



2010 cep template

**P.S. 151Q**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 30Q151**

**ADDRESS: 50-05 31<sup>ST</sup> AVENUE WOODSIDE, NY 11377**

**TELEPHONE: 718-728-2676**

**FAX: 718-545-2028**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 151 SCHOOL NAME: Mary D. Carter

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

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

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: \_\_\_\_\_

PRINCIPAL: Jason Goldner

UFT CHAPTER LEADER: Sandy Rodriguez

PARENTS' ASSOCIATION PRESIDENT: Marilyn Rivera

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

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 30 CHILDREN FIRST NETWORK (CFN): CFN 410

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Dr. Philip Composto

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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/rdonlyres/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
Jason Goldner	*Principal or Designee	
Sandy Rodriguez	*UFT Chapter Chairperson or Designee	
Marilyn Rivera	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anna Luciano	Member/ Teacher	
Kali Loverdos	Member/ Teacher	
Alexandra Felix	Member/ Parent	
Kenya Love	Member/ Parent	
Tomica Ferguson	Member/ Parent	
<b><i>“To be Announced”**</i></b>	Member/Parent	
<b><i>“To be Announced”**</i></b>	Member/School Staff	

\* Core (mandatory) SLT members. \*\* **PS 151Q SLT is actively seeking the additional members both parents and school staff.**



## **SECTION III: SCHOOL PROFILE**

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

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

P.S. 151Q has been awarded magnet funding for International Baccalaureate Primary Years Programme, IB/PYP. The IB/PYP focuses on the development of the whole child as an inquirer, both in the classroom and the world beyond. Significant features of the IB/PYP magnet theme are the ideals of responsible citizenship, and international understanding as a community of learners construct their own knowledge. Situated in the center of a rapidly growing and changing multicultural school district, P.S.151Q seeks to help students appreciate the numerous ethnic and cultural heritages that contribute to the richness of our school family.

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

In the area of mathematics, students utilize Pearson’s enVisionsMath in grades Pre-K through 5. The use of manipulatives, daily math routines and problem solving strategies help our students work towards meeting the NYS Math Standards. Students’ progress in math is monitored through the completion of portfolio opportunities and unit assessments and the analysis of ACUITY results (grades 3-5)

Our school has always been on the cutting edge of technology and this year is no exception. Teachers use laptops, and SMARTboards to support classroom instruction and scaffold learning.

Our library/media center and science lab help support instruction as well. A newly developed choral music program is in the works and will be supporting student growth and development. We are confident that music as a new gateway to learning will improve the achievement of our students with disabilities, English Language Learners and other Title I sub groups.

Through content area instruction and collaboration with outside organizations, we meet the academic and socio-emotional needs of our students. Our students work with and are supported by Common Cents, New York Cares, City Council, Federal Magnet Grant Funding, Leadership Academy, Western Queens Consultation Center, Learning Leaders, Adopt-a-Grandparent, Mighty Milers (the NY Road Runners), Achilles Kids and Special Olympics.

We have expanded the French dual language program to include one kindergarten, and one first grade/second grade bridge class, offering a classroom environment where half of the students in each class are English dominant speakers and half are fluent in French. By collaborating with the District 30 Community Education Council, the French Embassy, the Office of English Language Learners, and the parent organization *French Education in New York*, P.S. 151 follows a 50/50 model in which half of the daily instruction time will be conducted in English, half in French. Literacy and social studies is taught in French and English while math is taught only in English. Spanish is highlighted as one of our specialty subjects, which also include science, physical education, and the arts.

Lastly, the multicultural background of our students and the implementation of the philosophy of the IB/PYP afford us the opportunity to learn about the world around us through activities involving traditions and cultures of different countries.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 151 Mary D. Carter								
<b>District:</b>	30	<b>DBN:</b>	30Q151	<b>School BEDS Code:</b>	343000010151				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
<b>Enrollment</b> <i>(As of October 31)</i>	2007-08	2008-09	2009-10	<b>Attendance - % of days students attended:</b>					
Pre-K	50	46	64	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Kindergarten	86	87	91				92.5	93.7	TBD
Grade 1	101	91	103	<b>Student Stability - % of Enrollment:</b>					
Grade 2	65	95	88	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	83	59	102				89.6	90.1	TBD
Grade 4	91	81	68	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5	101	86	78	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 6	0	0	0				74.0	77.7	89.6
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 8	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 9	0	0	0				3	15	TBD
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 11	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 12	0	0	0				6	18	4
Ungraded	4	2	11						
Total	581	547	605						
<b>Special Education Enrollment:</b> <i>(As of October 31)</i>	2007-08	2008-09	2009-10	<b>Suspensions (OSYD Reporting) - Total Number:</b>					
# in Self-Contained Classes	38	45	67	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Collaborative Team Teaching (CTT) Classes	35	34	31				32	35	TBD
Number all others	14	16	9				0	7	TBD
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							0	0	0
							0	0	0
				<b>English Language Learners (ELL) Enrollment:</b>					
<i>(BESIS Survey)</i>									
<i>(As of October 31)</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	3	0	0				<b>Number of Staff - Includes all full-time staff:</b>		
# in Dual Lang. Programs	0	0	1	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# receiving ESL services only	136	129	130				59	52	TBD

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	7	49	Number of Administrators and Other Professionals	20	19	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	89.8	92.3	TBD
				% more than 5 years teaching anywhere	72.9	80.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	96.0	TBD
American Indian or Alaska Native	0.2	0.2	0.0		100.0	100.0	TBD
Black or African American	16.0	12.2	13.1				
Hispanic or Latino	47.8	50.5	49.8				
Asian or Native Hawaiian/Other Pacific Isl.	21.5	20.8	19.7				
White	14.5	15.0	15.7				
Male	53.7	56.7	54.2				
Female	46.3	43.3	45.8				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1				√		
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	X			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>ELA</b>	<b>Math</b>	<b>Grad Rate**</b>	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native		-					
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>5</b>	<b>6</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	▶		
<b>Overall Score:</b>	70.7			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	▶		
School Environment:	6.5			Quality Statement 2: Plan and Set Goals	▶		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	▶		
School Performance:	13.6			Quality Statement 4: Align Capacity Building to Goals	▶		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	▶		
Student Progress:	44.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							



