



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

_____ LOU GEHRIG ACADEMY/ I.S. 151 _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

_____ 07X151 _____

PRINCIPAL: _____ SOCORRO RIVERA _____ **EMAIL:** _____ SRIVERA22@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ YOLANDA TORRES _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Socorro Rivera/Julia LaMar	*Principal or Designee	
Maritza De Jesus	*UFT Chapter Leader or Designee	
Russell Alston	*PA/PTA President or Designated Co-President	
Bernadette Cruz	DC 37 Representative, if applicable	
Shawnette William	CBO Representative, if applicable	
Marisol Vicente	Member/ Parent Coordinator	
Dorothy Robinson	Member/Teacher	
Edwin Olavarria	Member/Teacher	
Gloria Ortega	Member/Parent	
Denny Santos	Member/Parent	
Regina Moreno	Member/Paraprofessional	
Blanca Torres	Member/Parent	
David Farley	Member/Parent	
Rose Gomez	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

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

By June 2012, all students will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring a Level 3 or 4 on the New York State ELA assessments.

Comprehensive needs assessment

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

In the 2010-2011 school year, based on our NYC Progress Report, 89.5% of our total student population scored at Levels 1 and 2 in ELA. There is a 2% decrease of the total school population scoring at Levels 3 and 4 as compared to last year's data. The data reveals the following results in the performance of students that scored at Levels 3 and 4 on the NYS ELA assessments: 8th grade - 12%, 7th grade - 19.2%, and 6th grade - 13.9%. As per the NYS School Report Card, IS. 151 did not meet its AYP based on the test performance index of 87 (out of the 115 Effective AMO and 100 safe harbor targets) for the entire school population. Our Special Education population was the only subgroup that met the criterion/met AYP, scoring 66 out of the 64 safe harbor target.

I.S. 151 is identified as a Restructuring Comprehensive school under NCLB/SED accountability system, and as per the NYC Progress Report 2010-11 our school has an overall grade of A (with an overall score of 62.2 despite a D for student performance). Our school, which underwent a JIT review in March 2011, has been identified as a non-performing school in English Language Arts for the past 7 years. The school's historic performance on the NYS ELA exams is low.

With 95% of our students economically disadvantaged and 5% in temporary housing, as well as the lack of parental involvement, I.S. 151's performance in ELA has declined in the past 2 years. In relation to curriculum development, the JIT recommendations are, as follows: there should be more support from the Network in the development of curriculum in English language Arts that will align to NYS P-12 Common Core Learning Standards to prepare for implementation in 2012-13; teachers and administrators should be involved in PD on how to plan and implement a curriculum with rigor, as well as delivery methods that are student centered; the curriculum should be used in the formation of assessments that measure individual student mastery of state standards; materials and resources that reflect NYS Standards should be differentiated by grade and skill levels; classroom ELA resources should be organized by reading level and genre to allow the students to independently select appropriate and culturally responsive texts; and, all lesson plans should reference specific NYS Standards. We will address all the aforementioned recommendations in order to increase student achievement in ELA.

To strengthen the teaching and learning processes at I.S. 151, there will be increased PD in differentiated instruction, cooperative

learning, targeted group instruction and classroom management. The teachers will organize classrooms and structure teaching so that several learning activities occur at the same time, which means that teachers should be trained on the implementation of learning centers/stations. During instructional periods, teachers will post the flow of the lesson with times in order for the students to clearly understand the expectations for them to be self-directed and personally accountable. Classroom rules and consequences will be posted and discussed, and they will be revisited regularly until routines are clearly established and followed. Procedures in the classroom will be established to address how students get teachers' attention, how the teacher will get the attention of the students, expectations for entering and leaving classrooms, and the process for getting materials. Teachers will move from whole group instruction, as much as appropriate, to interactive student assignments (i.e. project-based learning).

The following components will be implemented through all content areas: debates, paired reading, shared reading, guided reading, independent reading, projects across the curriculum, and experiments. Questions that teachers ask will require students to support answers by citing the text, by elaborating on the answers of other students, and by summarizing and rephrasing new information. Their lesson plans will include pre-created questions that require critical thinking and discussions. For increased student accountability: teachers will use rubrics to give students effective, constructive feedback; rubrics will be created with the students for each type of assignment so that they fully understand what is expected of them; and, students will be trained to use rubrics to score their own work and the work of peers.

