/Writing, Shared Reading/Writing, Interactive Reading/Writing, Small Group and Independent Reading/Writing.</li> <li>- Teachers 3 – 5 will use Rigby’s Benchmark Assessment Kit to assess each student’s instructional reading level (using the Fountas &amp; Pinnell leveling system) a minimum of four times a year.</li> <li>- Teachers will have collaborative grade level planning sessions to develop differentiated literacy instruction.</li> <li>- Teachers will analyze data to provide targeted instruction for whole class, small groups and individualized instruction.</li> <li>- Administration will monitor student progress using results obtained from Rigby Benchmarks and NYSESLAT.</li> <li>- Professional Learning Communities (of same grade colleagues) will be facilitated by the coach in order to analyze data and set goals for differentiated instruction.</li> <li>- Pupil Personnel Team will provide intervention strategies for at-risk students.</li> <li>- Academic Intervention Services will be provided as needed for all at-risk third, fourth and fifth grade students.</li> <li>- Leveled libraries with a variety of texts and genres for all third, fourth and fifth grade classrooms.</li> <li>- Interclass and interschool visitations to share best practices.</li> </ul>

	<ul style="list-style-type: none"> <li>- School Learning Walks to identify areas of need and share best practices within the school.</li> <li>- Students from local high school to provide one-to-one or small group tutoring.</li> </ul> <p><b>Target Population:</b> All students in Grades 3-5,  <b>Responsible Staff:</b> Principal, assistant principals, coach, classroom teachers and ELL teachers</p> <ul style="list-style-type: none"> <li>- <b>Implementation Timeline:</b> Continued implementation of Balanced Literacy Programs in K-1 classrooms during the 2009-2010 school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staffing/Training:</b> Principal, assistant principals. Coach, classroom teachers, ELL teachers  <b>Schedule:</b> Classroom literacy instruction; Extended day (50 minutes Monday through Wednesday); ELL Push-in program  <b>Funding Sources:</b> CFE, Title III, Title I SWP, and Tax Levy Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will maintain Assessment Binders with growth charts, conference notes, and running records which will enable them to create individual and/or small group learning goals on a monthly basis</li> <li>• Each student will read books at his/her independent reading level as indicated by the Rigby running record. Reading levels will be collected by administration four times a year to ensure that adequate progress is made.</li> <li>• Ongoing evaluations by administration through informal and formal observations</li> <li>• Administrative review of lesson plans; evidence of instruction aligned to class goals</li> <li>• Professional Learning Communities (of same grade colleagues) will monitor progress of identified students on a monthly basis and revise goals as needed</li> </ul> <p><i>Instruments of Measure:</i> Rigby Benchmark Assessment kit, Reading and Writing growth charts  <i>Projected gain:</i> The performance of all tested students in grades 3 to 5 achieving levels 3 and 4 on the NYS ELA assessment will improve 5% (to60%).</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts (ELA)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 50% of at-risk first grade students will make 1 ½ years of progress (5 reading levels) on individual reading levels as measured by the Rigby Benchmark Assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>- Teachers in grades K -5 will receive professional development in a Balanced Reading and Writing Instructional Model. Included components consist of: Modeled Reading/Writing, Shared Reading/Writing, Interactive Reading/Writing, Small Group and Independent Reading/Writing.</li> <li>- Teachers K – 5 will use Rigby’s Benchmark Assessment Kit to assess each student’s instructional reading level (using the Fountas &amp; Pinnell leveling system) a minimum of four times a year.</li> <li>- Teachers will have collaborative grade level planning sessions to develop differentiated literacy instruction.</li> <li>- Teachers will analyze data to provide targeted instruction for whole class, small groups and individualized instruction.</li> <li>- Administration will monitor student progress using results obtained from Rigby Benchmarks, ECLAS and NYSESLAT.</li> <li>- Professional Learning Communities (of same grade colleagues) will be facilitated by the coach in order to analyze data and set goals for differentiated instruction.</li> <li>- Pupil Personnel Team will provide intervention strategies for at-risk students.</li> <li>- Academic Intervention Services will be provided afterschool and/or on weekends for at-risk first and second grade students.</li> <li>- Leveled libraries with a variety of texts and genres for all kindergarten and first grade classrooms.</li> <li>- Interschool and interclassroom visitations to share best practices.</li> </ul>

