



P.S. 151K/ THE LYNDON B. JOHNSON SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: DISTRICT32 / BROOKLYN/ 32K151
ADDRESS: 763 KNICKERBOCKER AVE. BROOKLYN, NY 11207
TELEPHONE: 718-821-4800, 01
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 151K **SCHOOL NAME:** LYNDON B. JOHNSON SCHOOL

SCHOOL ADDRESS: 763 Knickerbocker Ave. Brooklyn, NY 11207

SCHOOL TELEPHONE: 718-821-4800, 01 **FAX:** 718-821-0166

SCHOOL CONTACT PERSON: Ms. Maria Anaya **EMAIL ADDRESS:** MAnaya

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Katherine Carbajal

PRINCIPAL: Ms. Maria Anaya

UFT CHAPTER LEADER: Ms. Valerie Lashley

PARENTS' ASSOCIATION PRESIDENT: Ms. Cher Beauchamp

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** 307

NETWORK LEADER: Ms. Ada Orlando

SUPERINTENDENT: Ms. Lillian Druck

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Maria Anaya	*Principal or Designee	
Valerie Lashley	*UFT Chapter Chairperson or Designee	
Cher Beauchamp	*PA/PTA President or Designated Co-President	
Patricia Cheek	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Debbie Nunez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Kathy Carbajal	Member/ PA-SLT Chairperson	
Nereida Morales	Member/ PA	
Wendy Rodriguez	Member/ PA	
Marcia Rosario	Member/ PA	
Kathy Taveras	Member/ PA	
Cinthia Diaz	Member/ UFT	
Bertha Fernandez	Member/ UFT	
Olga Rosa	Member/ UFT	
Deborah Sherman	Member/ UFT	

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

At P.S. 151K, the principal works collaboratively with the entire staff, parents and community, in order to benefit students. School staff and our school's Leadership Team developed our current educational plan to reflect the results of our needs assessment. It has been revised and modified to meet the Chancellor's initiative and Performance Standards, while meeting our individual school's needs. Our current plan outlines activities and strategies to help all of our students achieve success in meeting these standards in literacy, mathematics, social studies, science, the arts and all other curriculum areas, by providing quality instruction in every classroom, and intensive interventions for our at risk students.

Parents are included as partners in all school wide endeavors. They attend reading, math, ESL, and a variety of other professional development workshops scheduled throughout the year. Many parents work as Learning Leaders in the classroom. The Parents' Association room and Parent Coordinator's office are located in the basement, and used on a daily basis. The P.A. conducts monthly meetings, during the school day and evening to accommodate all parents. In addition the P. A. Executive Board has regularly scheduled meetings with the principal to discuss concerns that may develop throughout the year. Our Parent Coordinator works as part of a team, including the Principal, staff members, all Leadership Team members, the P.A., and various community groups. She provides our parents with all necessary information through workshops, letters, phone calls, and the use of small group and individual meetings.

We are very excited about having secured a \$500,000 RESO A grant to be used for the refurbishment of our library. Work has begun and is nearly completed. Councilman Dilan also has generously given us \$750,000 to upgrade and modernize our student cafeteria. This is not yet begun, but will be worked on during the 2010-11 school year. Our Out 2 Play schoolyard will be completed in the summer of 2010. Our newly refurbished computer lab will also be completed in the summer of 2010. All this work was generously funded by City Councilman Erik Martin Dilan.

To support the students working towards meeting the English Language Arts Standards in writing, kindergarten teachers use *Treasures*. All teachers in grades 1-5 are using *Treasures Reading/Writing*, NTC/Spelling and Grammar materials. Instruction consists of individual student conferences, and small group strategy lessons. By incorporating writing into all content areas, we strengthen the students' abilities to communicate effectively in writing, which we believe improves their ability to read as well.

By way of involving the community and extending student experience, we host an annual art exhibition, dance festival, field day events, multicultural celebration, as well as many other school-wide and community celebrations. Student involvement also includes a Student Safety Patrol Group. Our school motto is "Education Is the Key to the Future." We are fortunate to have a dedicated, cooperative, multicultural staff, and a productive Parent Association, who serve as positive role

SECTION III – Cont'd

models, and promote these values in our student population.

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 151K				
District:	32	DBN #:	32K151	School BEDS Code:	333200010151

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	X4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		92	93	Pending		
Kindergarten	55	61	67						
Grade 1	71	72	88	Student Stability: % of Enrollment					
Grade 2	67	68	86	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	77	69	94		94.0	90.0	Pending		
Grade 4	58	77	90						
Grade 5	71	48	81	Poverty Rate: % of Enrollment					
Grade 6	-	-	-	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	-	-	-		85%	87.0	95.8		
Grade 8	-	-	-						
Grade 9	-	-	-	Students in Temporary Housing: Total Number					
Grade 10	-	-	-	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	-	-	-			11	Pending		
Grade 12	-	-	-						
Ungraded	-	-	-	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			429			2	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes			11						
No. in Collaborative Team			5	Principal Suspensions	14	2	pending		

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others			14	Superintendent Suspensions		0	pending
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	0	21	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	62	59	54	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			6	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	38	38	37
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	1
			0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	97	97	73.0
Black or African American	23		24.2	Percent more than five years teaching anywhere			62.2
Hispanic or Latino	73		74.5				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0	Percent Masters Degree or higher			84.0
White	4	4	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	86.8
Multi-racial	0	0					
Male			51.8				
Female			48.2				

2009-10 TITLE I STATUS					
<input checked="" type="checkbox"/> X4	<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> X 2007-08	<input checked="" type="checkbox"/> X2008-09	<input checked="" type="checkbox"/> X 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No X

If yes, area(s) of SURR identification: _____

Designated as a Persistently Lowest-Achieving (PLA) School: Yes NoX

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):
[REPORT PENDING]

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes

Elementary/Middle Level (✓)

Secondary Level (✓)

ELA: ✓

ELA: _____

Math: ✓

Math: _____

Science: ✓

Grad. Rate: _____

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	63.5	87.2					
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject							

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY		[REPORT PENDING]	
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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?
-

Our staff has worked very hard to meet our targets in all curriculum areas. Examination of our results in Grade 4 ELA, as indicated on the latest Progress Report Modeler, reveals that we continue to improve slightly. 63.9% of our students scored levels 3-4, a 9.4% increase over last year where students scored 54.5% in levels 3 and 4. This score is higher than City Horizon schools that scored 55.5%. 71.2% of our students made at least 1 year of progress. 82.9% of the students in our lowest third made at least 1 year of progress. Looking at subgroups, 61% of females scored in levels 3 and 4, while 71% of males scored in levels 3 and 4. 69% of Hispanic students scored in levels 3 and 4. Black students' scores are suppressed this year due to the low number (20) of tested students. 36% of LEP students scored in levels 3 and 4. This year only 5 students with disabilities were tested. Of these, 0% scored 3 or above.

Our school's results in Grade 4 Mathematics are very good. Our score of 84.0% shows an improvement of 2.0% over last year. This score is 1.1% higher than Peer Horizon schools and 4.1% higher than City Horizon schools. 54% of our students made at least one year's progress. 61.1% of the students in our lowest third made at least 1 year of progress. Looking at subgroups, 91% of females scored in levels 3 and 4, while 78% of males scored in levels 3 and 4. 87% of Hispanic students scored in levels 3 and 4. Black students' scores are suppressed this year due to the low number (21) of tested students. 60% of students with disabilities scored at level 3 and above, although only 5 students were tested. 82% of LEP students scored in levels 3 and 4.