## SECTION IV: NEEDS ASSESSMENT

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

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

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

**Data Source: Progress Report**

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

All students, including the school's lowest third, continue to make one year of progress. The median growth percentile for the school's lowest third was 77 out of 89.3. This is 66.7% of the way from the lowest (52.4) to the highest (89.3) for progress on the NYS ELA exam. However, the overall score for student progress in 2008-2009 was 44.6 out of 60 and the overall score for 2009-2010 was 28.7 out of 60. In addition, the overall student performance score decreased from "B" to "D", 13.6 out of 25 to 2 out of 25 respectively. The percentage of students achieving levels 3 and 4 in ELA was 34%. We noticed from the NYS ELA scores that some students who achieved level 3 last year moved up to level 4 this year. However, the majority of students who performed at level 3 moved down to level 2. Some students who achieved Level 2 last year dropped to Level 1. These declines in test performance could be a direct result of the changes the New York State Department of Education made in the ranges of scale scores at each performance level.

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

All students, including the school's lowest third, continue to make one year of progress. The median growth percentile for the school's lowest third was 63 out of 86.6. This is 41.9% of the way from the lowest (46.0) to the highest (86.6) for progress on the NYS Math exam. However, the overall score for student progress in 2008-2009 was 44.6 out of 60 and the overall score for 2009-2010 was 28.7 out of 60. In addition, the overall student performance score decreased from "B" to "D", 13.6 out of 25 to 2 out of 25 respectively. The percentage of students achieving levels 3 and 4 in mathematics was 41.1%.

**School environment:**

At P.S. 151Q, less parents and teachers completed the Learning Environment Survey in 2009-2010 than in 2008-2009. The Progress Report score for school environment of 3.8 reflects that this is still an area where improvement is needed. Attendance and the surveys score for engagement were the highest scores within our school environment category. The areas in need of the most improvement are academic expectations and communication. These scores are reflected in the aids and barriers to the school's continuous improvement.

**Data Source:**

**Comparison of Accountability Status Report from 2007-2009**

**ELA Performance Trends:** Accountability status for ELA in 2009-2010 indicates that students at P.S. 151Q did not make AYP in ELA. However, over the past three years, the state report card has shown that the category of *all students* have met AYP and that all *ethnicity groups* have also met AYP. The subgroup of students with disabilities has performed inconsistently over the past three years and has not improved. This subgroup did not meet AYP on the 2007 state ELA exam, did meet AYP with safe harbor on the 2008 state ELA exam, and did not meet AYP on the 2009 or 2010 state ELA exams.

**Math Performance Trends:** On the most current State Accountability Report, all six accountability groups made AYP in mathematics. The Performance Index for both students with disabilities and English language learners has increased over the past three years showing how the school is working toward closing the achievement gap for these populations. All student accountability groups had a PI that exceeded the EAMO; not requiring qualification for safe harbor.

**Science Performance Trends:** Our school continues to meet AYP for all tested students. Two accountability groups, Hispanic/Latino and Economically Disadvantaged, over the past three years met AYP with a PI which exceeded the EAMO. The Performance Index of the Economically Disadvantaged population increased in 2009 by 7 points.

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

<b>Total School- All Tested Students ELA Performance on State Assessment</b>				
<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>2010</b>	<b>23.3%</b>	<b>41.8%</b>	<b>28.9%</b>	<b>6%</b>
<b>2009</b>	<b>5.1%</b>	<b>37.4%</b>	<b>55.6%</b>	<b>1.9%</b>
<b>2008</b>	<b>10%</b>	<b>37%</b>	<b>49%</b>	<b>4%</b>

**Total School Trends:** Our results show that for the 2010 school year, a higher percentage of student achieved level 4. However, the percentage of students achieving level 3 decreased and the percentage of students achieving level 1 increased from last year.

<b>ELA Performance for Students with Disabilities on NYS ELA</b>								
<b>Year</b>	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2010</b>	<b>27</b>	<b>67.5%</b>	<b>12</b>	<b>30%</b>	<b>1</b>	<b>2.5%</b>	<b>0</b>	<b>0%</b>
<b>2009</b>	<b>10</b>	<b>27.8%</b>	<b>20</b>	<b>55.6%</b>	<b>6</b>	<b>16.7%</b>	<b>0</b>	<b>0%</b>
<b>2008</b>	<b>27</b>	<b>42.9%</b>	<b>24</b>	<b>38.1%</b>	<b>12</b>	<b>19.1%</b>	<b>0</b>	<b>0%</b>

**Grades 3 – 5 Students with Disabilities:** Our results show that over three years the performance of students with disabilities on the NYS ELA has decreased. The numbers of students performing at levels 2, 3 and 4 has declined. In 2010, 40% more of the students with disabilities tested achieved level 1.

<b>ELA Performance for English Language Learners on NYS ELA</b>								
	<b>Level 1 #</b>	<b>Level 1 %</b>	<b>Level 2 #</b>	<b>Level 2 %</b>	<b>Level 3 #</b>	<b>Level 3 %</b>	<b>Level 4 #</b>	<b>Level 4 %</b>
<b>2010</b>	<b>18</b>	<b>41.9%</b>	<b>18</b>	<b>41.9%</b>	<b>6</b>	<b>14%</b>	<b>1</b>	<b>2.3%</b>
<b>2009</b>	<b>6</b>	<b>12.5%</b>	<b>28</b>	<b>58.3%</b>	<b>14</b>	<b>29.2%</b>	<b>0</b>	<b>0%</b>
<b>2008</b>	<b>14</b>	<b>21.5%</b>	<b>37</b>	<b>56.9%</b>	<b>14</b>	<b>21.5%</b>	<b>0</b>	<b>0%</b>

**Grades 3 -5 English Language Learners:** On the NYS ELA, 41.9% of our ELL students achieved Level 1 and 41% achieved Level 2. There was a 29.4% increase in the number of ELLs achieving Level 1 from last year. The number of students performing in Levels 3 and 4 has decreased by 50%. Again, these dramatic changes in test scores may be a direct result of the changes the New York State Department of Education made in the ranges of scale scores at each performance level. English Language Learners continue to need additional resources and support.