	<ul style="list-style-type: none"> <li>- School Learning Walks to identify areas of need and share best practices within the school.</li> <li>- Students from local high school to provide one-to-one or small group tutoring.</li> </ul> <p><b>Target Population:</b> All students in K - 1,  <b>Responsible Staff:</b> Principal, assistant principals, coach, classroom teachers, literacy cluster teachers, and ELL teachers</p> <ul style="list-style-type: none"> <li>- <b>Implementation Timeline:</b> Continued implementation of Balanced Literacy Programs in K-1 classrooms during the 2009-2010 school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staffing/Training:</b> Principal, assistant principals, coach, classroom teachers, literacy cluster teachers, ELL teachers  <b>Schedule:</b> Classroom literacy instruction; Extended day (50 minutes Monday through Wednesday); ELL push in program  <b>Funding Sources:</b> CFE, Title III, Title I SWP, and Tax Levy Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will maintain Assessment Binders with growth charts, conference notes, and running records which will enable them to create individual and/or small group learning goals on a monthly basis</li> <li>• Each student will read books at his/her independent reading level as indicated by the Rigby running record. Reading levels will be collected by administration four times a year to ensure that adequate progress is made.</li> <li>• Ongoing evaluations by administration through informal and formal observations</li> <li>• Administration will collect and review student work samples monthly and share implications for instruction with the staff</li> <li>• Administrative review of lesson plans; evidence of instruction aligned to class goals</li> <li>• Professional Learning Communities (of same grade colleagues) will monitor progress of identified students on a monthly basis and revise goals as needed</li> </ul> <p><i>Instruments of Measure:</i> Rigby Benchmark Assessment kit, Reading and Writing growth charts  <i>Projected gain:</i> Students in Kindergarten should be independently reading Level A/B by March and Level C/D by June. Students in Grade 1 should progress a minimum of one reading level every two months.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Curriculum & Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 50% of all Special Education personnel, including administrators, will meet monthly to design curriculum, instruction and assessments which meet students’ IEP goals as measured by meeting agendas, minutes and attendance sheets.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional development for all Special Education teachers to write appropriate SMART goals on Individual Education Plans.</li> <li>• Grant writing to acquire more hands on materials for Special Education students, Special Education teachers and Special Education classrooms.</li> <li>• Purchase more technology dedicated for the use of Special Education students, teachers and classrooms.</li> <li>• Workshops for parents of special education students by appropriate child advocates, agencies and other professionals to better inform and support parents in meeting their special needs child.</li> <li>• Collaboration between teachers and service providers to incorporate life skills and academic disciplines across the curriculum.</li> </ul> <p><b>Target Population:</b> All Special Education students K-5, Special Education teachers, student service providers, Administrators and Coach  <b>Responsible staff:</b> Special Education teachers, Student Service Providers, SETSS/IEP teacher, Administrators and Coach  <b>Implementation Timeline:</b> September 2009 - June 2010</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staffing / Training:</b> Administrators, Coach, Special Education teachers, SETSS/IEP teacher, Guidance Counselor, Parent Coordinator and Service Providers  <b>Schedule:</b> Classroom instruction, Service Providers pullout sessions and other randomly scheduled sessions</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student performance goals will be based on the analysis of student collected data in alignment with modifications found on student's IEP</li> <li>• Students will be a part of setting their learning goals and have ownership of their accomplishments</li> <li>• New goals will be developed through collaborative learning communities as previously described</li> <li>• Professional resources will be identified, utilized, created and enhanced to improve the design of appropriate learning goals.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Parental Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase in parental involvement by 25% as measured by attendance at PA meetings and parent workshops.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>- Workshops for parents by school literacy, technology and science specialists and parent coordinator.</li> <li>- Parent coordinator and family worker will work closely with parents and offer parenting skills, communication skills, technology and ELL orientation.</li> <li>- Student performances at Senior Citizen center and specific community functions.</li> <li>- Provide detailed PA Meeting Agendas to encourage parent participation.</li> <li>- Monthly calendar of events and daily reminders created and distributed by parent coordinator.</li> <li>- School Leadership Team meets monthly to discuss school wide initiatives.</li> <li>- Awards night celebration in conjunction with Parent Association meetings.</li> <li>- Development of a school wide parent e-mail distribution list.</li> <li>- Breakfast with the principal on a monthly basis.</li> </ul> <p><b>Target Population:</b> All parents / caregivers  <b>Responsible Staff:</b> Principal, assistant principals, parent coordinator, family worker, coach, testing coordinator</p> <p><b>Implementation Timeline:</b> September 2009 – June 2010</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staffing/Training:</b> Principal, assistant principals, parent coordinator, family worker, coach, and technology cluster  <b>Schedule:</b> Workshops and meetings throughout the year.  <b>Funding:</b> CFE, Title III, Title I SWP, and Tax Levy Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Parents handbook in home languages</li> <li>• Attendance sheets</li> <li>• Monthly newsletter</li> <li>• Parent website designed and maintained by parent coordinator and Parents Association with links to current workshops, resources, accountability tools, cultural institutions, etc.</li> <li>• Translation services for all parents</li> <li>• Log of parents coordinator meetings with parents</li> </ul> <p><i>Instrument of Measure:</i> Logs of attendance at parent breakfasts, parent workshops, meetings and school family events  <i>Projected gains:</i> To increase parental involvement by providing ten workshops focused on computer technology. Workshops will be attended by a minimum of 10 parents per session.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	47	47	N/A	N/A	1	0	0	0
2	37	37	N/A	N/A	2	0	0	0
3	25	19	N/A	N/A	2	0	0	1
4	38	22	30	38	1	0	0	0
5	42	18	35	24	1	0	1	0
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>● Differentiation of instruction meeting the needs of all students.</li> <li>● Extended Day Small Group Tutoring for level one and two students in grades 1-5.</li> <li>● Wilson Foundations Program used in Grades K and 1.</li> <li>● Saturday ELA test preparation for grades 3-5.</li> <li>● SES afterschool program for Title 1 students. (Not AIS, but is supplemental L1 &amp; 2s)</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>● Differentiation of instruction meeting the needs of all students.</li> <li>● Extended Day Small Group Tutoring for level one and two students in grades 1-5.</li> <li>● Math Steps used to supplement Everyday Math in Grades K and 1.</li> <li>● Daily Elements of Math used to supplement Everyday Math in grades 2-5.</li> <li>● Saturday Math Test Preparation Program for students in grades 3-5.</li> <li>● SES afterschool program for Title 1 Students. (Not AIS, but is supplemental for L1 &amp; 2s)</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>● Increased funding for Science supplies and resources.</li> <li>● Utilization of FOSS Science kits for grades 3 and 4.</li> <li>● Utilization of Harcourt texts for grades 3 and 4.</li> <li>● Differentiation of instruction meeting the needs of all students.</li> <li>● Science cluster teachers provide hands-on science lessons and activities</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>● Utilize New York City core curriculum (Grade 4).</li> <li>● Additional support for special education and ELL students.</li> <li>● Addressing the needs of level one student needs to help in Social Studies.</li> <li>● Social Studies cluster teacher provides additional instruction within the NYC Social Studies Scope and Sequence</li> </ul>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>● The guidance counselor (with consent of the parent) provides at risk counseling for students who are having difficulties in the school or home environment.</li> <li>● The guidance counselor will help parents find support agencies for their child when needed.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>● The school psychologist (with consent of the parent) provides at risk counseling for students who are having difficulties in the school or home environment.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>● The social worker provides at risk counseling for students having difficulties in the school or home environment.</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>● Our speech therapists work with students identified by their teachers as at-risk students.</li> <li>● Project Share, an outside organization, counsels at-risk students in how to deal with issues in real life situations.</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