Overall, our entire school community is pleased that we were able to meet all of our annual yearly targets, yet we know that we need to improve instruction and raise the number of children scoring in levels 3 and 4 for all students, especially our ELL and Special Education populations.

What have been the greatest accomplishments over the last couple of years?

Our accomplishments have been numerous. Some of them are:

1. **OUR INCREASE IN SCORES** In reading, 67.0% of our students scored levels 3-4, an increase of 3.1% over last year. In math 84.0% of our students scored levels 3-4.
2. **MANY AWARDS TO OUR SCHOOL**

Among the many awards received, we are most proud of the Rapidly Improving/ Closing the Gap awards from the NYS Chancellor of Education. Others are: For Excellence in Academic, Cultural and Artistic Achievement from the Judges of Kings County Family Court. Our String Orchestra won an award at Judges' Law Day from the Kings County Family Court.

In

For the school year 2009-2010 students received the following awards: Association of Black Educators Essay Contest / The International Year of Astronomy 2009- District Winner; Twenty-fourth Annual Water Resources Art and Poetry Contest – Honorable Mention; American Bankers Association Education Foundation “Teach Children to Save Award” won by Classes 5-1,5-2 and 5-3; Community Service Award – Class 345 received a plaque for their ongoing recycling project; CLSO Award For Recycling – given to class 345 by the Borough Student Advisory Council at Earth Service Day and the Spanish Spelling Bee – 3rd place award won by a student in class 4-305.

STUDENTS HAVE RECEIVED MANY AWARDS FOR WRITING AND ARTWORK,

Under the guidance of the Fine Arts teacher, our talented students have received many awards for their artwork. Ribbon winning art projects have been on display at the NYC Queens Museum and The Brooklyn Museum, where 8 of the 64 works on display were from our school. Students have won in the renowned Ezra Jack Keats bookmaking contest. This year our students are semi-finalists in the N.Y.C. P.S. Art Contest. We have high hopes for our entries. Our students enter all contests advertised to them, i.e. Sun Safety Contest, DEP Water Contest, and NYC Meals on Wheels Art Contest. They make lovely greeting cards to be distributed to hospitalized patients

3. **RECEIVING TWO TIMES THE “CLOSING THE GAP “ AWARD FROM NYS COMMISSIONER MILLS** P.S. 151K has been designated twice, once as a High Performing/Gap Closing, then as a Rapidly Improving/Gap Closing School.
4. **RECEPTION OF \$1500 INCENTIVE AWARD** – As a result of student achievement, UFT staff members were awarded an award of \$1500 for each staff member
5. **Art Contests:** Student art was submitted to P.S.1 and was judged at the semi-final round.
6. **DEP Awards:** Student art was submitted and won awards in “Sun Safety” and “Water Conservation” categories.
7. **Health Awards:** Student art work was submitted and won awards in “School Wellness” and “Health Wellness”.

What are the most significant aids or barriers to the school’s continuous performance? Significant aids to the school’s continuous performance are numerous. Some of them are:

-
1. **HAVING INSTRUCTIONAL SPECIALISTS ON STAFF TO INSTRUCT AND MOTIVATE THE STUDENTS AS WELL AS COACH THE STAFF** What little money we have is carefully spent where it will have the best impact. We have on site Literacy and Math Coaches, along with a Data Analyst/ AIS Specialist. We also have a UFT Teacher Center Specialist at our school. These teachers have direct instructional periods with students, as well as opportunities to interact with various staff members.
 2. **IMPROVEMENT OF IN-HOUSE STAFF DEVELOPMENT** Each year, staff development activities are carefully surveyed, examined and critiqued for the following year. The best are repeated, and others eliminated. Suggestions are always sought and considered for the following year.
 3. **ON-GOING STUDY GROUPS** Our Teacher Center Specialist conducts a series of study groups where teachers take advantage of the opportunity to collegially plan themes and lessons as well as examine student work. These study groups are on-going and take place on Wednesdays after school.
 4. **5th GRADE TUTORING** Ms. Fernandez’ class provides lunchtime math help to lower grade students. Ms. Arcentales’ class has visited our neighboring day care center as guest readers. This was very successful and they are “booked” for 4 visits next year. This will be used for Community Service on IS applications.
 5. **MAINTENANCE OF PROFESSIONAL PERIOD LOGS** All staff members are required to submit monthly evidence of how they utilized their professional periods. These logs are

reviewed & maintained in the Principal's office as evidence of additional AIS for selected students.

6. **SUPPORT FOR OUR ENDEAVORS FROM THE COMMUNITY** The Parents' Association is most supportive of our endeavors to motivate our students. They honor one student from each class as Student of the Month at their monthly morning Parent Association meeting. These students receive a medal and certificate, as well as the recognition and applause of the parents present. Students who achieve 100% attendance for two consecutive months are recognized at an after school movie night. Students receive their movie ticket, free popcorn and a beverage of their choice.
 7. **RECYCLING/ENVIRONMENTAL STUDIES:** P.S. 151K is committed to a recycling program. Students do this during their lunch periods. They are equipped with plastic gloves and DEP water conservation materials and information. Two teachers – Ms. Lefkowitz and Moody have created an environmental center and companion “green program.” Three new trees have been received through the Arbor Day Program and planted in front of our school.
 8. **SCHOOL BANKING:** 5th graders have been initiated into the Banking Program. Students learn economics, home math skills and consumer education among others.
 9. **MATH CAREER DAY** A Math Career Day is scheduled. Invitees are asked inform the audience as to how math skills are of importance and have helped them in their careers.
 10. **MATH/SPANISH SPELLING BEES:** The Math Bee is a very popular event. Regarding the Spanish Spelling Bee, although we do not have bi-lingual classes, we had students who did very well in the school event and went on to compete at the city-wide level.
 11. **SCIENCE FAIR:** This year there was an excellent response to our science fair. We think it was because a school-wide theme was announced and enforced. This year's theme was recycling.
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SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

GOAL 1:

To improve the achievement level of all students, general education students, special needs students, and English Language Learners, in grades 3, 4 and 5 on the NYS ELA test. Due to the change in scoring rubric and with the onset of the new common core state standards, our curriculum must be data-driven, mapped out and more rigorous than before, if our students are to succeed in meeting the challenges of the future.

GOAL 2:

To improve the achievement level of all students, general education students, special needs students and English Language Learners, in grades 3, 4 and 5, on the NYS Math. Because of the changes in the scoring rubric and with the adoption of more rigorous common core state standards, our curriculum must be upgraded to match the rigor necessary for these students to succeed.

GOAL 3:

To raise the overall reading achievement level of students in grades K, 1, and 2, so that performance on the ECLAS-2, E-PAL2, E-PAL3 and the Running Records indicate that this population of students are prepared to do well on future assessments, such as the NYS ELA.

GOAL 4:

To build capacity among our teaching staff, as well as parent constituency, so as to benefit our school community with leadership that motivates and directs teams of individuals to move forward with the plans to increase student achievement. Teams such as the School Leadership Team, Inquiry Team, Curriculum Mapping Team and the Parents' Association are some of the groups that are in place and need to be supported in the work they do for our school.