***Data Source: NYSESLAT (2009-2010)***

**NYSESLAT Performance Trends:** Of all tested ELL students in Grades K -5, less students scored in the beginning and intermediate levels for both listening/speaking and reading/writing than previously. From 2009 to 2010, there was improvement in the performance of tested students on the NYSESLAT. In 2009, 31.6% of students scored as beginners, 33.67% scored as intermediate, 20.4% scored as advanced, and 14.28% scored proficient and tested out. On the 2010 NYSESLAT, 12% of the 107 tested students scored at the proficient level and therefore tested out. The scores of the tested students in grades K – 5 were evenly divided among proficiency levels with 28.97% of students scoring as beginners, 31.7% scoring as intermediate and 27.1% scoring as advanced. There was an increase of nearly 7% in the number of students reaching the advanced level of as compared to the year before.

**Summary of Data Analysis / Findings**

While progress of more than one year continues to be made by students at P.S. 151Q, performance of all students; especially students with disabilities, needs to continue to improve toward meeting NYS standards. The administration in the school will be ensuring growth in performance on the ELA by (1) reorganizing and monitoring the literacy block, specifically small group instruction, (2) providing necessary research-based materials and intervention programs to teachers of at-risk students and students with special needs, (3) increasing parental involvement through the magnet grant and choral music program and (4) Facilitating teacher-based learning rounds that focus on investigating problems of practice remedied by action research.

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

Over the past couple of years, our teachers have worked to develop a school wide assessment calendar. There is a more consistent and cohesive system of tracking student progress. Teachers collect data and utilize the data to establish grade level expectations and student goals.

Another accomplishment recognized by our school community is the improvement of collaboration among teachers across grades and the schools' grade leaders. Through professional dialogue and data analysis, it was decided to implement a new math program. enVisionMATH, published by Pearson Education, allows teachers to utilize technology and differentiate math instruction.

Grade one teachers had a successful inquiry team in which target students' reading levels improved. Teachers provided small group instruction that focused on word study and word recognition. The target students made 1 ½ years progress.

We began to pilot the Reading Rescue program with a grade 2 student. This student increased seven reading levels (Fountas & Pinnell). This program will be expanded this year to include training for more staff and servicing of more students.

As a result of these accomplishments the school was recognized by the School Quality Review as a school that is proficient in practices of collaboration, continuity and professional growth.

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

Significant aids to our continuous school improvement have been the (1) weekly grade leaders meetings, (2) professional development opportunities specifically in data collection and analysis, communication, literacy and math, (3) organization of parent breakfasts and parent workshops, and (4) availability of technology and instructional resources.

Significant barriers to our continuous school improvement are (1) Customizing the implementation of Literacy by Design, (2) effective communication between the administration, professional developer and various grade level cohorts, and (3) a consistent schoolwide discipline plan.



## 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.

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### **1. Instructional Goal:**

**By June 2011, the performance of all tested students in grades 3 to 5 achieving levels 3 and 4 will increase by 10% as measured by the NYS English Language Arts assessments.**

**Description:** By providing more small group instruction, students' performance in reading will improve.

### **2. Instructional Goal:**

**By June 2011, 70% of fourth grade students will achieve a rating of proficient, within the area of mathematical practices as measured by a teacher created rubric on a bi-monthly basis.**

**Description:** To improve the instructional practices of all grade 4 teachers in mathematics so that students performing below grade level will make accelerated academic progress. By implementing enVisionsMATH, specifically in grade 4, student achievement in mathematics will improve and more students will meet or exceed the standards.

### **3. Instructional Goal:**

**By June 2011, 100% of students with disabilities in grades 3 – 5 , who have placement in a self-contained or ICT environment, will meet one monthly literacy goal written in collaboration with their teacher as measured by their IEPs and their modified promotional criteria. Students will work toward achieving the literacy goals prescribed on their IEPs.**

**Description:** Students with disabilities have not meet AYP on the NYS ELA assessment for over two years. Significant improvements in the areas of reading and writing need to be made. We believe students will feel empowered by working towards a self-created monthly goal.

### **4. Instructional goal:**

**By June 2011, there will be an increase in parental involvement by 10% as measured by attendance at PA meetings and parent workshops.**

**Description:** Upon beginning the new magnet program and providing additional activities, the parents will become actively involved in their child's learning. It has been found that parent involvement increases student achievement.

### **5. Instructional goal:**

**By June 2011, 80% of grade 4 students will master NYS Science benchmarks as measured by the unit goals mastery documents.**

**Description:** To expand our assessment system in the area of science to include the upper grades and to ensure that more students will meet or exceed the standards.

### **6. Instructional goal:**

**By June 2011, all students at P.S. 151Q will receive instruction in the magnet theme *Global Communication and Foreign Language* for at least 5 hours a week.**

**Description:** To begin to implement the magnet theme schoolwide in grades K -5.

**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><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, the performance of all tested students in grades 3 to 5 achieving levels 3 and 4 will increase by 10% as measured by the NYS English Language Arts assessments.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Teachers will participate in Learning Rounds in a series of professional development.</li> <li>➤ Professional Learning Communities, (of same grade colleagues) will be facilitated by the coach in order to analyze data and set goals for differentiated instruction.</li> <li>➤ AIS – targeting students at risk not meeting the standards.</li> <li>➤ Daily guided reading groups / modeled classrooms / differentiated instruction.</li> <li>➤ Administration will monitor student progress using results obtained from Rigby Benchmarks.</li> <li>➤ Teachers will analyze data to provide targeted instruction for whole class, small groups and individualized instruction.</li> <li>➤ Leveled libraries with a variety of texts and genres for all third, fourth and fifth grade classrooms.</li> <li>➤ Teachers will have collaborative grade level planning sessions to develop differentiated literacy instruction.</li> <li>➤ Pupil Personnel Team will provide intervention strategies for at-risk students.</li> <li>➤ Interschool and Interclassroom visitations to share best practices.</li> <li>➤ Students from a local high school will provide one-to-one or small group tutoring.</li> <li>➤ Teachers and administrators will monitor to ensure that all students in Grades K-5 have appropriate independent reading leveled texts in their book bins/baggies.</li> </ul> <p><b>Implementation Time:</b> Continued implementation of Balanced Literacy Programs in K-5 classrooms during 2010-2011 school year. <b>Target Population:</b> All students in Grades 3-5, including ELLs, and students with disabilities.</p>