---

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>Empowerment/30</b>	School <b>P.S.151Q</b>
Principal <b>Jason P. Goldner</b>	Assistant Principal <b>Maria Psaradakis</b>
Coach <b>Lauren Mora</b>	Coach
Teacher/Subject Area <b>Judi Glass/ESL</b>	Guidance Counselor
Teacher/Subject Area <b>Kathy Drakopoulos/ESL</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Naida Ryans</b>
Related Service Provider	SAF
Network Leader <b>Altagarcia Santana</b>	Other <b>Alice Cohen</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>604</b>	Total Number of ELLs	<b>135</b>	ELLs as Share of Total Student Population (%)	<b>23.68%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial



Dual Language	1	0	0	0	0	0	0	0	0	1
ESL	115	1	39	19	0	9	0	0	0	134
Total	116	1	39	19	0	9	0	0	0	135

Number of ELLs in a TBE program who are in alternate placement: \_\_\_\_\_

### 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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French			1	20															1	20
Other																			0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>20</b>	<b>0</b>	<b>1</b>	<b>20</b>													

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 6

Number of third language speakers: 6

**Ethnic breakdown of EPs (Number)**

African-American: 2

Asian: 2

Hispanic/Latino: 6

Native American: 0

White (Non-Hispanic/Latino): 11

Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

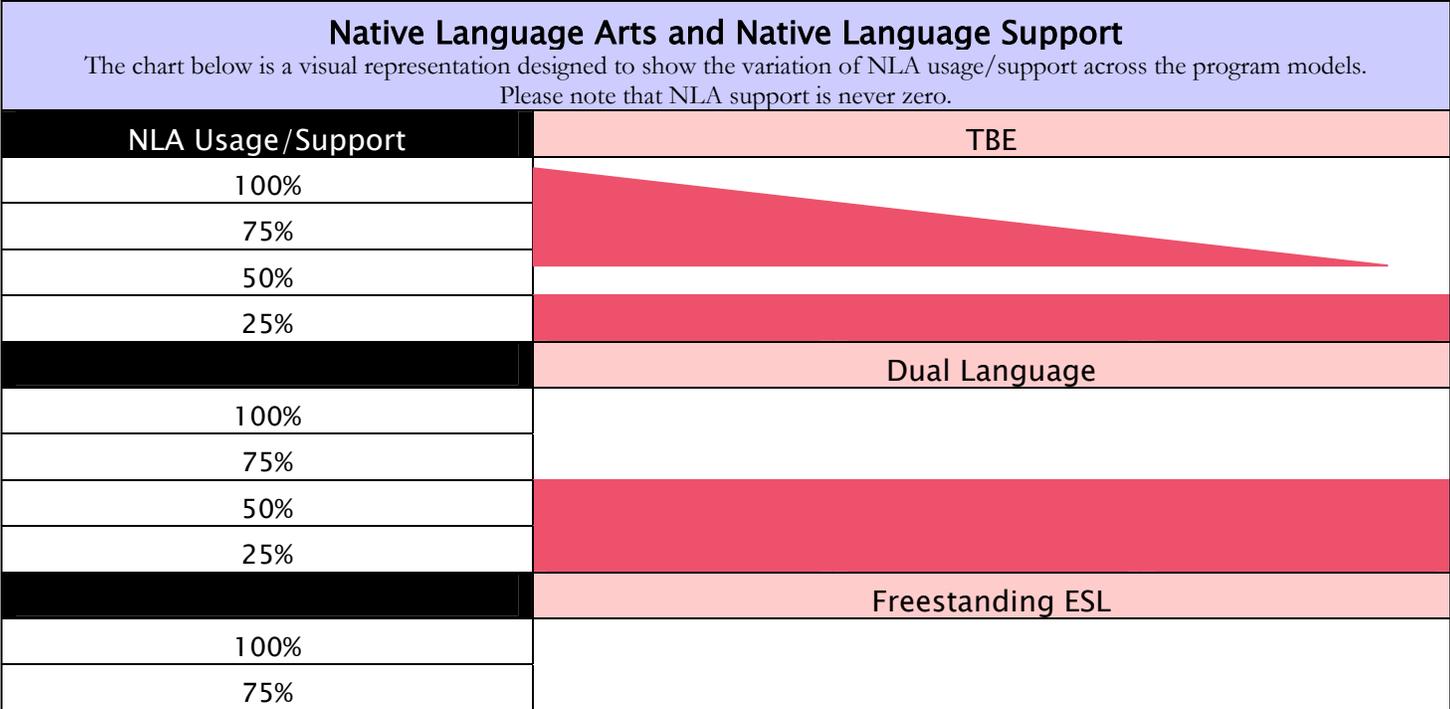
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	18	18	18	15	15	11				95
Chinese	2	1	1	0	0	1				5
Russian										0
Bengali	1	1	4	2	0	0				8
Urdu		2	1	2						5
Arabic	1	3	0	2	1	2				9
Haitian Creole										0
French										0
Korean										0
Punjabi	0	1	0	0	0	0				1
Polish										0
Albanian										0
Other	0	4	1	4	2	1				12

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>22</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>18</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>135</b>
--------------	-----------	-----------	-----------	-----------	-----------	-----------	----------	----------	----------	------------

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
<b>TIME</b>	<b>BEGINNERS INTERMEDIATE ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	14	18	7	11	1	8				59
Intermediate(I)	0	12	10	6	6	2				36



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	5	1	3	1			13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		


<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 30Q151 lap worksheet 2009-10\_ Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
Batch15\Process\CEP\_Q151\_  
Template: C:\Documents and Settings\partha\Application  
Data\Microsoft\Templates\Normal.dot  
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS  
Subject:  
Author: NYCDOE Schools  
Keywords:  
Comments:  
Creation Date: 1/22/2010 11:54:00 AM  
Change Number: 2  
Last Saved On: 1/22/2010 11:54:00 AM  
Last Saved By: NYCDOE Schools  
Total Editing Time: 1 Minute  
Last Printed On: 3/9/2010 1:52:00 PM  
As of Last Complete Printing  
Number of Pages: 10  
Number of Words: 5,802 (approx.)  
Number of Characters: 33,072 (approx.)