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 2010-11 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, PLA, 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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • 20% of the general education students, who scored at levels 1 and 2 on the previous year’s NYS ELA, in grades 4 and 5, will increase their level of achievement by 10 to 15 scale score points, as measured by this year’s NYS ELA, in May 2011.
<p>Action Plan 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"> • Differentiated professional development is being given to teachers to improve their effectiveness in the classroom, with regard to planning, lesson execution, workshop teaching, student engagement, more effective questioning techniques, and metacognition, in reading and writing. • 100% of the teaching staff is involved in the work of inquiry and teachers working with the 4th and 5th graders are tracking the progress of this targeted population. • A study group is being formed to support teachers in doing the work of inquiry and curriculum mapping.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Align school’s budget to provide funding for the materials needed to implement the new common core state standards and professional development throughout the school year.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Literacy lessons will be more effective and engaging. • Differentiation will be evident in the classrooms. • Assessment results, such as running records, unit tests, mock test results, etc., will show an increase in achievement. • Teachers will engage in a common language about formative and summative assessment results, their impact on instructional planning, student work, and metacognition. • Formal and informal observation reports • Curriculum Maps • Meeting agendas and sign in sheets



- **Student achievement on the NYS ELA Test in May 2011**

Subject/Area (where

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Approximately 35% of CTT/SETSS students, in grades 4 and 5, will achieve at the 75% Growth Percentile or Higher in math, as measured by the 2011 NYS math assessment.
<p>Action Plan 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"> • Professional development is being provided, by the Math Coach, to assist teachers in planning more effective Math lessons, including the games in the Everyday Mathematics Program. • Teachers will look at assessment data closely to determine what the students’ needs are, when planning what needs to be taught, using the EDM program and pacing schedule. • Common preps will be used to look at student work collaboratively and provide a forum for teachers to share ideas about effective teaching strategies, student achievement and assessment.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Align school’s budget to provide funding for the materials needed to implement the math program and professional development throughout the school year.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Lesson Plans • Formal and informal observation reports • Students’ math products • Formative and summative assessment results • Student achievement outcomes on the NYS Math Test, May 2011 • Meeting agendas and sign in sheets

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Kindergarten, First and Second grade students will demonstrate improved reading performance, as measured by the grade-level benchmarks in the ECLAS-2, E-PAL 2, and Running Records, so that at least 55% of this student population will score at or above grade level, by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Common preps will be used for teachers to collaborate on looking at student work to determine the reading and writing needs of this student population and to strategically plan for how best to meet the needs. • Inquiry work will be part of this collaboration. • Curriculum maps will be developed to ensure instructional coherence. • Professional development on reading instruction and workshop teaching will be provided.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Align school's budget to provide funding for the materials needed to support this student population and provide the professional development necessary throughout the school year.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student work • Student achievement on the ECLAS-2, running records and the E-PAL2 • Lesson plans • Formal and informal observation reports • Meeting agendas and sign in sheets • Curriculum maps

Subject/Area (where relevant): Teacher and Parent Outreach

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • A minimum of 25% of the teachers, or 8, will demonstrate/participate in leadership roles, as evidenced by increased ownership and accountability of school-wide inquiry work and improved student performance, by June 2011. Additionally, our parents will be involved in Read Alouds, fund raisers, and ESL classes to encourage leadership.
<p>Action Plan 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"> • Develop Inquiry Teams on each grade level, to be directed by a grade-level facilitator • Enlist members of the teaching staff to participate in the CCSS Rollout Team, which impacts the curriculum maps. • To allow and encourage teachers to facilitate the common preps • To arrange for select teachers to attend professional development conferences they can turnkey to the rest of the staff, on topics that will impact Inquiry • The Title III Program will have a component for teaching ESL to interested parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Align the school budget, so that it provides for the materials, teachers and professional development necessary to succeed.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Meeting agendas and sign in sheets • Individual conferences with teachers • Level of teacher participation in school-wide Inquiry • The quality of planning and lesson execution, especially with to differentiation • Teacher talk

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	2	0	4	15
1	52	52	N/A	N/A	1	0	2	8
2	41	41	N/A	N/A	1	0	3	13
3	58	58	N/A	N/A	6	0	4	7
4	59	59	0	0	11	0	1	14
5	56	56	5	0	3	0	0	5
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)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> • Any of our cluster teachers with any extra periods have been scheduled to pick up groups of third, fourth and fifth grade students who have been held over, or are identified at risk, for intensive small group instruction in literacy. • Many of the teachers in our school have decided to tutor small groups of children on their professional periods once a week. They identify the skills to focus on, providing intervention in the area of literacy. • We have two AIS Literacy specialists assigned to our school on a full time basis. These teachers are responsible for providing small group instruction to identified students, in grades 1-5, five periods a day, every day. • We have an after school program available for at risk children in grades 2-5, 3 1/2 hours per week) focusing on at-risk students and assisting them in improvement of literacy skills. • Careful checking verifies that all Level 1 & 2 students at all grade levels are receiving AIS services at appropriate intensities. • We plan to have a Wilson Program to support our most struggling readers. • We provide 150 minutes per week of AIS reading, including test preparation strategies and technology. We utilize the Study Island Program, which is an internet program used in school and accessed by students at home.
Mathematics:	<ul style="list-style-type: none"> • Many of the teachers in our school have opted to tutor small groups of children on their professional periods once a week. They identify the skills to focus on, providing intervention in the area of math. • Any of our cluster teachers with any extra periods have been scheduled to pick up groups of third, fourth and fifth grade students who have been held over, or identified at risk for intensive small group instruction in math. • Careful checking verifies that all Level 1 & 2 students at all grade levels are receiving AIS services.

Science:	<ul style="list-style-type: none"> • Teachers in our school have decided to tutor small groups of children on their professional periods once a week. They identify the skills to focus on, providing intervention in the area of science. • Children identified as at risk in the area of science are also given intervention homework, and intervention projects in order to improve their knowledge in this content area. • Students who scored a level 1 or 2 on the 4th grade test are to be remediated in 5th grade, as determined by state regulation. Our science cluster is assigned to provide this service.
Social Studies:	<ul style="list-style-type: none"> • Children deemed to be at-risk in social studies are given extra help by their classroom teacher.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • In the area of social/non-instructional support services, our school guidance counselor provides at risk students with the opportunity to meet with her both individually and in a small group setting for counseling when they are experiencing problems as well as for extra academic instruction in their area(s) of weakness.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • In the area of social/non-instructional support services, the school psychologist provides at risk services to designated students, although he is only in our building two days a week, and must to provide service to mandated students, as well as complete testing and other job requirements.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • In the area of social/non-instructional support services, the school social worker provides at risk services for some of our lower grade and upper grade students, especially when they are in a crisis situation, even though she is only in our building two days a week, and needs to provide service to mandated students, as well as complete many other job requirements
At-risk Health-related Services:	<ul style="list-style-type: none"> • In the area of social/non-instructional support services, we have a full time health aide in our building who works directly with the parents, students and teachers in order to make sure that all children are healthy. She also makes sure that they have their vision and hearing checked every year. She monitors immunization records and makes sure that all immunization is in compliance. If any problems are found, she follows up in order to make sure that the necessary services are then attained.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 **Number of Students to be Served:** 67 LEP 0 Non-LEP

Number of Teachers 1 **Other Staff (Specify)** Ms. Lefkowitz

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

Section III. Title III Budget

School: PS 151K BEDS Code: 333200010151

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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. All notices to parents are disseminated to the school community in both English and Spanish.
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. All notices are meticulously proof-read for errors and corrections. We receive no negative feedback from the school community regarding our written communication. We utilize our translation money to provide additional translators for open school night conferences.

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. Our administration, alternative to suspension, guidance counselor, office staff and health aide, along with many teachers and paraprofessionals are fully bilingual and are capable of speaking to parents and guardians in their native language. All notices are immediately translated and sent out in English and Spanish. These are done in-house by our more than capable staff.
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. Our administration, alternative to suspension, guidance counselor, office staff and health aide, along with many teachers and paraprofessionals are fully bilingual and are capable of speaking to parents and guardians in their native language. If any oral translation is needed, assistance is readily available.