	<p><b>Responsible Staff:</b> Principal, assistant principals, coach, classroom teachers and ELL teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p><b>Schedule:</b> Classroom literacy instruction; extended day (50 minutes Monday through Wednesday), Ell push in program.  <b>Funding Sources:</b> CFE, Title III, Title I SWP, and Tax Levy Funding.  Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable. MSAP Federal Magnet Grant Funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>* Teachers will maintain Assessment Binders with growth charts, conference notes, and running record which will enable them to create individual and/or small group learning goals on a monthly basis.</li> <li>* Each student will read books at his/her independent reading level as indicated by the Rigby running record. Reading levels will be collected by administration three times a year to ensure that adequate progress is made.</li> <li>* Ongoing evaluations by administration through informal and formal observations</li> <li>* Administrative review of lesson plans; evidence of instruction aligned to class goals</li> <li>* Professional Learning Communities (of same grade colleagues) will monitor progress of identified students on a regular basis and revise goals as needed</li> </ul> <p><i>Instruments of Measure:</i> Rigby Benchmark Assessment kit, Reading and Writing growth charts  Instructional reading levels will be collected by administration a minimum of four times a year. The Benchmark Assessments will be conducted every 8 weeks or as needed.</p> <p><i>Projected gain:</i> Students should grow 5 Fountas &amp; Pinnell reading levels and /or make 1 ½ years progress. The performance of all tested students in grades 3 to 5 achieving levels 3 and 4 on the NYS ELA assessment will increase by 10%.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):** Math

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 70% of fourth grade students will achieve a rating of proficient within the area of mathematical practices as bi-monthly measured by a teacher created rubric.</b></p>
<p><b>Action Plan</b> <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"> <li>➤ Implementing the Envision Math program.</li> <li>➤ Professional development with Pearson Success.</li> <li>➤ Integrating technology</li> <li>➤ Creating Rubrics around the mathematical practices</li> <li>➤ Teachers will analyze the data to provide targeted instruction for the whole class, the small groups and individualized instruction.</li> <li>➤ Differentiated instruction, flexible grouping to meet individual needs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<p>Funding: CFE, Title III, Title I SWP, SWP and Tax Levy Funding MSAP Federal Magnet Grants Funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><i>Instruments of Measure</i> : Assessment will include but not be limited to topic tests. Envision topic tests, teacher created rubric, teacher observation/assessments, etc. Topic tests are given at the conclusion of each topic; approximately every 2 - 4 weeks. In addition, students complete either a daily spiral review before the lesson or a daily quick check at the conclusion of the lesson. Teachers observe how the students perform on these items. <i>Projected gain: Students are expected to achieve mastery of each tested objective on each topic test.</i></p>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 100% of students with disabilities in grades 3 – 5 , who have placement in a self-contained or ICT environment, will meet one monthly literacy goal written in collaboration with their teacher as measured by their IEPs and their modified promotional criteria. Students will work toward achieving the literacy goals prescribed on their IEPs.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Professional development for all Special Education teachers to write appropriate SMART goals on Individual Education Plans.</li> <li>➤ Purchase more technology dedicated for the use of Special Education students, teachers and classrooms.</li> <li>➤ Collaboration between teachers and service providers to incorporate life skills and academic disciplines across the curriculum.</li> <li>➤ Workshops for parents of special education students by appropriate child advocates, agencies and other professionals to better inform and support parents in meeting their special needs child.</li> <li>➤ Common planning time for Special Education teachers / Professional Development</li> <li>➤ Quality Improvement Plan to implement effective strategies to improve outcomes for SWD in self-contained and ICT environment.</li> </ul> <p><b>Target Population:</b> All Special Education students K-5, Special Education teachers, student service providers, Administrators and Coach  <b>Responsible staff:</b> Special Education teachers, Student Service Providers, SETSS/IEP Teacher, Administrators and Coach  <b>Implementation Timeline:</b> September 2010- June 2011</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p><b>Staffing / Training:</b> Administrators, Coach, Special Education teachers, SETSS/IEP teacher, Guidance Counselor, Parent Coordinator and Service Providers  <b>Schedule:</b> Classroom instruction, Service Providers pullout sessions and other scheduled sessions.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student performance goals will be based on the analysis of student collected data in alignment with modifications found on student's IEP</li> <li>• Students will be a part of setting their learning goals and have ownership of their accomplishments</li> <li>• Teachers will review student goals and meet with students every 4 weeks or as goal is met</li> <li>• New goals will be developed through collaborative learning communities as previously described</li> <li>• Professional resources will be identified, utilized, created and enhanced to improve the design of appropriate learning goals.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):** Parental Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, there will be an increase in parental involvement by 10% as measured by attendance at PA meetings and parent workshops.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Workshops for parents by school literacy, technology and science specialists and parent coordinator.</li> <li>➤ Parent coordinator and family worker will work closely with parents and offer parenting skills, communication skills, technology and ELL orientation.</li> <li>➤ Student performances at specific community functions.</li> <li>➤ Provide detailed PA Meeting Agendas to encourage parent participation.</li> <li>➤ Monthly calendar of events and daily reminders created and distributed by parent coordinator.</li> <li>➤ School Leadership Team meets monthly to discuss school wide initiatives.</li> <li>➤ Awards night celebration in conjunction with Parent Association meetings.</li> <li>➤ Development of a school wide parent e-mail distribution list.</li> <li>➤ Breakfast with the principal on a monthly basis.</li> </ul> <p><b>Target Population:</b> All parents / caregivers  <b>Responsible Staff:</b> Principal, assistant principals, parent coordinator, family worker, coach, testing coordinator, Magnet resource specialist  <b>Implementation Timeline:</b> September 2010– June 2011</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p><b>Staffing/Training:</b> Principal, assistant principals, parent coordinator, family worker, coach, and technology cluster, Magnet resource specialist  <b>Schedule:</b> Workshops and meetings throughout the year.  <b>Funding:</b> CFE, Title III, Title I SWP, and Tax Levy Funding  MSAP Federal Magnet Grants Funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Parents handbook in home languages</li> <li>• Attendance sheets</li> <li>• Monthly newsletter</li> <li>• Parent website designed and maintained by parent coordinator and Parents Association with links to current workshops, resources, accountability tools, cultural institutions, etc.</li> <li>• Translation services for all parents</li> <li>• Log of parents coordinator meetings with parents</li> </ul> <p><i>Instrument of Measure:</i> Logs of attendance at parent breakfasts, parent workshops, meetings and school family events  <i>Projected gains:</i> To increase parental involvement by providing ten workshops focused on computer technology, Literacy and Magnet Theme of IB/PYP Global Communication and Foreign Language. Workshops will be attended by a minimum of 15 parents per session.</p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of grade 4 students will master NYS Science benchmarks as measured by the unit goals mastery documents.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Increase funding for Science supplies and textbooks (grade 4 )</li> <li>➤ Use P.S. 151Q Science Benchmark system once a month</li> <li>➤ Support instruction and congruence with Science cluster teacher through pacing calendars and collaborative planning.</li> <li>➤ Support Science/Literacy connections, Literacy by Design, On Your Way to English.</li> <li>➤ Facilitate professional development that will support the implementation of the scientific method and “go green” initiative (recycling and composting)</li> <li>➤ Encourage and support transfer of practices from professional development to the classroom.</li> <li>➤ Continue to expand Science material and encourage their use.</li> <li>➤ Interactive charts and small group inquiry tasks have been developed for each unit</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p><b>Staffing/Training:</b> Principal, Assistant Principals, coach, classroom teachers, Science cluster teachers, ELL teachers, Magnet resource specialist  <b>Schedule:</b> Classroom teacher, Science Cluster, FOSS Kits, Literacy Instruction, Literacy by Design, On Your Way to English  <b>Funding:</b> CFE, Title III, Title I SWP, Title II D, Science Grant, and Tax Levy Fund  MSAP Federal Magnet Grants Funds</p>