---

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** K-5      **Number of Students to be Served:**    152    **LEP**              **Non-LEP**

**Number of Teachers**    3      **Other Staff (Specify)**    \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

PS 151Q Title III program provides English Language Learners with supplemental instruction in an ESL Program. The instructional program will service ELL's in grades K-5 who score at the beginning, intermediate, and advanced levels on the NYSESLAT. The after school/ Saturday program will meet 3 days a week, Mon-Wed. 3:20-4:20 PM or Saturdays from 9am – 12pm for approximately 51 hours, beginning Jan. 2010 - May 2010. It will service a maximum of 60 students (15 per class) whose parents have consented to the ESL after school/Saturday program. The ESL after school/Saturday program will be serviced by 5 ESL/Bilingual teachers. The program will specifically address instruction in English Language Development. It will focus on improving literacy and math skills through scaffolding and differentiated instruction thereby increasing chances of improving the NYSESLAT scores as well as City and State Assessments Each ESL group will consist of approximately 15 students. Students will be grouped in levels of beginning, intermediate, and advanced, thus targeting each group's specific academic needs. Instruction will focus on literacy skills (reading, writing, phonics), and math skills (problem solving, computations, reading charts, analyzing graphs). A number of sessions (approximately 8) will be devoted to preparing ELL students for the content areas of Social Studies and Science. All instruction will be done in English, using ESL methods and scaffolding strategies. Students will be provided with charts, graphic organizers, etc. to further their understanding of the content area. . In addition a dual language French class will be included in our after school/Saturday program. Supplementary materials will be provided, such as textbooks, workbooks, manipulatives, and general instruction supplies (paper, chart paper, markers, and crayons, art supplies.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

---

The Professional Development Program will focus on providing the classroom teachers with differentiated and scaffolding instruction strategies for English Language Learners. It will focus on how to prepare ELLs to meet and exceed the NYC Performance and Learning Standards to achieve higher scores on city and state tests. The sessions will be facilitated by the ELL Coordinator and the Network Support Staff. They will take place from Dec. 2009 through June 2010. Some topics that will be addressed are :

1. Writing lesson plans based on the scaffolding and current ESL practices.
2. Conferencing with students.
3. Strategies needed to prepare ELLs for the NYSESLAT.
4. A session will be devoted to mathematic instructional strategies and lesson plan writing, to enhance student skills and performance on city and state tests.
5. Differentiating instruction

**Form TIII – A (1)(b)**

School: PS151Q BEDS Code: 30Q151

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$12,722.00	<b>255 hours of per session for ESL and General Ed teacher to support ELL Students: 255 hours x \$49.89 (current teacher per session rate with fringe)</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$2,720.00	<b>Programs such as LEAP or Arts Connection to work with ELL students and PD for ELL teachers.</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$4,278.00	<b>Books on Tape, Cassette Recorders, Headphones, Leveled Books</b>
<b>Educational Software (Object Code 199)</b>	\$2,000.00	<b>Rosetta Stone (or other) language development software packages for afterschool / Saturday program</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$21,620	

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

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

**Part A: Needs Assessment Findings**

---

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

*We use the HLS to determine in which language certain parents may need translation services. We use the parent coordinator and paraprofessionals to help with translations.*

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

*We primarily need Spanish translation services; other languages are Chinese, Bengali, and Portuguese. The parent coordinator and the family worker disseminate this information.*

**Part B: Strategies and Activities**

---

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

*The parent coordinator will translate Spanish as needed. Paraprofessionals and teachers with other language backgrounds will aid with other languages, such as Bengali, Arabic, Chinese, etc.*

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

*In-house school staff or parent volunteers will provide oral translation services. The parent coordinator will translate in Spanish and the paraprofessionals, teachers and parent volunteers will translate in different languages as needed.*

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

*When a parent/guardian registers his/her child, the school will inform them of the right to translation and interpretation services. A letter in their native language will be sent out at the start of the school year explaining translation services available for non-English speaking parents/guardians. Information about translation services is posted in the school.*

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	328,059	26,001	354,060
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,281		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		260	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	1,640		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1,300	
6. Enter the anticipated 10% set-aside for Professional Development:	24,704		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		2,603	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_100%\_\_\_
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

P.S. 151Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

#### **I. General Expectations**

P.S. 151Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role assisting in their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 151Q will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. P.S. 151Q will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in school. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so that they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S. 151Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic content standards
  - the State's student academic achievement standards

- The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotating schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student, citizen and reader of the month Awards Night will be held monthly in conjunction with PA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school programs.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

**Professional Development:**

Professional development for parents will be provided by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

**Professional Development** is provided by professionals at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

**Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

**ELL Professional Development:** CFN monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

**III. Adoption**

**This School Parental Involvement Policy has been discussed with parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team meeting agendas and minutes. This policy was adopted by the P.S. 151Q on December 7, 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 31, 2009.**

**IV. Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.

**2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**2009-2010  
Title I School-Parent Compact Framework**

**The school and parents working cooperatively to provide for the successful education of their children agree:**

<b>P.S. 151Q will:</b>	<b>The Parent/Guardian will</b>
<p>P.S. 151Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's highest standards. This school-parent compact is in effect during school year 2009-2010.</p> <p>P.S. 151Q will:</p>	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> <li>• Promoting positive use of my child's extracurricular time               <ul style="list-style-type: none"> <li>• Monitoring attendance</li> <li>• Making sure that homework is completed</li> <li>• Monitoring amount of television their children watch</li> <li>• Volunteering in my child's classroom</li> </ul> </li> <li>• Participating as appropriate, in decisions relating to my children's education.</li> <li>• Promoting positive use of my child's extracurricular time.</li> <li>• Staying informed about my child's education and communicating</li> </ul>

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held: November 2009 and March 2010
- Provide parents with frequent reports on their children’s progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - teachers are available to meet with parents during preparatory periods and parent teacher conferences
- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 

Parents may volunteer in our school through Learning Leaders, they can also be part of our Parent’s Association and School Leadership Team Parents may observe classroom activities during open school week, publishing celebrations and other classroom celebrations as well as during school performances and events.

  - Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
    - Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, And timely way.
    - Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this

with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>D DATE</b>	<b>D DATE</b>

**(Please note that signatures are not required)**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

*A needs assessment was conducted based on available information from NYSTART, ARIS, New York State Report Card, NYC Progress Report and ACUITY. These findings can be found on pages 10-12.*

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

*Our reform strategies are outlined in the schools' action plans on pages 15 -25.*

3. Instruction by highly qualified staff.

*According to the most recent School Accountability report, 100% of our staff is highly qualified.*

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

*See professional development opportunities encompassed in schools' action plans pages 15 -25.*

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

*The principal utilized an extensive interview process.*

6. Strategies to increase parental involvement through means such as family literacy services.

*See parent involvement action plan on pages 24 and 25.*

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

*Our school houses two full day pre-kindergarten and one full day CTT (general education and District 75 students). These in house Pre-K programs not only provide students opportunities to interact with other students, become familiar with classroom routines and learn other important educational skills but also to become familiar with the school building by participating in events in the main building. Pre-Kindergarten classes that are not affiliated with the school also have the opportunity to visit our school in June and tour the building. In addition, an open house for all incoming kindergarten students is held in June. Parents meet with kindergarten teachers and are informed of the programs. They visit the kindergarten classrooms and receive a tour of the school. In September, we will have another parent orientation and once again explain the programs and school regulations.*

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

*See action plans on pages 15 – 25. These plans outline how teachers are involved in using data to drive instruction.*

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*Academic Intervention Services, Extended Day (50 minutes) and Saturday test preparation programs are activities which will allow additional instructional time for students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards. Through the analysis of citywide assessment results (ECLAS-2 and ACUITY), running records and state assessment results, goals and instruction are revised as needed.*

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

*We have brought in several programs into our school such as Ronald McDonald Program for Self-esteem, Project Share which emphasizes positive self-esteem and conflict resolution. Staff members are currently receiving professional development in the programs of Bully-Free Classrooms and Positive Behavior Interventions and Supports (PBIS).*

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** CA Year 1 Focused                      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Students with disabilities in grades 3 – 5 did not make adequate yearly progress on the NYS English Language Arts assessment.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

In order to support students with disabilities in the area of English Language Arts, the school has ensured that each classroom has a comprehensive balanced literacy program which addresses the critical strands of comprehension, vocabulary, phonics & phonemic awareness, and fluency. Teachers receive professional development in implementing this balanced literacy program and differentiating instruction through the Teacher Center Specialist/Literacy Coach and staff developers/special education coordinator from the New York City Department of Education’s Children’s First Network.

### **Part B: For Title I Schools Identified for Improvement**

---

<sup>1</sup> School Under Registration Review (SURR)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The Title I funds will be utilized to maintain the assistant principal position in our school. The assistant principal provides support and professional development to teachers, including those of students with disabilities. Additional funds, if any, will be used to provide professional development to teams of teachers around the topics of data inquiry and differentiated instruction.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The mentoring committee meets periodically in order to ensure that the new teachers are receiving individualized support. We have established a system in which each mentor meets with the classroom teacher one period a week, and demonstrates a lesson one period a week. The mentors utilize Santa Cruz's Professional Teaching Standards and Continuum of Teacher Development as tools to promote self-reflection of teaching practices and identify areas of strength and areas in need of improvement.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents are notified of our current status in writing and at PA meetings. The school sends home letters explaining the school's identification for the current school year. Additional material is sent home to the parents regarding the supplemental educational services which are available as a result of our state's identification. The letters are sent home in English and Spanish and translation is offered in several languages at PA meetings.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

---

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

---

<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Through a needs assessment, it was found that our school has sufficient materials and tools to provide standards based instruction. Our kindergarten - fifth grade classes are implementing the Rigby Literacy by Design program and On Our Way to English for the ELLs – providing an abundance of teacher materials and resources for our students across the grades. However, grades K-3 are lacking a sufficient number of leveled texts for independent reading.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Using the new literacy programs and the NYS standards, teachers on each grade have developed a list of grade level expectations in reading and writing so what students are able to do by the end of the school year is clearly defined..**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

**1B. Mathematics**

## Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

## Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**In mathematics, each class in our school has the Everyday Math curriculum being implemented with supplemental books and materials as well. It is our finding that we as an NYC public school have the appropriate tools to sustain a standards based mathematics curriculum.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**The Everyday Math curriculum provides a list of goals and/or objectives for each unit. These end of unit objectives help guide teacher's planning and instruction.**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Since February 2009, we have adopted the Rigby Literacy by Design and Rigby On our Way to English balanced literacy programs. Through learning walks, and observations , it is evident that our teachers have incorporated varied instructional approaches. The analysis of school data. such as the Quality Review and formal observation reports, shows that there is evidence of student engagement within classroom activities and lessons.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**P.S. 151Q uses a workshop model. Teachers engage children in small group instruction and/or literacy centers on a regular basis.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

---

<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

**Through teacher surveys and administrative observations, P.S. 151Q has assessed whether this finding is true for our school's teaching of mathematics.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Student activities other than independent seatwork and hands-on learning in our school are rarely observed.**

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers are receiving professional development on how to differentiate mathematics instruction to include learning centers and small group strategy lessons on a regular basis.