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

The school is in compliance with Section VII of the Chancellor's regulations A-663 in that we provide:

- ❖ Translation of documents through our existing school resources
- ❖ Interpretation services at group and one-to-one parent meetings
- ❖ We accept the responsibility of providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.
- ❖ We have posted on the Parent Bulletin Board a sign (in English and Spanish) indicating the room where such written notification can be obtained (Main Office).

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$49,880	\$89,499	\$139,379
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,990	\$894	\$5,884
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,547	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$2500	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100____
6. 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. **N/A**

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT SEE ATTACHED

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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. **See Section IV Needs Assessment Page 11.**

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement. At risk students are remediated during extended day periods, tutored on teachers’ professional periods and receive extra services from AIS teachers. At risk students attend after school instructional classes.
 - 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. At risk students receive remediated instruction during extended day periods. They also attend after school instructional classes.

- Help provide an enriched and accelerated curriculum. As described in our Section III: School Profile (Page 6) we are using *Treasures Reading/ Writing/NTC/Spelling* and Grammar. For math, we have had success implementing the Everyday Math program.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff. As reported on the NYS School Report Card 100% of core classes are taught highly qualified teachers and we have no classes taught by teachers without appropriate certification.

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. As reported in **Section VI: Action Plan Page 15**, in ELA, math and students with disabilities: Professional development is provided through the CLSO, grade conferences, lunch and learns, and with Data Specialists/Coaches. Topics include: use of ARIS, Acuity and the Inquiry process, goal setting, monitoring and revision, sharing best practices and using data to differentiate instruction.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. Our recruitment team attends all advertised hiring halls. Prospective teachers recommended by this team are subsequently interviewed by the principal. Our school has very little turnover, so we have very few new hirees.

6. Strategies to increase parental involvement through means such as family literacy services. Section III: School Profile (Page 6) outlines how P.S. 151K includes parents as partners in all school wide endeavors. This includes PD workshops as well as bringing in AIS specialists as guest speakers at PA meetings.

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. We have a very successful Jump Start program which introduces incoming parents and their children to the Kindergarten classes.

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.

We take input from classroom teachers, AIS specialists and remedial instructors in all 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.

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. 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.

Our Inquiry Team keeps close scrutiny of students with need of remediation and how to best improve their academic success.

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. Local services and programs are coordinated through the cooperation of the school guidance counselor, parent coordinator, school nurse and health aide. Our guidance counselor attends all pertinent training and is well trained.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used
TEMPLATE - MAY 2010

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			49,880	✓	P. 14, 15, 17, 23
Title I, Part A (ARRA)	Federal	X			89,499	✓	P. 14, 15, 17
Title II, Part A	Federal			X	145,522	✓	P. 6, 7, 14, 15, 17
Title III, Part A	Federal	X			15,000	✓	P. 6, 7, 14, 15, 17
Title IV	Federal			X	58,267	✓	P. 26, 26
IDEA	Federal			X	28,834	✓	P. 17
Tax Levy	Local	X+			38,640	✓	P. 6, 7, 14, 15, 17

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING **N/A**

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: N/A **SURR³ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) N/A

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.

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

APPENDIX 7: 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.)

We currently have 7 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Our Guidance Counselor has attended training regarding implementation of the McKinney-Vento Homeless Education Act. Our plans include setting aside Title I funds for the following:

- Academic programs
- Extended library services/hours
- Basic emergency supplies
- Counseling
- Intervention
- Transportation, if necessary

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 your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES N/A

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 151 Lyndon B. Johnson					
District:	32	DBN:	32K151	School		333200010151

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		92.3	93.4	92.7
Kindergarten	62	68	66				
Grade 1	75	64	67	Student Stability - % of Enrollment:			
Grade 2	79	64	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	81	73	68		95.7	94.9	92.6
Grade 4	76	83	74				
Grade 5	49	55	75	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		85.6	95.3	98.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	15	11
Grade 12	0	0	0				
Ungraded	0	4	2	Recent Immigrants - Total Number:			
Total	440	429	437	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	7	9	11	Principal Suspensions	14	11	7
# in Collaborative Team Teaching (CTT) Classes	19	26	33	Superintendent Suspensions	6	3	5
Number all others	18	19	24				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	40	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	5
# receiving ESL services only	57	65	TBD				
# ELLs with IEPs	0	11	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.4	77.5	90.0
				% more than 5 years teaching anywhere	65.1	67.5	80.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	93.0	90.0
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	23.2	22.4	24.0				
Hispanic or Latino	72.5	73.7	74.4				
Asian or Native Hawaiian/Other Pacific	0.2	0.2	0.2				
White	3.0	2.6	1.4				
Male	51.4	51.0	51.7				
Female	48.6	49.0	48.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	34.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

The Lyndon Baines Johnson School P.S. 151K

763 Knickerbocker Avenue

Brooklyn, NY 11207

Telephone (718) 821-4800 Fax (718) 821-0166

Mrs. Maria Anaya, Principal

School Parental Involvement Policy

I. General Expectations

The Lyndon B. Johnson School/P.S. 151K 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 one 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:**
 - Parents play an integral role in assisting their child's learning

- Parents are encouraged to be actively involved in their child's education at school
- 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 and in 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 Informational and Resource Center in the State

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

The Lyndon B. Johnson School/P.S. 151K will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA

- convene monthly meetings for all parents to inform them of the Title I program and their right to be involved
- actively involve parents in planning, reviewing and improving the Title I program and the parental involvement policy
- provide parents with information about all programs in a timely manner

The Lyndon B. Johnson School/P.S. 151K will take the following actions to involve parents in the process of school review and improvement.

- assure that 50% of the members of the school leadership team (henceforth known as the SLT) will be comprised of parents
- continue to discuss all school issues at SLT meetings, where parents, teachers and administrators work together to make decisions collaboratively.
- parent leaders will meet with the principal and parent coordinator for quarterly meetings where they will discuss current issues and ways to improve the school community and parental involvement

The Lyndon B. Johnson School/P.S. 151K will provide the following necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- provide monthly parent association meetings at our school to disseminate information, conduct appropriate workshops for parents to assist them in helping their children with their schoolwork
- parent leaders will attend professional development workshops at the district and/or borough

- utilize the parent coordinator as the contact person to facilitate meetings regarding the academic and social support systems available to our parents
- utilize the SLT in particular the parent constituency to monitor and /or address needs of the activities designed for parents

The Lyndon B. Johnson School/P.S. 151K will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Teachers' College, Balanced Literacy, Everyday Mathematics, Science and Social Studies.

The Lyndon B. Johnson School/P.S. 151K will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy and are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it and explaining what role parents will play)

- In March, parents from the SLT will communicate with the Parent's Association to evaluate the Parent Involvement Policy and make recommendations to the SLT for any modifications or changes
- The SLT, during April, will collaborate on those recommendations and decide if all the provisions will be included for the following year

The Lyndon B. Johnson School/P.S. 151K will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement through the following activities specifically described to parents of children served by the below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following and 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. They do this by conducting a **parent meeting in September** outlining the state's requirements for students to perform at or above grade level in the required subjects and to provide information on the city's promotional policy. They provide parents with the **dates of the required state exams** for the year and also provide parents with all the **dates for the bi-annual Parent Teacher Conferences**.