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

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

*Instrument of Measure* : Unit assessments will take place monthly. A checklist, portfolios, Science cluster and classroom teacher input will be used as instruments to measure student progress. Schoolwide monitoring by school administrators to ensure the overall quality of instruction, authenticity of the data collected and the progression of our students of implemented. (Daily walkthroughs, data binder reviews, grade conferences, observations and review of lesson plans).

*Projected gain:*

By June 2011, 80% of grade 4 students will master the Science benchmarks.

- P.S. 151Q Grade 4 Science Benchmark system updated every eight weeks as units are completed
- Implement units of study in all classrooms (general education and special education)
- Design checklists for recognizing student benchmarks, aligned with the NYS performance standards.
- Develop student goals for Science in each grade

**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):** Magnet theme: Global Communication and Foreign Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students at P.S. 151Q will receive instruction in the magnet theme Global Communication and Foreign Language for at least 5 hours a week.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Grade level thematic unit planning</li> <li>➤ Creation and implementation of curriculum maps / units of study for each grade K -5</li> <li>➤ AUSSIE professional development on curriculum mapping</li> <li>➤ Administrators will review and analyze class schedules and prep periods for alignment to magnet theme</li> <li>➤ Host parent workshops related to magnet theme</li> <li>➤ Create foreign language opportunities for students to fulfill language component of magnet theme</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p><b>Staffing/Training:</b> Principal, Assistant Principals, coach, classroom teachers, cluster teachers, ELL teachers, Magnet resource specialist  <b>Schedule:</b> Classroom instruction  <b>Funding:</b> CFE, Title III, Title I SWP, Title II D, Science Grant, and Tax Levy Fund  MSAP Federal Magnet Grants Funds</p>

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

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

*Instrument of Measure* : Success will be determined through unit plan analysis, surveys, learning rounds / walkthroughs and collegial reflection of units and lessons produced during monthly grade level magnet planning meetings.

*Projected gain*: 5 hours a week of instruction within magnet theme for each student

## **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			N/A	N/A	3	-	-	-
1	30	30	N/A	N/A	2	-	1	-
2	54	54	N/A	N/A	-	-	1	-
3	51	51	N/A	N/A	-	12	30	60
4	49	49	26	49	23	12	25	26
5	35	35	21	35	60	12	-	-
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>● Differentiation of instruction meeting the needs of all students.</li> <li>● Small class size</li> <li>● Extended Day Small Group Tutoring for level one and two students in grades 1-5.</li> <li>● Wilson Foundations Program used in Grades K and 1.</li> <li>● Saturday ELA test preparation for grades 3-5.</li> <li>● SES afterschool program for Title 1 students. (Not AIS, but is supplemental L1 &amp; 2s)</li> <li>● Reading rescue was increased from 1 student in 2009-2010 to 14 students in 2010-2011.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>● New Skills-based math program: Pearson’s enVision which includes tiered assignment, visual learning bars to support parent involvement, technology demonstrations to animate math concepts and skills.</li> <li>● Differentiation of instruction meeting the needs of all students.</li> <li>● Small class size</li> <li>● Extended Day Small Group Tutoring for level one and two students in grades 1-5.</li> <li>● Saturday Math Test Preparation Program for students in grades 3-5.</li> <li>● SES afterschool program for Title 1 Students. (Not AIS, but is supplemental for L1 &amp; 2s)</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>● Increased funding for Science supplies and resources.</li> <li>● A+ mobile science laboratory carts integrate science process skills and techniques with newer technology tools. (digital microscopes, electronic sensors, Internet-based research)</li> <li>● Utilization of FOSS Science kits for grades 3 and 4.</li> <li>● Utilization of Harcourt texts for grades 3 and 4.</li> <li>● Differentiation of instruction meeting the needs of all students.</li> <li>● Science cluster teachers provide hands-on science lessons and activities.</li> </ul>