---

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**By looking at our teacher organization sheets and rosters over the past few years, we can determine that our teacher turnover is not high.**

**In P.S. 151Q, our level of teacher turnover has been quite low over the past few years. The turnover at P.S. 151Q has been related to retirements, relocations and child care leaves, with very few instances of teachers leaving for other opportunities.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our organization sheets and teacher rosters show that the percentage of new teachers is not high.**

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**It has been found that professional development for teachers is available, and attended by some of our teachers. Through surveying the teachers about their attendance at professional development in ELL programs, we have determined that this finding is relevant to the teachers at P.S. 151Q. It was found that the classroom teachers were not aware of school policies such as the Language Allocation Policy.**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Although plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.**

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**Information about professional development opportunities regarding ELLs and schoolwide policies such as the LAP will be reviewed and discussed at grade level meetings and faculty conferences. Our network support team is also providing both professional development and teacher support.**

---

### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Through interview, we have found that our school's ELL coordinator provides data to teachers during congruence. Teachers at P.S. 151Q are provided with the appropriate ELL testing data. Additional professional development is needed in how to best use the information in our classrooms with ELLs.**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**The school's data inquiry team has started to use language proficiency levels to group the targeted ELL students for ELA instruction.**

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**It has been found that general education teachers, special education teachers and administrators do not yet have sufficient understanding to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with IEP content, accommodations and modifications that would help support students with disabilities and behavioral support plans for these students.**

**Through surveying of teachers, P.S. 151Q found that the level of all of our special education teachers and the general education teachers in a CTT setting have the necessary knowledge in order to implement each IEP and support students with disabilities in their classrooms. Through professional development opportunities and team meetings, teachers can learn how the accommodations and modifications can support students with disabilities in their classrooms.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Teachers now receive electronic copies of their IEPs.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**It has been found that IEP's while they contain modifications for testing purposes, they do not give accommodations for the classroom environment. It was also found alignment of goals and objectives do not meet the modified promotional criteria.**

**Through surveying self-contained special education teachers, CTT teachers and cluster teachers – as well as service providers, we measured the accuracy of this statement as it may pertain to our school. Our special education teachers and service providers create goals, modifications and accommodations that will best support each student in special education.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**IEP's do include accommodations and modifications for the classroom environment and behavior intervention plans when necessary.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
**P.S. 151Q currently has four (4) students on the Temporary housing Biographical roster (RBIR).**

2. Please describe the services you are planning to provide to the STH population.  
**The pupil personnel secretary is continuously monitoring the students housing status and notifying the guidance counselor and PPT chairperson of new students who may be added to the RBIR report. The guidance counselor, social worker, Project SHARE counselor will provide at-risk counseling upon parent / guardian consent. All homeless students will be support through the allocation of Title 1 funds for school supplies and other items to support them in their learning.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

## **30Q151 Language Allocation Policy 2009-2010**

### Part II: ELL Identification Process

Our school seeks to identify all potential ELLs as quickly as possible upon registration. The pupil personnel secretary distributes the Home Language Identification Survey (HLIS) to the parent during registration. At this time, the survey is completed with the assistance of a pedagogue and an informal oral interview is conducted. If it determined that the child speaks a language other than English, an ELL teacher administers the LAB-R test. This test is administered within ten days of admittance. At the completion of each school year, the student is re-evaluated using the NYSESLAT.

At the start of each year, the parents of all students who are newly identified as ELLs are invited to informational session about the available programs for ELLs in our school. They are informed of all three program choices offered in New York City Department of Education. At this meeting, it is also explained that P.S. 151Q only provides French dual language and free standing ESL programs. The parents are informed of their rights to transfer if they are interested in a transitional bilingual program or a different dual language program. These informational parent meetings are offered throughout the school year whenever new ELLs are admitted. If parents are unable to attend these sessions, the parent coordinator and ESL teachers will contact the parent via letter or phone call in order to explain the program choices and their rights.

To insure that all parents receive the entitlement letters, they are sent home with the students with an invitation to attend the parent information meeting. At this meeting, the parent survey and program selection forms is distributed, explained and collected. If a parent does not attend this meeting, the parent coordinator or ESL teacher contacts the parent/guardian to explain how to complete the appropriate forms.

If a student is deemed to be an English Language Learner as a result of his/her LAB-R score, the parent is contacted. P.S. 151Q determines a student's eligibility based on his/her grade level and the New York State's LAB-R cut-off score for that grade. After determining that the student is eligible for ESL, the student is placed in our freestanding ESL program. However, if a parent has chosen to place their child in either dual language or a transitional bilingual class, the parent will receive assistance from the parent coordinator to find an appropriate program within our district. Every effort is made to communicate in parents' native language.

Our parents overwhelmingly prefer that their children be placed in our freestanding ESL program. Upon reviewing our parent survey and program selection forms, we have noticed that over the past three years, over 95% of the parents chose the free standing ESL program. Only 2 parents, over the past three years, showed interest in another language program.

Since the majority of our parents request freestanding ESL this is the program we offer in our school. We do not have the amount of students needed to support a TBE program. In additions we have begun to offer a French Dual Language program because of community request due to changing demographics.

### **Part III: Programming and Scheduling Information:**

P.S. 151Q abides by the language allocation policy of New York State Commissioner's Regulations Part 154. These regulations require the following time allotments:

-Beginning and Intermediate students receive 360 minutes of ESL per week.

-Advanced students receive 180 minutes of ESL per week as well as 180 minutes of ELA per week.

The three ESL instructional models that are implemented at P.S. 151Q are the self-contained ESL class, the Free-Standing ESL program using the push-in model, and a Dual Language French program.

1. Self-contained – this model is implemented in first and fourth grades. The teacher is certified in ESL and instructs the class in English in all subject areas. The workshop model (whole-small-whole) is the approach used as the primary instructional methodology. The first grade uses the On Our Way To English reading series, which gives structure to the workshop model. The fourth grade is using Literacy By Design with an ESL supplement. The teacher uses ESL and scaffolding strategies to further enhance student's understanding. She uses visuals, such as word webs, word walls, graphs, graphic organizers, and charts to ensure academic success for ELL students. Leveled libraries are also very important to ELL students since it exposes them to a variety of genres. The student is able to choose reading materials in a level that he/she is comfortable with and work their way up. Libraries are also equipped with books of different cultural backgrounds, such as Spanish, Bengali, Chinese, etc., to promote cross-cultural acceptance.

2. Free-Standing ESL model- is implemented in grades K,2, 3 and 5. A certified ESL teacher pushes into the class during reading and writing periods to provide language rich instruction geared to meet the ESL and ELA performance standards. Kindergarten, second and third grade are using the On Our Way To English literacy program. The push –in teachers work with classroom teachers using this program to advance the ELLs literacy. The fifth grade uses the Literacy By Design program with an ESL component. The push-in teacher works with the classroom teacher to ensure proper understanding by the ELLs. In order to maximize English acquisition for ELL students, the ESL push-in teachers and classroom teachers devote time to planning for instruction together. It is our goal that ELL students will become proficient by the end of the third year of services and thus passing the NYSESLAT. All instruction is done in English. To ensure academic success scaffolding strategies are utilized through the use of word walls, word webs, graphs, diagrams, etc.