- The school will provide materials and training to help parents work with their children to improve their child's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. They provide parent workshops to help their children in meeting standards. There will be workshops during the Parent Association meetings by the literacy and math coaches, parent coordinator and guidance counselor. Teachers will provide feedback to parents regarding the school-based assessments.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff in how to reach out to, communicate with and work with the parents as equal partners; focus on the value and utility of contributions of parents and in how to implement and coordinate parent programs; how to build ties between parents and schools by monthly parent workshops and meetings and the monthly parent calendar. In addition, the principal will meet with the executive board of the parents' association quarterly to discuss strategies in communicating with parents and/or address their concerns.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Teachers' College and public pre-school and other programs and provide other activities, such as parent resource room, with information and educational materials to help their children succeed in school
- The school will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format including alternative formats upon request, and to the extent practicable, in a language the parents can understand. All forms of communication shall be printed in English and translated into Spanish. In addition, all meetings conducted in school shall be translated into Spanish. Signs will be displayed on parent information bulletin boards in English and Spanish.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school in consultation with its parents chooses to undertake to build parent's capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training
- providing necessary literacy training for parents from Title I, Part A, funds if the school district has exhausted all other reasonably available sources of funding for the training

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions
- training parents to enhance the involvement of other parents
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children with parents who are unable to attend those conferences at school
- adopting and implementing model approaches to improving parental involvement
- developing appropriate roles for community- based organizations and businesses including faith-based organizations in parental involvement activities and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

The School Parent Involvement Policy has been developed jointly with, and agreed on, with parents of children participating in Title I, Part A, programs as evidenced by The Parent Association/Title I Monthly Meetings, School Leadership Team Meetings, and other monthly Parents' Meetings. This policy was adopted by the Lyndon B. Johnson Public School/P.S. 151 effective February 8, 2011 and will be in effect until such time as changes need to be made.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3	District 32	School Number 151	School Name Lyndon B. Johnson
Principal Ms. M. Anaya		Assistant Principal N/A	
Coach Ms. J. Moody, Literacy/S.D		Coach Mr. M. Persaud, Math/Testing	
Teacher/Subject Area Ms. D. Sherman		Guidance Counselor Ms. A. Rivera	
Teacher/Subject Area Ms. S. Martinez, ESL		Parent	
Teacher/Subject Area type here		Parent Coordinator Ms. N. Figueroa	
Related Service Provider Ms. S. Plaza, SETSS		Other type here	
Network Leader Ms. A. Orlando		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	N/A	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	N/A	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	436	Total Number of ELLs	64	ELLs as Share of Total Student Population (%)	15%
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Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

P.S. 151K – The Lyndon Baines Johnson School is an Elementary school in the Bushwick section of Brooklyn. There are currently 443 students enrolled at P.S. 151K in Pre-Kindergarten through grade five. Currently, P.S. 151K has 65 English Language Learners (ELLs). All 65 English Language Learners are in the Freestanding ESL Program by parents' choice. Out of the 65 ELLs, there are 10 students who have an IEP, 3 of which are X-Coded.

Upon entering the New York City public school system all parents/guardians are required to complete a Home Language Identification Survey (HLIS) followed by an informal oral interview in English and in Spanish... The HLIS survey is administered and overseen by our school's licensed ESL coordinator in the family's native language. Our ELL coordinator reviews each student's HLIS, and determines Language Assessment Battery-Revised (LAB-R) eligibility. All eligible students are then administered the LAB-R within ten days after enrollment. The results of the LAB-R exam determine our school's ELL student body. Students who are classified as proficient (per the LAB-R) are not eligible to receive ELL services.

Students who receive ELL services are evaluated annually through the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency level and continued eligibility. The NYSESLAT usually takes place during the months of April and May. Based on the score each student receives on the listening, speaking, reading and writing test, the students are then assigned an overall level of proficiency ranging from beginning to proficient. If the student scores a level of beginning or intermediate he/she will receive three hundred-sixty minutes of mandated ESL service a week. If the student receives a level of advanced he/she will receive one hundred-eighty minutes of ESL services as well as one hundred-eighty minutes of ELA weekly. Students who have achieved an overall level of proficiency are no longer eligible to receive ESL services; instead they're eligible to receive ESL support services up to a year.

Parents of ELLs at P.S.151K are sent an entitlement letter, within the ten days of enrollment, informing them of the three program choices available to them, as well as inviting them to a parent orientation. At the time of the orientation, a video is shown in their native language discussing in detail the three program choices by Chancellor Cathleen Black. In order to ensure that the parent/guardian has received the entitlement letter, the ESL teacher also sends a letter that she has prepared asking the parent/guardian to acknowledge if they're attending the orientation. This letter must be signed and returned to the school within five days before the orientation. If the parent/guardian is unable to attend the orientation, they are mailed personalized letters inviting them to speak with the ELL coordinator at a time convenient for them, so that they may select the program of their choice. If the parent does not respond, then the ESL teacher or the parent coordinator contacts the parent by phone. If the selection form is not returned by the parent, then the default program for ELL's is Transitional Bilingual Education as per CR Part 154.

The orientation sessions are conducted at the beginning of the year immediately after the LAB-R is administered and hand-scored by the ESL coordinator. Additional orientations are held throughout the year to ensure that all families have an opportunity to watch the ELL orientation video and have any related questions addressed. Formal letters are sent home to families periodically throughout the year to ensure that all program selection forms are completed.

During the orientation, which is held by the ESL teacher and the parent coordinator, parents are explicitly informed about the three program choices available for their child. At the orientation, placement and program options are also discussed. Handouts are distributed in English and in the parent's native language discussing options. At that time, parents are made aware that if the program they select is not offered at the school, they may transfer their child to another school in the district that has such a program. The ESL teacher reviews the parent selection forms through-out the year to honor parent's choice. After the informational session is held, parents fill out the parent selection form and survey. The ESL coordinator reviews parent choices to align programming with parent choice forms.

Based on the Parent Selection Survey the instructional program for ELL students continues to be a Free Standing ESL program. The school staff consistently communicates with parents in their native language concerning their child's education. The ESL teacher services those students through a push-in/pull-out program which provides the students with the mandated minutes of support services. Amongst those students being serviced in the Free Standing ESL program are also students that are serviced in a CTT program with an Individual Educational Plan (IEP) that recommends monolingual services with ESL.

A review of the Parent Survey and Program Selection forms from 2006-2009 school years indicates an overwhelming preference for the Free Standing ESL program; a small number of families requested Transitional Bilingual, and no families opted for the Dual language program. During the 2006-2007 school year, seventeen families chose the ESL Program and two chose Bilingual (or 98% chose ESL and 2% chose Bilingual.) During the 2007-2008 school years, eleven families opted for the ESL program and one family opted for the TBE program. During the 2008-2009 school year, three families opted for Bilingual and twelve for the ESL program. During the 2009-2010 school year, eighteen families opted for the ESL program and two families opted for the TBE program. Accommodations were made at another school for these two families to honor parent's choice of a TBE program. Due to overwhelming preference of the ESL program, and limited requests for Bilingual or Dual Language, ESL is the only program offered at P.S. 151K during the 2010-2011 school year. Parents who opt for a Transitional Bilingual or Dual Language program are given the information and choice to place their children in a nearby school that offers their preferred choice. In compliance with chancellor's regulations, if fifteen or more families choose bilingual or dual language between two consecutive grades P.S.151K will open a bilingual classroom with a licensed instructor in place.

In the past two years, parent-survey forms indicate that the ESL Program is the overwhelming choice among incoming families. Therefore, the program model aligns with parents' requests. The Parent Survey and Program Selection forms indicate that the Bilingual and ESL programs are the only ones of interest to parents at P.S.151K (as no families have opted for Dual Language.) Over the past several years the parent's survey has indicated that most parents prefer the ESL program. Due to parent's response selection form P.S.151K did not offer a Bilingual program during the 2009-2010 school year.