<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>● Utilize New York City core curriculum (Grade 4).</li> <li>● Additional support for special education and ELL students.</li> <li>● Addressing the needs of level one student needs to help in Social Studies.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>● The guidance counselor (with consent of the parent) provides at risk counseling for students who are having difficulties in the school or home environment.</li> <li>● The guidance counselor will help parents find support agencies for their child when needed.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>● The school psychologist (with consent of the parent) provides at risk counseling for students who are having difficulties in the school or home environment.</li> <li>● The school psychologist is providing support to classes in grades 3, 4 and 5 in the area of socialization and conflict resolution (Premier's <i>Stop Bullying!</i> program)</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>● The social worker provides at risk counseling for students having difficulties in the school or home environment.</li> <li>● The social worker is providing support to classes in grades 3, 4 and 5 in the area of socialization and conflict resolution (Premier's <i>Stop Bullying!</i> program)</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>● Our speech therapists work with students identified by their teachers as at-risk students.</li> <li>● Project Share, an outside organization, counsels at-risk students in how to deal with issues in real life situations.</li> <li>● Clinic Plus from Western Queens Consultation counseling services for students and their families at our school</li> </ul>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**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.

**Form TIII – A (1)(a)**

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

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

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

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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P.S. 151Q's Title III program provides English Language Learners with supplemental instruction in an ESL Program. The instructional program services ELLs in grades K-5 who score at the beginning, intermediate, and advanced levels on the NYSESLAT. In addition to the Saturday program, which services our upper grade ELLS, we will implement the L.E.A.P Program. The program will specifically address instruction in English Language Development. It will focus on improving reading and writing skills through the arts, thereby increasing chances of improving the NYSESLAT scores as well as City and State Assessments. Each ESL and self-contained bilingual class will receive ten sessions with a L.E.A.P. artist. Instruction will focus on literacy skills (reading, writing, and phonics). All instruction will be done in English, using ESL methods and scaffolding strategies. The L.E.A.P. Program will provide all needed supplies. The program will culminate with a student performance. Furthermore, the instructional program has introduced and implemented a Kindergarten / First Grade French speaking Dual Language Program which includes both French native speakers and students who are proficient in English.

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

---

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

1. Writing lesson plans based on the scaffolding and current ESL practices.
2. Conferencing with students.
3. Strategies needed to prepare ELL'S for the NYSESLAT.
4. A session will be devoted to mathematic instructional strategies and lesson plan writing, to enhance student skills and performance on city and state tests.
5. Preparing for the N.Y.S. Science Test
6. Preparing for the N.Y.S. Social Studies Test (grade 5)

**Form TIII – A (1)(b)**

School: PS151Q BEDS Code: 30Q151

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$12,722.00	<b>255 hours of per session for ESL and General Ed teacher to support ELL Students: 255 hours x \$49.89 (current teacher per session rate with fringe)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$2,720.00	<b>Programs such as LEAP or Arts Connection to work with ELL students and PD for ELL teachers.</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,278.00	<b>Books on Tape, Cassette Recorders, Headphones, Leveled Books</b>
<b>Educational Software (Object Code 199)</b>	\$2,000.00	<b>Rosetta Stone (or other) language development software packages for afterschool / Saturday program</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$21,620	

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

**Part B: Strategies and Activities**

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

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

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

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

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

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

### **APPENDIX 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**

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

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

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

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

#### **Part B: Strategies and Activities**

---

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

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

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

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

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

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

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	363,905.00	8,442.00	372,347
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,640.00	87.00	3,727.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,196.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,390.50	*	

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.

\* 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**

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

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

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

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

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

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

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

2. P.S. 151Q will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in school. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so that they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S. 151Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic content standards
  - the State's student academic achievement standards
  - The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotating schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only.

When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

- Through the efforts of the Parent Coordinator, the PA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student, citizen and reader of the month Awards Night will be held monthly in conjunction with PA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school programs.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

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

**Professional Development:**

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

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

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

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

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

**III. Adoption**

**This School Parental Involvement Policy has been discussed with parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team meeting agendas and minutes. This policy was adopted by the P.S. 151Q on December 7, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 31, 2010.**

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

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

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

**2010-2011  
Title I School-Parent Compact Framework**

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

<b>P.S. 151Q will:</b>	<b>The Parent/Guardian will</b>
<p>P.S. 151Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's highest standards. This school-parent compact is in effect during school year 2010-2011.</p> <p>P.S. 151Q will:</p> <ul style="list-style-type: none"> <li>• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to</li> </ul>	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> <li>• Promoting positive use of my child's extracurricular time               <ul style="list-style-type: none"> <li>• Monitoring attendance</li> <li>• Making sure that homework is completed</li> <li>• Monitoring amount of television their children watch</li> <li>• Volunteering in my child's classroom</li> </ul> </li> <li>• Participating as appropriate, in decisions relating to my children's education.</li> <li>• Promoting positive use of my child's extracurricular time.</li> <li>• Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.</li> <li>• Serving, to the extent possible, on policy advisory groups, such as</li> </ul>

meet the State's student achievement standards.

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: November 2010 and March 2011

- Provide parents with frequent reports on their children's progress.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

  - teachers are available to meet with parents during preparatory periods and parent teacher conferences

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

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

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

  - Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, And timely way.

  - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

#### Student Responsibilities

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

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

• Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

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

• On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.

2. Schoolwide reform strategies that:

- Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- Use effective methods and instructional strategies that are based on scientifically-based research that:

• Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.

• Provide each parent with 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 highly qualified with 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.

I. 

- Are consistent with and are designed to implement State and local improvement, if any.

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

SIGNATURES:

3. Instruction by highly qualified staff.

SCHOOL	PARENT(S)	STUDENT
<i>According to the most recent School Accountability report, 100% of our staff is highly qualified.</i>		

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.