There will be a written technology plan that will be monitored for implementation so that the full integration of technology into students assignments and projects occurs such as written assignments being consistently word-processed. PD will be given on the uses of SMART Boards to enhance the delivery of instruction to allow students to interact with multimedia tools and activities, and all students should be able to access ACUITY.

The school's grading policy needs to be developed to ensure consistency in the weighting of homework, class work, participation, and test grades. This grading policy will align with the State scoring standards, and PD will be provided for the uniform understanding and application of the school's revised school policy. Administrators will determine areas of high priority based on achievement data, attendance trends, subgroup analysis, parent and student surveys, and grade reports, involving SLT's involvement in the active analysis of data in order to inform school goals. School leaders will have a planning schedule for ELA teachers, and there will be established protocols and expectations for the use of this time. It is also very important that progress reports be distributed to students/parents.

Extended day will include reinforcement of ELA skills and strategies and will be rigorously monitored for impact. The school schedule will be adjusted to include AIS for ELA during the day, and AIS instructional support will align with classroom instruction. Therefore, AIS and content area teachers will have articulation time in order to align instruction, and AIS teachers will communicate regularly with the school based support team on students who continue to be at-risk. There will be common meeting time for the guidance department, special service providers and cluster teachers to meet with ELA teachers to articulate concerns and develop solutions for student and family issues. The Parent Coordinator will monthly grade level parent meetings in order to inform and educate parents on the resources available to them and to keep them informed of student progress in ELA.

The school will conduct a thorough item analysis and subgroup analysis to determine the causes of underperformance in ELA and create a strategic instruction plan for ELA based on data. There will be a comprehensive analysis of school-wide grade level achievement data, led by the data specialist who needs to analyze and archive all school data, including external, internal, NYCDOE, and NYSED information. The data specialist will have regular articulation periods with the ELA teachers, guidance counselors, parents and students and conduct regular PD sessions for the staff on the use of data to impact instruction. Training sessions will be provided, in which teachers score student work samples and compare their scoring to the exemplar pieces.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To achieve this goal, we will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. I.S. 151 will continue to increase the number of leveled libraries in all literacy classrooms to provide our students with the opportunity to increase reading and writing volume, fluency and comprehension. We will provide our students with ongoing assessments in all the components of balanced literacy instruction. Periodic re-evaluation of assessment will be performed by teachers, coaches, data specialist, instructional cabinet and Inquiry Team members. The evaluation of the assessments will allow the staff to conduct research, establish and implement new and innovative instructional methodologies, and utilize effective instructional tools and strategies. By doing so, we will be able to meet the different learning styles of our students, and align our curriculum and instruction to the standards. The staff will also be given the opportunity to plan the units collaboratively with the facilitation of expert coaches, lead teachers and consultants, as thus sharing their expertise with one another and creating a curriculum that differentiates instruction in meeting the needs of all students, especially those in the ELL and SWD population. Already in the process of redesigning the ELA curriculum, we will ensure its alignment to the Common Core State Standards.

Reducing the teacher-student ratio will personalize instruction and reduce classroom management issues. Teachers will be able to create a more student-centered instructional environment that is conducive to learning. As an iZone 360 school (RISC model), the creation of personalized learning plans is one of the strands in its performance-based system. Grade advisors will be assigned to provide support to at-risk students who are experiencing academic and/or behavioral issues. We will implement effective methods and instructional strategies that are based on scientifically-based research that will: (i) increase the amount and quality of learning time, such as extended school year, before- and after-school programs, Saturday Academy, and summer school programs; (ii) help provide an enriched and accelerated curriculum for the students who are performing at appropriate levels; (iii) meet the educational needs of historically underserved populations; (iv) address the needs of all children in the school, particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards. These programs may include counseling, pupil services,

mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

In order to increase the amount and quality time spent on learning, we will provide our students with programs during, before and after school, targeting the students with reading and language learning deficiencies. Targeted at-risk students will be assigned in a pull out small group instruction for skill reinforcement (practice and application). In order to implement an enriched and accelerated curriculum, we will continue establishing a balanced structure in the classrooms where learning, either through direct or indirect instruction, and creative problem solving can become an integral part of the teaching-learning process.