P.S.151K strives to align school programming with Parent Choice Forms. Though P.S.151K does not currently have enough families selecting the TBE or Dual Language program choice to offer a class, all parents requesting this choice are given the option to transfer their child to a school that offers their selected Program. In the event that there is a growing desire for TBE or Dual Language programming, the budget will be aligned for the opening of a TBE or Dual Language classroom with a licensed Bilingual or Dual Language teacher.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	53	0	4	12	0	5	0	0	0	65
Total	53	0	4	12	0	5	0	0	0	65

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	17	10	5	9	3								61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2													2
Haitian						1								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
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	9	10	11	12	TOTAL
TOTAL	19	17	10	5	9	5	0	0	0	0	0	0	0	65

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

ESL instruction at P.S.151K during the 2010-2011 school year will be delivered using a push-in (Co-Teaching) model. All utilized ESL program models follow standards based instruction and assessments. ESL lessons are based in core curriculum and grade-appropriate content materials in order to encourage both language development and social adjustment. The ESL teacher is part of the schedule planning process that ensures all ESL students receive the mandated number of minutes of ESL instruction. All beginners and intermediate ELLs are required to receive 360 minutes of ESL instruction per week and all advance students are required to receive 180 minutes per week of ESL instruction. All ELLs are required to receive 180 minutes per week of ELA instruction. This is required under the CR part 154 plan.

The ESL teacher encourages a heterogeneous classroom setting. In the push-in model, the ESL teacher works with students for a duration of four to eight forty-five minute periods a week, depending on the student's stage of language acquisition. The ESL teacher uses both formal and informal assessments to guide instruction and pair students in both hetero and homogenous academic groups to promote learning through different modalities.

P.S.151K follows the mandated number of instructional minutes in the ESL push-in model. All instruction integrates ESL best teaching strategies in literacy and language development. P.S.151K has a Balanced Literacy and Guided Reading approach to reading and writing. Teachers consistently use scaffolding techniques such as modeling, building prior knowledge, TPR, and manipulatives. In addition, vocabulary, language functions and patterns, are introduced to promote phonemic awareness and structures in order to increase fluency in reading and writing.

To support content area instruction, teachers use appropriate manipulative, leveled reading books and materials, pictures, repetition, and technology to contextualize the instruction. In all instructional models, students consistently work in small group settings, receive appropriate scaffolds and mandated instructional services.

During the 2010-2011 school year, the ESL teacher will work closely with the general education classroom teachers to ensure that ELL instruction is aligned with ELA curriculum. As ESL students are expected to perform on the ELA state exam after one-year of enrollment, it is imperative that ELL students receive both ELA and ESL instruction throughout the day and are given additional opportunities to master these skills both in and out of the classroom. In the ELA classroom, ELL students are provided a print-rich classroom environment to support reading proficiency levels. The ELA classroom utilizes learning strategies such as graphic organizers, strategy charts, essential and academic vocabulary, allow ample time for discussion with students and make language accessible across subject areas. ESL students are given additional services in ELA instruction by the reading coach teacher. ELL students are supported through a Title III after school program. Furthermore, the ESL teacher utilizes academic resources, like Treasure Chest and Words their Way, which incorporates ESL strategies and applies them to ELA skills.

The ESL teacher bases her lessons around the content-area standards and uses ESL methodologies and instructional strategies to deliver content-area lessons. Instruction is provided in the content areas using learning strategies such as graphic organizers, strategy charts, essential and academic vocabulary. Ample time is allowed for discussion with students and makes language accessible across subject areas. Furthermore, where needed, the ESL teacher will employ Native Language supports to help make content comprehensible. In the freestanding ESL models, content-area instruction is delivered in English using ESL strategies along with Native language supports to enrich comprehension.

During the 2010-2011 school year, P.S.151K currently has no SIFE students. P.S.151K will ensure that any SIFE student entering in our school receives the additional services and interventions needed for the student to eventually perform on grade level. Skills include phonemic awareness, letter identification, on level reading and writing instruction, small group instruction, teacher conferencing, and a peer-support system. Technology is also integrated into SIFE learning including Rosetta Stone and Spelling Blaster as well as books on tape. SIFE students receive the mandated 360 minutes of ESL and additional services through extended day and anticipated after-school ESL programs. Furthermore, SIFE students will be part of PS151k inquiry teams. A parent-home connection is in place to ensure that the parents are included as a vital component of student learning.

ELL newcomers will enjoy P.S.151K's diverse and open atmosphere. Newcomers receive the mandated instructional minutes of ESL service and have access to language learning technology and programs (i.e. Rosetta Stone, Star fall, Acuity, Study Island, Treasure Chest, Spelling Blaster). In the areas of Math, Social Studies, and Science, ELL newcomers are provided with textbooks in their native language to ensure that the language barrier does not cause them to fall behind in these subject areas. These students also have the option of taking State subject tests in their native language and may use glossaries, and extended time during these exams. In order to help newcomers achieve on the state exams, these students are offered targeted instructional services during the anticipated after-school program. Classroom teachers provide a nurturing environment in which students receive scaffold guided instruction in English Language Arts; our balanced literacy approach supports students through a multitude of reading and writing strategies (read aloud, shared reading/writing etc).

The ESL teacher will work closely with the content area teacher to ensure that ELLs receiving services four to six years have the opportunity to master skills by working in small group settings within their classroom environment. Weekly conferencing with students on a one to one basis will provide a better insight for how to differentiate instruction. ELL students will be working with on-grade materials such as the Treasures program.

P.S.151K works hard with its long-term ELLs by giving them the support needed during extended day, and in an anticipated after school program. Teachers are using ARIS to differentiate instruction and focus in strategies that ELL students need to improve. The teacher and student reflect on past strategies and implement those that work best for the student. The school also works with the child's family so that parents understand that their pro-active participation is extremely important for their child's academic success.

P.S.151K provides ICT, Special Education classes, Speech, and SETTS services for all mandated IEP students. These students receive ESL services in addition to ICT and Special Ed classes. Currently, we have three ELL students that have IEP's that state monolingual services without ESL. Therefore, they are x-coded and do not receive ESL services. The ESL teacher conferences with the ICT classroom teachers and provides support on how to better prepare these students for the NYSESLAT. The ESL teacher uses students' IEP to plan differentiated instruction and target that child's individual academic needs. Instruction is delivered by scaffolding techniques to enhance language acquisition. The ICT and ESL teachers collaborate to track individualized academic outcomes to make sure that the student is on his way to meeting his Specific, Measurable, Attainable, Realistic, and Timely (SMART) Goals.