(Please note that signatures are not required)

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

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

*The principal utilized an extensive interview process.*

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

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

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

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

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

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

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

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

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

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

## 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, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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		xxx				
Title I, Part A (ARRA)	Federal	XXX			8,444.00	Reduced Class Size	31
Title II, Part A	Federal	XXX			142,312.00	Reduced Class Size	31
Title III, Part A	Federal		XXX				

**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 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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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. –

Title IV	Federal			XXX			
IDEA	Federal		XXX		6,125.00	CTT	
Tax Levy	Local			XXX			

**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.  
**See Appendix 4, Part C**
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
**See Appendix 4, Part C**
  
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;**See Appendices 1 and 4**
  
4. Coordinate with and support the regular educational program;  
**See Appendices 1 and 4**
  
5. Provide instruction by highly qualified teachers;  
**See Appendix 4, Part C**
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
**See Appendix 4, Part C**
  
7. Provide strategies to increase parental involvement; and

***See Appendix 4***

8. Coordinate and integrate Federal, State and local services and programs.  
***See Section II***

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

*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:** Corrective Action Year 2      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**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.

*P.S. 151Q has been identified as Corrective Action Year 1 because the students with disabilities have failed to meet AYP on the NYS ELA exam consistently over the course of several years. During our External School Curriculum Audit in the 2009-2010 school year, the following findings were noted:*

- Moderate evidence of literacy program in place. The program provides much of the framework for the curriculum.
  - Moderate evidence that instruction focuses on the effective delivery of the curriculum.
  - Evidence that instruction is supported by professional development. Further professional development is needed in the areas of differentiation and meeting the instructional needs of students with disabilities.
  - Lesson plans and lesson plan templates address instructional strategies and show that the school is working toward differentiated instruction
  - Curriculum framework documents do not outline instructional strategies
  - Substantial evidence of new teacher support
  - Teachers were observed using a limited number of instructional strategies
  - Scheduling of related services was observed to interrupt ELA instruction for students with disabilities
  - Both general education CTT and special education teachers reported collaborating with each other to address the needs of students with disabilities, but most collaboration occurs informally.
  - All students with disabilities are taught to the same standards as students without disabilities.
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

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School Under Registration Review (SURR)

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.

*To support improved achievement for our students with disabilities, we will ensure (1) instruction provides systematic, sequenced, and explicit phonics instruction; (2) student data and progress monitoring drives decision making; and (3) design and delivery of explicit direct instruction, including explicit strategy instruction in all content areas. The instructional focus for the 2010-2011 schools year will be on increasing oral reading fluency (correct words per minute). In addition, we will be supporting students with appropriate instruction and services in order to decrease the percentage of students who attend full-time self-contained special education classes.*

**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.  
This Title I funding allows P.S. 151Q to have an additional assistant principal who provides professional development.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.  
The mentor program for new teachers is supported by the coach in the school building.
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.  
Through parent breakfasts, parent association meetings, school leadership team meetings and school correspondence, parents will be notified of the school's identification for school improvement.

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

*All SURR schools must complete this appendix.*

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

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

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

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



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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

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

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

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

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

*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**

<b>School Name:</b>	P.S. 151 Mary D. Carter					
<b>District:</b>	30	<b>DBN:</b>	30Q151	<b>School</b>		343000010151

**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		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	46	64	66		92.5	93.7	93.5
Kindergarten	87	91	94				
Grade 1	91	103	92	<b>Student Stability - % of Enrollment:</b>			
Grade 2	95	88	91	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	59	102	85		89.6	90.1	88.1
Grade 4	81	68	85				
Grade 5	86	78	68	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.0	89.6	86.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	15	45
Grade 12	0	0	0				
Ungraded	2	11	5	<b>Recent Immigrants - Total Number:</b>			
Total	547	605	586	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	18	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	45	67	55	Principal Suspensions	32	35	22
# in Collaborative Team Teaching (CTT) Classes	34	31	39	Superintendent Suspensions	0	7	7
Number all others	16	9	12				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	1	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	129	130	TBD	Number of Teachers	59	52	54
# ELLs with IEPs	7	49	TBD	Number of Administrators and Other Professionals	20	19	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	16

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	89.8	92.3	92.6
				% more than 5 years teaching anywhere	72.9	80.8	87.0
<b>Ethnicity and Gender - % of Enrollment:</b>							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	96.0	98.2
American Indian or Alaska Native	0.2	0.0	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	93.0
Black or African American	12.2	13.1	15.2				
Hispanic or Latino	50.5	49.8	51.2				
Asian or Native Hawaiian/Other Pacific	20.8	19.7	18.3				
White	15.0	15.7	15.0				
<b>Male</b>	56.7	54.2	58.2				
<b>Female</b>	43.3	45.8	41.8				

#### 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

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year				v	
	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:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native		-				
Black or African American	-	-	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	-	-	-			
Multiracial						
Students with Disabilities	X	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>5</b>	<b>6</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	35.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	3.8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	28.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	0.8		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>CFN410</b>	District <b>30</b>	SchoolNumber <b>151</b>	SchoolName <b>Mary D. Carter</b>
Principal <b>Jason P. Goldner</b>		Assistant Principal <b>Maria Psaradakis</b>	
Coach <b>Lauren Mora</b>		Coach	
Teacher/Subject Area <b>Judi Glass/ESL</b>		Guidance Counselor <b>Vicky Fernandez</b>	
Teacher/Subject Area <b>Kathy Drakopoulos/ESL</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Naida Ryans</b>	
Related Service Provider		Other	
Network Leader <b>Altagarcia Santana</b>		Other <b>Alice Cohen</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>609</b>	Total Number of ELLs	<b>115</b>	ELLs as Share of Total Student Population (%)	<b>18.88%</b>
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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, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

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 #

<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →75%:25%)	0	0	0	0	0	0									0
<b>Dual Language</b> (50%:50%)	1	1	1	0	0	0									3
<b>Freestanding ESL</b>															
<b>Self-Contained</b>	0	1	0	0	0	0									1
<b>Push-In</b>	1	0	1	1	1	1									5
<b>Total</b>	2	2	2	1	1	1	0	0	0	0	0	0	0	0	9

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups						
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)		92	Special Education	46
SIFE	1	ELLs receiving service 4-6 years		23	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	2	0	0	0	0	0	0	0	0	2
ESL	90	1	36	23	0	11	0	0	0	113
<b>Total</b>	<b>92</b>	<b>1</b>	<b>36</b>	<b>23</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>115</b>