We will continue implementing instructional strategies and activities that may be instrumental in increasing the student achievement in ELA. We have established a Professional Learning Team in literacy, the task of which is to assess, monitor and plan units of studies that encompass all learning processes to include the special/specific needs of the ELL and Special Education population. We have re-grouped our bilingual classes according to their English Language proficiency levels to help differentiate instruction and meet their immediate needs. Consultants are also part of our academic team so that teachers are developed professionally in the various areas of ELA instruction. The curriculum is presently being aligned to the Common Core State Standards, and assistance is being provided by Authentic Education consultants (part of iZone 360 PD provision). Technology infusion is elemental in implementing the iZone 360 program, and coaches from software programs, such as iLearn and Desire2Learn, conduct PD and training sessions that will help our teachers become comfortable in using technology in their classrooms.

The Principal, Assistant Principal and Lead Teacher will continue to model lessons, and teachers will be given the opportunity to visit each other's classrooms to learn best practice and adopt effective ways of teaching students with different learning styles. The ELA teachers will continue to be provided with expert coaching by the AUSSIE consultant, and they will be trained on how to involve their students in PBL, conferences, accountable group talk, higher-order thinking questioning and peer instruction in the classrooms. In science and social studies, ELA strands (listening, speaking, reading and writing) will continue to be integrated into the various components of the day-to-day lessons.

The staff will be involved in rigorous staff development in-house and out-of-school to help meet the academic challenges that the students face, as thus providing them with the tools necessary to connect the work they do in school with the world in which they live. Consultants will provide teachers with intensive professional development on curriculum development, implementation of the workshop model for instruction, use of various forms of assessment, as well as rubric development, comprehension and implementation. An in-house data specialist will assist and guide all teachers in using assessment outcomes in planning and preparation, along with intensive training on ARIS, Acuity, Predictive & ITA collection, evaluation, analysis and interpretation of data.

We have expanded our Inquiry Team practice into the multiple IT model, in which all teachers are placed in teams to get involved in the process, and we will work our utmost to make this effective in improving the teaching-learning process. To meet the educational needs of historically underserved population, we will continue to implement differentiated instruction to meet the needs of all students, especially

those who are low performers and/or are part of the ELL and Special Education population. Intensive training in all subject areas will be provided to the staff in the form of workshop/training sessions, curriculum planning teams, peer coaching and individual coaching. Using the Title III LEP grant, an after-school program has been established to provide extra instruction to students who are non-speakers of English, and we will ensure that they benefit largely from this program.

The 37 ½ minutes has also been utilized to target at-risk students and provide them with small group instruction. At-risk counseling and resource instruction are provided to targeted low achieving students. There are a number of after school programs for supplemental help in literacy, and priority is given to students who are struggling academically. Moreover, the extended period on Thursdays is scheduled for teacher team meetings, with the purpose of conducting interdisciplinary planning, whole staff PD or training, grade meetings or content area/subject meetings. Added to the school's curriculum is Art & Art Appreciation (for 7th and 8th graders) and Art in History (for 6th graders), which offer the students a variegated way of expression in the learning process. With the implementation of the above activities, student achievement will be favorably affected.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2011-12 school year, the PA has an elected president and other officials who are also district executive board members. Under the leadership of the Parent Coordinator, the PA has begun to develop a yearlong calendar of events that will promote increased parental involvement. Some strategies are, as follows:

- Conduct PA and SLT meetings every 3rd Wednesday of each month.
- Create Book Clubs for parents and facilitate discussions every Saturday from 11:00 A.M. to 12:00 P.M.
- Offer and conduct training (ARIS access, word processing, PPT, among others) and professional development (homework assistance and monitoring, health habit issues, study habits, etc.).
- Invite parents to scheduled curriculum nights (Family Night, Literacy Night, etc.), Book Fair, Field Days, Learning Festival, Multicultural Fair, sports events, etc., field trips as chaperones, and student performances (drama presentation, debates, fashion shows, dances, etc.).
- Commend parents in Honor Roll breakfasts or lunches, "The Woman/Man I Respect Night" at Yolanda's, raffle drawings, etc.
- Hold parent-teacher conferences during which the parent compact will be discussed as it relates to the individual child's progress, performance and achievement.
- Provide parents with frequent reports on their children's progress via Progress Reports that are distributed quarterly.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The teaching credentials of staff working at I.S. 151 will meet the requirements established by the NCLB legislation to ensure that they are “highly qualified”. The resources of the NYCDOE will be utilized to fill all vacancies so that all newly hired staff will be processed by the Human Resources Office to ensure that all staff members satisfy NCLB mandates. Staff from I.S. 151 has been selected from DOE Job Fair candidates. In addition, outreach is made to Teach for America and the Teaching Fellows in order to find certified staff. Current staff members have received intensive professional development, and the new staff members also receive mentoring. In addition to in-house staff development/ training offerings, teachers receive support from AUSSIE and other consultants (RISC, Authentic Education, iLearn, Rosetta Stone, Successful Learning Group, etc.), as well as Network instructional coaches.

As required by the NCLB, I.S. 151 will ensure that high qualified teachers possess a deep knowledge of the subjects they teach, demonstrate the teaching skills necessary to help all students achieve high standards, create a positive learning environment, use a variety of assessment strategies to diagnose and respond to individual learning needs, integrate technology into curriculum to support student learning, collaborate with colleagues, parents, and community members and other educators, reflect on their practices in order to improve future teaching and student learning, pursue professional growth into both content and pedagogy, and instill a passion for learning in students. Every teacher will exhibit evidence of firm understanding of how students learn through the implementation of diverse strategies in classroom instruction. Data-driven instruction will be implemented so that a comprehensive analysis of various forms of assessment is conducted so as to effect improvement in student performance, as evidenced by increased student motivation and achievement.

I.S. 151 attends all borough-wide recruitment events. In addition, the Human Resources Office of Recruitment identifies vacancies at the school and refers potential candidates for interview. As part of the Teachers for Tomorrow program, candidates are informed of bonus payments for further graduate study that are made available to I.S. 151 staff. I.S. 151 will focus on these areas to attract and retain highly qualified teachers: certification reform, professional development, compensation strategies (that includes per session monies for extra services rendered), and support in all areas that the job entails. Our goal is to reduce barriers and increase standards, which means that teachers will be directed to diverse routes to being licensed, such as the idea of considering alternative certification for people entering the field of teaching. Ongoing, meaningful, systemic, and sustained professional development will be provided so as to give teachers the opportunities to grow personally and professionally. Highly qualified teachers will receive recommendations to pursue higher education through programs that support their efforts with financial assistance, as well as the availability of resources to furthering their advancement in their chosen fields of specialization.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

I.S. 151 offers a comprehensive support system to its students and their families. Students receive academic and counseling support. Among the students support services offered to students are violence prevention, bullying intervention ('Respect for All') and drug awareness. Parents are provided with information regarding adult education, housing and nutrition program through the services of the Parent Coordinator.

The following resources will be consolidated in the School-wide Program, namely: budget allocations for the school, participation in the CEI-PEA (PSO), DINI grant, school-based fundraising campaigns, and other grants from various Federal, State and local funding agencies, such as Learning and Leadership Grants and Innovation or Initiative Grants. Sponsors from the private sectors, such as PENCIL, will also be sought. The aforementioned resources will be used to support the different areas in the implementation of I.S. 151's various programs for 2011-12 so that goals and objectives are achieved successfully. Funds needed to support or supplement these programs involving all constituencies will come from the above named resources to make them feasibly operational.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The 10% Title I funds for professional development will be used to partially fund a Literacy consultant for the implementation of Balanced Literacy approach into our classes. The Coach/Lead Teacher will provide support with planning units of study, modeling lesson strategies, utilizing data to inform instruction, and providing on-going assessment of the literacy program.

Title III funds will be used for after-school program and Saturday Academy for students in the beginning level of language development. A supervisor and 2 teachers will be compensated through these funds.

Fair Student Funding (FSF) will be utilized for Saturday Academy and Inquiry Team per session for teachers. Materials, supplies and other resources will be financed through the OTPS, NYSTL and NYSSL funds.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

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

By June 2012, student achievement in Mathematics in grades 6 through 8 will improve by 3% as measured by the New York State Mathematics assessments.