### 3. Dual Language French Program

We currently have one Dual Language French class on the first grade level. This class is comprised of 20 students, half of whom are proficient in French and the other half are monolingual English speakers. The workshop model (whole-small-whole) is the approach used as the primary instructional methodology. The teacher uses Literacy By Design for English literacy and The Rouet Melled for French literacy. The day is split 50% in English and 50% in French. This includes all subject areas.

The classroom environment for all the programs, the self-contained, Free-Standing and the Dual Language classes is print rich and reflects evidence of rigorous instruction that highlights students' current work as aligned to the New York State ESL Learning Standards. The following is evident:

1. Flow of the day
2. A technology center
3. A listening center equipped with cassette/CD players, earphones, audio cassettes, CDs, books in bags, and read along books.
4. Leveled classroom libraries
5. Word walls

All of our classes are heterogeneous, there are students of different ability levels in the same class. This is also true of our ESL classrooms. The ESL classes consist of students who are beginner, intermediate, advanced and proficient transitional ELLs.

P.S.151 currently has four certified ESL teachers who service our ELL population. Two of these teachers are in self-contained ESL classrooms and provided ESL instruction as well as content area instruction using ESL methodology throughout the school day. The other two teachers push into classes to provide ELLs with mandated ESL services. These teachers aid the classroom teachers using ESL methodology. In addition teachers who have ELLs in their class are provided with Professional Development to address the needs of their ELL students.

In our self-contained and free standing ESL program all content area subjects are taught in English using ESL methodology. Teachers use visuals, scaffolding, word webs, graphs, diagrams, etc. In our French dual language class content area subjects are taught 50% in English and 50% in French using developmentally appropriate language as well as visuals, scaffolding, word webs, graphs, diagrams, etc.

In order to differentiate our instruction based on the subgroups of our ELL population we have the following plan of actions in place.

SIFE: We currently have one SIFE student. Our plan for any students with interrupted, little or no formal schooling in their first language is to evaluate them when they arrive, place them in the age appropriate grade and allow them to attend an appropriate grade classroom in subjects for which they are lacking grade level skills. In addition these students will be put into our extended day program where a teacher will work with them in smalls groups to develop skills, which will advance these students up to grade level.

Newcomers (0-3 years): These students receive 360 minutes per week of ESL instruction until they become advanced ELLS. When they reach the advanced level they receive 180 min per week of ESL instruction and 180 mins per week of ELA instruction. Either the certified push-in teacher or the ESL certified classroom teacher delivers this service during the school day in addition to the regular academic curriculum.

4 – 6 Year ELLs: The students who are still beginner/intermediate as determined by the NYSEASLAT receive 360 minutes per week of ESL instruction until they become advanced ELLS. When they reach the advanced level they receive 180 min per week of ESL instruction and 180 minutes per week of ELA instruction. Either the certified push-in teacher or the ESL certified classroom teacher delivers this service during the school day in addition to the regular academic curriculum. In addition these students are included in our extended day program where specific ELA skills are targeted in order to help them pass the NYSESLAT and achieve English proficiency.

Long-Term ELLs (6+ years): As a Pre-Kindergarten – fifth grade school it is highly unlikely that we would have any ELL students in this category. However our plan for these students besides the mandated ESL services would include the addition of intensive work in ELA with the SETSS teacher and a possible evaluation for IEP services. As of this time we do not have any students in this situation.

ELL with Special Needs: Our ELLs with Special Needs are serviced as per their IEPs and the state mandated units as ESL instruction. All of our Special Needs students are placed in classes as per their IEP and are serviced by an ESL certified teacher who pushes into the classroom and supports these students using ESL methodology. Beginner/intermediate students receive 360 minutes per week of ESL instruction while advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction per week.

We target our ELL students by supporting learning in math, science, social studies as well as ELA. The ESL teachers work collaboratively with the classroom teachers to develop lessons that are appropriately geared towards ELLs. We break tasks up into smaller steps, with level appropriate language. For math we are using Every Day Math, in science we are using the hands on FOSS kits. For ELA, our targeted students receive focused development in inferring and drawing conclusions. We are using Reading Skill-By-Skill by Rally Education for this purpose. All intervention services are provided in English only.

It is important to continue to support ELLs after they have passed the NYSESLAT so in order to continue their academic success we provide these former ELLs with the support services they need. We transition them out of ESL classes and into monolingual classes but still allow them extended time on tests and additional instruction in our extended day program.

We have just implemented the On Our Way To English program in our lower grade ESL classes. In the upper grades we have begun to use Literacy By Design, which has a strong ESL component for our ELLs. We will be looking into the possibility of getting a new program in math, which may better serve our ELL population. However at this time we are not planning to discontinue any of our current programs as they are new for this year and we would like to continue to develop this program to their fullest extent.

All of our ELL students are included in all school activities and programs. Many of our ELLs participate in our extended day program as well as the SES program provided by an outside agency. ELLs are included in any Saturday/after school test prep programs and summer academies. There is no difference in academic expectations for our ELLs, we expect academically rigorous work from all of our students.

All of the ESL/Dual Language Classrooms in our school are equipped with smartboards, computers, CD players, language rich charts, level appropriate books, hands on science material, rugs etc. Teachers provide instruction, using smartboards to enhance the learning of all subcategories of ELL students. Charts and CDs are used with newcomers and any other ELL who needs the extra support. Books are provided to students on their “just right” level to help support English language development.

Native language is supported in our classrooms through peer translation. New students are buddy-up with an English fluent student who is knowledgeable in the student’s native language. This peer support helps to acclimate the new student to our school. In addition native language trade books are available in classroom libraries for those students who are literate in their native language.

All support services are age and level appropriate.