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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French	0	20	0	6	0	11													0	37
Other																			0	0
<b>TOTAL</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>37</b>												

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>8</u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number): African-American: <u>3</u> Asian: <u>2</u> Hispanic/Latino: <u>12</u> Native American: <u>0</u> White (Non-Hispanic/Latino): <u>5</u> Other: <u>1</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	8	16	15	20	15	12								86
Chinese	1	2	0	1	0	0								4
Russian	1	0	0	0	0	0								1
Bengali	0	2	1	2	2	0								7
Urdu	2	0	2	1	1	0								6
Arabic	2	1	1	1	1	1								7
Haitian	0	0	0	0	0	0								0
French	0	0	0	1	0	0								1
Korean	0	0	0	0	0	0								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
Punjabi	0	0	1	0	0	0								1
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	2	0	0	0								2
<b>TOTAL</b>	<b>14</b>	<b>21</b>	<b>22</b>	<b>26</b>	<b>19</b>	<b>13</b>	<b>0</b>	<b>115</b>						

## 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.

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

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

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

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

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

2. Free-Standing ESL model- is implemented in grades K, 2, 3, 4 and 5. A certified ESL teacher pushes into the class during reading and writing periods to provide language rich instruction geared to meet the ESL and ELA performance standards. Kindergarten, second and third grade are using the On Our Way To English literacy program. The push –in teachers work with classroom teachers using this program to advance the ELLs literacy. The forth and fifth grades use the Literacy By Design program with an ESL component. The push-in teacher works

with the classroom teacher to ensure proper understanding by the ELLs. In order to maximize English acquisition for ELL students, the ESL push-in teachers and classroom teachers devote time to planning for instruction together. It is our goal that ELL students will become proficient by the end of the third year of services and thus passing the NYSESLAT. All instruction is done in English. To ensure academic success scaffolding strategies are utilized through the use of word walls, word webs, graphs, diagrams, etc.

### 3. Dual Language French Program

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

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

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

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

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

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

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

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

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

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

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

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

## 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?

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

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

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

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

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

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

All support services are age and level appropriate.

### 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)?

We currently have two Dual Language French classes on the kindergarten, first and second grade level. These classes are comprised of about 20 students, half of whom are proficient in French and the other half are monolingual English speakers. The workshop model (whole-small-whole) is the approach used as the primary instructional methodology. The teacher uses Literacy By Design for English literacy. Scolartek as well as big books in French from Hachette, Beauchemin and Scholastic used for French literacy. The days are split 50% in English and 50% in French. This includes all subject areas. Both English Proficient (EP) and ELLs are integrated throughout the day. All students in this class are taught in the same language either French or English depending on the day. The classroom teacher wears a pin or necklace to indicate that she will be teaching in French. Ex: Monday is taught in French and Tuesday is taught in English. This is a self-contained model with literacy taught simultaneously in French and English.

### 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.

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

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

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

### 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?

Our ELL Parents are informed of the different school functions through flyers in English, Spanish and Bengali. There are ELL orientations throughout the school year to inform parents of the ELL programs and choices that they have. They are also invited to attend Parent workshops to give them the opportunity to better assist in the education and learning of their children at home. Our parent-coordinator is bilingual – she speaks English and Spanish - and serves as a translator when needed. Some topics that will be covered are:

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

**5. Financial Planning and Employment**

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

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

# 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)	5	15	6	7	5	3								41
Intermediate(I)		5	8	14	4	3								34
Advanced (A)	9	1	6	6	9	7								38
Total	14	21	20	27	18	13	0	0	0	0	0	0	0	113

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		4	2										
	I		10	2	1									
	A		4	8	10	6	5							
	P		3	8	15	12	6							
READING/WRITING	B		15	6	6	5	1							
	I		5	8	14	4	3							
	A		0	4	6	9	7							
	P		1	2	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	8	8	3	0	19
5	6	4	0	0	10
6					0
7					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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									0
4	9	0	9	0	1	0	0	0	19
5	3	0	6	0	2	0	0	0	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	6	0	4	0			11
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Since it is important to assess ELL in literacy, our school uses several different methods in which to gather data in the early childhood grades. For our ELLs, we begin by using the LAB-R and the NYSESLAT to determine their ESL level. Once students are placed in a class the teacher then use

intermediate levels in their English language development. Kindergarten is the only lower grade for which this is not true, this year in kindergarten 36% of the ELLs are beginners while 64% are advanced. In first grade 71% are beginners, 24% intermediate and only .5% are advanced. In second grade 30% are beginners, 40% intermediate and 30% advanced. In third grade 26% are beginners, 51% intermediate, and 22% advanced. In both Fourth and Fifth grades the advanced students outnumber beginners and intermediates with 50% of fourth grade ELLs being advanced while only 28% are beginners and 22% are intermediates. On fifth grade 23% are beginners (all of these, are students with special needs and newcomers) 23% are intermediate and 54% are advanced. With further analysis of the modalities it has been concluded that our ELL students need to work on reading and writing skills. The majority of our students 80% score either advanced or proficient in the listening/speaking subsections of the NYSESLAT while most of these same students 70% scored in the beginner or intermediate level on the reading/writing subsections. Since it is critical to advance these students in reading and writing we address this need in several ways. In our lower grades we use the On Our Way To English series which promotes both reading and writing skill for ELL students. In the upper grades the ELLs are our targeted students and receive supplemental instruction in reading and writing during the extended day program.

While few of our student take tests in their native language it is clear from the data that ELL students are have difficulties with reading and understanding in English. Our ELL students score lower on tests which involve extensive reading such as the ELA or Science as opposed to math related tests. This year we had no students taking exams in their native language.

The ELL coordinator views and analyzes the results of the interim ELL assessments. She then uses this information to help classroom teachers provide appropriate instruction on their proper ELL proficiency level. We use the data from this test to refocus our instruction to better serve the needs of these students. These tests show that students need to become more proficient in reading and writing. We are addressing this issue by targeting these students in our extended day program using varied instructional approaches based on their proficiency levels.

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

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

### **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

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