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

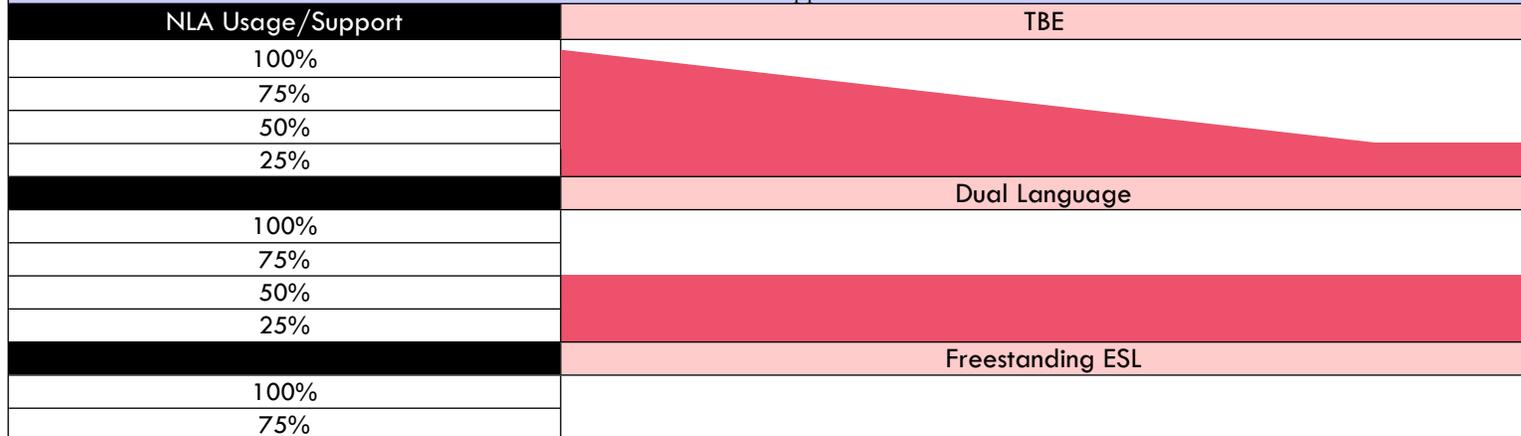
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The ELL instructional program at P.S.151K aims to meet the individual needs of every student by providing targeted intervention programming for ELLs in ELA, math and the content areas. All students receive Math for five periods a week (225 minutes) through the Everyday Math program. All ELLs receive a minimum of three Science periods per week and three Social Studies periods per week. ELLs also receive teacher-student (one-to-one) tutoring during the professional period. Qualified students receive SETSS. Our ELLs are supported by an extensive technology lab and classroom computers on which they work on skill and intervention-specific programming (programs include: Acuity, Rosetta stone, Study island, and Spelling Blaster). ELLs also will be serviced in the anticipated Title III After-School program.

P.S. 151K supports its LEP students through its extensive service program. Providers include:

- ESL Teacher Support Services- Ms. S. Martinez – English and Spanish
- Special Education Teacher Support Services – Ms. S. Plaza - English and Spanish
- Speech Teacher – Ms. J. Rodriguez – English and Spanish
- Social Worker – Ms. L. Von Rabenau – English and Spanish
- School Psychologist – Mr. A. Bracciante – English and Spanish

- Individual Education Plan (IEP) Provider – Ms S. Plaza, English and Spanish
- Guidance Counselor – Ms. A. Rivera – English and Spanish
- Parent Coordinator –Ms. N. Figueroa – English and Spanish

Students who have reached proficiency on the NYSESLAT and are transitioning out of ESL, continue to receive ESL support for one year after passing the NYSESLAT exam. These students continue to receive extended time on State and City exams and are granted the use of a Bilingual glossary for two years. In addition, these students continue to be supported through the use of ELA and math labs.

For the 2010-2011 school year, P.S. 151 is looking to make a number of improvements to its ESL program. We decided to use the push-in (Co-Teaching) model because it provides the ESL teacher the opportunity to work closely with the content area teacher and decide how we can better service our ELLs in their own environment and amongst peers. We believe that the push-in model will be more beneficial because students remain in the classroom and therefore are able to participate in all general education classroom activities.

We are currently in the process of identifying funds so that we can continue to offer the Academic Intervention Services, Reading Lab, ESL self-contained classrooms and Title III After-School Program.

To insure that all ELLs at P.S.151K are afforded equal access to educational materials, students are given a variety of leveled instructional materials to support each child. The ESL program facilitates a number of different learning approaches -- use of leveled and bilingual books, skill-specific computer programs, (including Rosetta Stone, Spelling Blaster, and Study Island), videos and audio tapes. The school acknowledges the heritage of ELLs by providing books in their native language and about students' native countries.

Native language support is delivered in ESL classrooms by providing the ELL student with all necessary materials in their native language. A support system is also provided in the classroom by using the buddy system. The ELL student is paired off with a friend who speaks English and the native language. While students are acquiring a second language, P.S.151K strives to encourage all students and families to continue using and embracing their native language. Students who are not yet comfortable speaking in English are encouraged to speak in their native language as they transition. In addition, multicultural curriculum and books are prevalent throughout the classrooms. All students are given the opportunity to have content area materials and tests provided in the native language.

ELL newcomers will enjoy PS 151's diverse and open atmosphere. In the areas of Math, Social Studies and Science ELL newcomers are provided with textbooks in their native language to ensure that a language barrier does not cause them to fall behind in these subject areas. These students also have the option of taking State subject tests in their native language. Newcomers enrolled in the ESL Program receive the mandated minutes of ESL service. In addition, these students will be offered ESL Title III after-school programs.

The required services support corresponds to student's age level. All ELLs at PS151 are receiving grade curriculum.

Prior to the start of the 2010-2011 school year, PS 151 hosted Project Jump-Start for Pre-Kindergarten and Kindergarten parents. The purpose of Project Jump-Start is to introduce new parents and their children to the school building, its policies, and the services available to them. Project Jump-Start informs ELL parents of the language learning choices available in NYC and provides helpful resources both inside and out of the school building. The Jump-Start event was hosted both in English and Spanish and all hand-outs reflect the language spoken in our school. Parents had the opportunity to meet and to speak with the school's staff members.

Currently, PS151 does not offer any foreign language programs.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

P.S.151K has ongoing professional development for the staff throughout the school year. Inclusive participation in staff development allows the ESL and monolingual teachers to share the same methodologies and best teaching practices. During professional development discussions are held on how to improve student achievement in both English Language Arts and Mathematics using ESL strategies in order to meet the New York State and New York City content area and performance standards. Topics that the ESL Teacher will address during a working lunch period in the 2010 – 2011 professional developments are:

- Identification and Process of ELLs
- Implementation of Language Allocation Policy
- Using Blooms Taxonomy to Support Language and Literacy Development for ELLs
- NYSESLAT Assessment

The ESL teacher and the guidance counselor prepare ELL students to make the transition from elementary school to middle school by offering parents an orientation of what to expect as their child makes this transition. The gifted and talented middle school in our neighborhood provides applications to our ESL children so that they have the opportunity to apply to this school.

The staff at P.S.151K receives the mandatory 7.5 hours of ELL professional development training both inside and outside of the building. Teachers have the opportunity to attend QTEL and BETAC professional development programming. In addition, ELL teachers attend the common planning preps for each grade so that they may plan and conference with classroom teachers.

E. Parental Involvement

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

Parents are included as partners in all school wide endeavors. There is regular, two-way meaningful communication involving student academic learning and other school activities ensuring that parents play an integral role in assisting their child's learning. Parents attend reading, math, ESL, and a variety of other professional development workshops scheduled throughout the year. Many parents work as Learning Leader volunteers in the classroom. The Parents' Association and Parent Coordinator's offices, are located in the basement, and used on a daily basis. The Parents Association conducts monthly meetings, during the school day and evening to accommodate all parents. In addition, the PA executive board has regularly scheduled meetings with the principal to discuss concerns that may develop throughout the year. Our Parent Coordinator works as part of a team which includes the Principal, staff members, School Leadership Team members, the Parent Association and various community groups. She provides our parents with all necessary information through workshops, letters, phone calls and the use of small group and individual meetings in both English and in the parent's native language.

In September and October, parents of ELLs are given an orientation with the ESL teacher as well as the Parent Coordinator. Parents are shown an orientation video in their native language from the NYC Dept. of Education with the Chancellor Joel Klein. Parents are also given hand outs that describe the three programs in detail. At the end of the orientation, parents are given an opportunity to ask questions and have one-on-one time with either the ESL teacher or the parent coordinator.