#### Schools With Dual Language Programs

We currently have one Dual Language French class on the first grade level. This class is comprised of 20 students, half of whom are proficient in French and the other half are monolingual English speakers. The workshop model (whole-small-whole) is the approach used as the primary instructional methodology. The teacher uses Literacy By Design for English literacy and The Rouet Melled for French literacy. The day is split 50% in English and 50% in French. This includes all subject areas. Both English Proficient (EP) and ELLs are integrated throughout the day. All students in this class are taught in the same language either French or English depending on the time of day. The classroom teacher has blocked out the periods of the day into either French or English. Ex: Monday morning is taught in French and Monday afternoon is taught in English. This is a self-contained model with literacy taught simultaneously in French and English.

#### Professional Development and Support for School Staff:

The Professional Development Program will focus on providing teachers with differentiated and scaffolding instruction strategies for English Language Learners, it will be long term and ongoing. It will focus on how to prepare ELLs to meet and exceed the NYC Performance and Learning Standards to achieve higher scores on city and state tests. The sessions will be facilitated by Network ELL support staff, the ELL Coordinator, and ESL/bilingual teachers. They will take place from September through June. Some topics that will be addressed are:

1. Scaffolding across the disciplines.
2. Conferencing with students.
3. Strategies needed to prepare ELLs for the NYSESLAT.
4. A session will be devoted to mathematical instruction strategies to enhance student skills and performance on city and state tests.
5. Preparing for the N.Y.S. Science Test
6. Preparing for the N.Y.S. Social Studies Test (grade 5<sup>th</sup>)

These workshops are offered to all teachers and would help fulfill the 7.5 hour requirement of ELL training for all staff.

#### Parent involvement:

Our ELL Parents are informed of the different school functions through flyers in English, Spanish and Bengali. There are ELL orientations through out the school year to inform parents of the ELL programs and choices that they have. They are also invited to attend Parent workshops to give them the

opportunity to better assist in the education and learning of their children at home. Our parent-coordinator is bilingual – she speaks English and Spanish - and serves as a translator when needed. Some topics that will be covered are:

1. Homework tips
2. Becoming familiar with the ESL learning standards and the NYSESLAT assessment.
3. Parental choices for ESL.
4. The importance of nutrition
5. Financial Planning and Employment

These are important topics, which not only help parents with their child's education but also help the parents themselves to become familiar with the available community resources. The parent coordinator has polled the parents to evaluate which topics are most important to our parent community. She then her plans workshops on the information she has gathered.

Our school is partnered with the French Consulate to support our dual language French program. The Consulate provides funds for parent outreach and workshops. In addition our school is partnered with Learning Leaders, a program that trains parents to tutor students in our school. Our ELL parents are encouraged to be part of this educational based program.

#### Analysis of the Assessment Data:

Since it is important to assess ELL in literacy, our school uses several different methods in which to gather data in the early childhood grades. For our ELLs, we begin by using the LAB-R and the NYSESLAT to determine their ESL level. Once students are placed in a class the teacher then uses both ECLAS scores and The Rigby Reads leveling system to provide students with appropriate level reading material. Students are reassessed ever six weeks using The Rigby Reads system. ECLAS is done once a year (in January) for Kindergarten and twice a year (October and May) for grades one to three. This data shows that ELLs lag behind their English proficient peers in many aspects of early literacy. While ELL students can identify letters these students have more difficulties with letter sound relationships than native speakers. This includes trouble with beginning and ending sounds as well as rhyming words. We have just implemented the On Our Way To English program in our lower grade ESL classes. This program focuses on language and reading development. Teachers are also using Foundations to promote phonics skills.

Through data analysis of the LAB-R and the NYSESLAT we have found the majority of our lower grade ELL student are either at the beginner or intermediate levels in their English language development. In kindergarten 57% of the ELLs are beginners while 43% are advanced. In first grade 54% are beginners, 44% intermediate and only 9% are advanced. In second grade 28% are beginners, 44% intermediate and 28% advanced. In third grade 48% are beginners, 24% intermediate, and 28% advanced. Forth grade is the only grade in which advanced students out number beginners and intermediates with 58% of fourth grade ELLs being advanced while only 5% are beginners and 35% are intermediates. On fifth grade 53% are beginners (all of these, are students with special needs and newcomers) 13% are intermediate and 33% are advanced. With further analysis of the modalities it has been concluded that our ELL students need to work on reading and writing skills. The majority of our students 76% score either advanced or proficient in the listening/speaking subsections of the NYSESLAT while most of these same students 73% scored in the beginner or intermediate level on the reading/writing subsections. Since it is critical to advance these students in reading and writing we address this need in several ways. In our lower grades we use the On Our Way To English series which promotes both reading and writing skill for ELL students. In the upper grades the ELLs are our targeted students and receive supplemental instruction in reading and writing during the extended day program.

While few of our student take tests in their native language it is clear from the data that ELL students are have difficulties with reading and understanding in English. Our ELL students score lower on tests which involve extensive reading such as the ELA or Science as opposed to math related tests. The few students who have taken tests in their native language score far below New York State standards indicating a lack of academic knowledge overall.

The ELL coordinator views and analyzes the results of the interim ELL assessments. She then uses this information to help classroom teachers provide appropriate instruction on their proper ELL proficiency level. We use the data from this test to refocus our instruction to better serve the needs of these

students. These tests show that students need to become more proficient in reading and writing. We are addressing this issue by targeting these students in our extended day program using varied instructional approaches based on their proficiency levels.

Since our French Dual Language program is in the beginning stages we have decided to begin formal assessment of the targeted language when the English Proficient students reach the third grade level. We feel this will provide us with the most accurate data for this program. In the mean time the teacher is collecting portfolio evidence of the targeted language development. At this time the program is too new to evaluate with city and state assessment. These tests will be given when the students reach the appropriate grade level for these tests.

In order to evaluate the success of all of our ELL programs we look at many different aspects of student learning. First the results of the NYSESLAT are taken into account. Then we assess the progress made by the students on state tests in the upper grades and ECLAS assessments in the lower grades. We also judge our success based on student data portfolios, student and teacher interviews and parental satisfaction.