The Parent Coordinator and Parents Association works with various community based organizations to provide workshops and services to all parents, including ELLs. They have worked with Cornell University, UFT Dial-A-Teacher, Learning Leaders, Power Brain Education, Connect with Kids, Papas de Bushwick, Hope Gardens Multi-Service Center, Home base, Ridgewood-Bushwick Beacon Program, Ridgewood Bushwick Youth Center, Long-Island University, The Fresh Air Fund, Wyckoff Heights Hospital, Woodhull Medical Center, Brooklyn Public Library, Child Health Plus, Amerigroup, NY Department of Health and Mental Services and Daycare Providers, to name a few.

PS 151 utilizes the parent coordinator as the contact person to facilitate meetings regarding the academic and social support systems available to our parents. We utilize the PA executive board and school leadership team, in particular the parent constituency, to monitor and address needs of the activities designed for parents. We ask parents to fill out surveys in order to assess their needs.

Parents play an integral role in assisting their child's learning. By providing monthly meetings at our school, we disseminate information, conduct appropriate workshops for parents to assist them in helping their children with their schoolwork. In addition, the school provides assistance to parents in understanding topics such as the State's student academic achievement standards, the State and Local academic assessments including alternate assessments, how to monitor their child's progress and how to work with educators. We conduct meetings outlining the state's requirements for students to perform at or above grade level in the required subjects and to provide information on the city's promotional policy.

Programs include:

- Multicultural Celebration Luncheon
- Hispanics in Action Performance
- Multicultural Dance Festival
- Spanish Spelling Bee
- Translation Services
- Jump-Start Program

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	7	3	0	1	1								26
Intermediate(I)	0	9	4	4	3	2								22
Advanced (A)	5	1	3	1	5	2								17
Total	19	17	10	5	9	5	0	0	0	0	0	0	0	65

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	N/A	0	1	0	0	0							
	I	N/A	6	2	0	0	0							
	A	N/A	8	7	2	2	1							

	P	N/A	3	0	3	6	1							
READING/ WRITING	B	N/A	7	4	0	0	0							
	I	N/A	8	3	4	3	1							
	A	N/A	1	1	0	5	1							
	P	N/A	0	2	1	0	0							

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		2		1		4
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		1		4		0		5
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0			
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0				0			
Chinese Reading Test	N/A				0			

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

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

PS 151K assesses the early literacy skills by using the NYC Early Childhood Literacy Assessment System-2, formal observations, informal observations and running records from the Treasures Reading Program. The data collected from these assessments informs us how to plan, implement, and deliver our instructional plan. It helps us to differentiate instruction and meet our children's needs.

Looking at the data for grades K-5, two pieces of information stand out; the first is P.S.151K's success in advancing students through its ESL program. Data indicates that as students move through the ESL program more and more pass out of ESL as they no longer need the service.

The second piece of information that stands out from the data patterns is the discrepancy in proficiency levels between the two main categories that the NYSESLAT tests - Listening and Speaking vs. Reading and Writing. Overall, students performed far better on the Listening and Speaking portions of the test. For example, of the ten ELLs in the 2009-2010 fourth grade, eight of them scored Proficient on the Listening and Speaking portion of the NYSESLAT but only two scored Proficient on the Reading and Writing section.

While in general, higher scores in the Listening and speaking portions of the NYSESLAT are expected, PS 151 is working hard to address this gap. By focusing NYSESLAT test prep largely on the Reading and Writing sections, the school hopes to increase performance. By incorporating the Treasures Reading Program into PS151's policy, students use the reading and writing workshop models in all subject areas to significantly increase their skills and confidence in these two modalities.

Analysis of ECLAS in grades K-3 indicates a significant gap in performance of the ELL population compared to non-ELLs and F-ELLs. ELLs demonstrated weakness across the Phonemic, Reading and Oral Expression, and Listening and Writing assessment strands. Analysis of McGraw Hill Treasures running records in grades 1-2 indicates a performance gap when compared to non-ELLs and F-ELLs. In grade 1, most ELLs were at least 1 level below their subpopulation counterpart. In grade 2, most ELLs were at least three levels below their subpopulation counterparts. In grades 3-5 the achievement gap closed. ELLs in grades 3-5 performed comparable to the non ELLs and F-ELLs on the running record assessments.

Data from the NYS ELA exam indicate a gap in performance across subgroups. The entire populations of ELLs are below or approaching grade level on the NYS ELA exam, with the majority scoring 2's. When compared with non-ELLs, slightly more students earned a proficiency rating of level 1, more scored a proficiency rating of level 2, and no ELL students scored a proficiency rating of level 3 or 4. Surprisingly, the F-ELL population scores when compared to the non-ELL and ELL population were significantly higher across all proficiency levels.

Overall the school's ELLs are approaching grade level on the state subject exams. The majority scored 2's and 3's on NYC ELA and the State Math Exam. Students who took the subject tests in their native language scored almost equal to those who took it in English. In addition, students take ELL interim assessment tests so they will be prepared for the NYSESLAT. Using the results of the interim assessment, teacher's gear their lessons to support students in the subject areas where they need the most assistance. Our data specialist analyzes all the incoming data and then breaks it down into workable strategies so that teachers can understand which areas students the most need work in. The LAP is an excellent tool for reflecting on PS 151's current teaching strategies and facilitating the program's continued growth. Using the

LAP, ELL instructors are able to outline student strengths/weaknesses and evaluate their language acquisition in both Programs (ESL & Bilingual). Native language is used primarily in the Bilingual program to ensure students gain English proficiency without losing their native language

After analyzing the scores of the NYSESLAT across the modalities, we can clearly state that the majority of the children did much better in the Listening and Speaking portion of the test. This is a general trend amongst ELLs because students naturally learn to listen and speak before they can read and write. On the Reading and Writing portion of the exam we also clearly see that our ELLs need to focus more on the Reading and Writing.

PS 151K assesses the early literacy skills by using the NYC Early Childhood Literacy Assessment System-2, formal observations, informal observations and running records from the Treasures Reading Program. The data collected from these assessments informs us how to plan, implement, and deliver our instructional plan. It helps us to differentiate instruction and meet our children's needs.

Analysis of the NYS Mathematics exam indicates that a gap exists between ELL, F-ELLs and non-ELLs. ELL's and F-ELLs who receiving a level 1 proficiency rating were comparable to each other, and had lower incidences than non-ELLs. Statistically, a greater percentage of ELLs scored a level 2 (Approaching) proficiency rating when compared to F-ELLs and non-ELLs. Comparable ratings of level 3 (proficient) ratings were achieved by ELLs, and non-ELLs. Above proficiency levels (level 4) students were comparable off all subpopulations, with the ELLs scoring slightly lower. Again, the F-ELLs outperformed their subgroup counterparts.

In addition, students take ELL interim assessment tests so they will be prepared for the NYSESLAT. Using the results of the interim assessment, teacher's gear their lessons to support students in the subject areas where they need the most assistance. Our data specialist analyzes all the incoming data and then breaks it down into workable strategies so that teachers can understand which areas students the most need work in.

The LAP is an excellent tool for reflecting on PS 151's current teaching strategies and facilitating the program's continued growth. Using the LAP, ELL instructors are able to outline student strengths/weaknesses and evaluate their language acquisition in both Programs (ESL & Bilingual). Native language is used primarily in the Bilingual program to ensure students gain English proficiency without losing their native language.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Anaya	Principal		

N/A	Assistant Principal		
Nilsa Figueroa	Parent Coordinator		
Sol Maria Martinez	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Janet Moody	Coach (Literacy)		
Maniram Persaud	Coach (Math)		
Annette Rivera	Guidance Counselor		
Ada Orlando	Network Leader		
	Other		