Comprehensive needs assessment

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

In the 2010-2011 school year, based on our NYC Progress Report, 69.8% of our total student population scored at Levels 1 and 2 in Mathematics. There is a 6% decrease of the total school population scoring at Levels 3 and 4 as compared to last year's data. The data reveals that 30.2% of all students scored at Levels 3 and 4 on the NYS Mathematics assessments in the 2010-11 school year. As per the NYS School Report Card, IS. 151 did not meet its AYP based on the test performance index of 110 (out of the 130 Effective AMO and 114 safe harbor targets) for the entire school population. Our Special Education population was the only subgroup that met the criterion/met AYP, scoring 100 out of the 97 safe harbor target.

With 95% of our students economically disadvantaged and 5% in temporary housing, as well as the lack of parental involvement, I.S. 151's performance in ELA has declined in the past 2 years. Whereas we met our AYP in Mathematics in the school year 2009-10, we did not meet our AYP in 2010-11. In relation to curriculum development, we are cognizant of the areas that should be redesigned and strengthened, which can be achieved through increased support from the Network in the development of the school's Mathematics curriculum that will align to NYS P-12 Common Core Learning Standards to prepare for implementation in 2012-13. Teachers and administrators will be involved in PD on how to plan and implement a curriculum with rigor, as well as delivery methods that are student centered. The curriculum will be used in the formation of assessments that measure individual student mastery of state standards, with materials and resources (that reflect NYS Standards) differentiated by grade and skill levels. Supplemental resources in Mathematics will be used for reinforcement of skills and review of concepts. Teachers' lesson plans will reference specific NYS Standards and align to the DOE Scope and Sequence.

Through collaborative effort among the administration, teachers and coaches/lead teacher/consultants, we will create an instructional program that is aligned to the Common Core Standards, with individual learning plans that meet the needs of the students. Data analysis and constructive feedback will be the basis for the instructional focus. Teachers will meet periodically with the Mathematics consultants and data specialist, and they will be guided on how to differentiate instruction and create data-driven lessons. In addition, the administrators will closely monitor teacher performance through formal & informal observations in order to improve teacher effectiveness. Immediate feedback will be provided to all teachers and, if applicable, changes and adjustments will be made for the next plan of action. Furthermore, professional development during the common planning time and during the mandated N.Y.C sessions will give our teachers the opportunity to be introduced and trained on how to navigate, collect and analyze the data from the Predictive and

Instructionally Targeted Assessments as well as the Item Analysis Reports on the N.Y.S. Mathematics examinations. As a result, the administration, with the support of the coach and teachers, will be able to continue an intervention program that targets low performing students and provide them with the appropriate academic assistance or intervention. The intervention program and materials will be periodically evaluated in order to ensure their effectiveness in improving student performance/achievement. We will continue to evaluate our data closely in Mathematics so that we may continue to track growth, use the information to drive our instruction, train teachers and support staff, and restructure our curriculum accordingly.

The major area of concern at I.S. 151 is the low academic achievement of many of its students, as measured by results on State standardized assessments and city periodic assessments. Based on an examination of longitudinal and disaggregated data and all other related data, we have identified the following priority student needs and explicit school needs: (a) more than 60% of our students are functioning in levels 1 and 2 on State and City Mathematics assessments; (b) there is little evidence of technology being used in more effective ways that extend and enrich the teaching-learning process; (c) teachers have limited opportunities to apply best practices, such as interdisciplinary instruction, project-based learning (PBL), constructivist mathematics, and the use of manipulative and hands-on materials in the classroom; (d) there is low percentage of parent involvement in the children's education (family support for learning at home is limited, if not nil); and, (f) teachers are not given adequate staff development on data driven instruction that include the use of multiple forms of assessment in the various components of instructional practice.

Based on the analysis of student achievement, staff/school, and parent needs data, we conclude that aggressive and immediate action is required to accelerate the change or improvement in student achievement, moving a large percentage of our students from levels 1 and 2 to levels 3 and 4 on the Mathematics State assessments. Through the effective implementation of project-based instruction/learning and technology integration that will cause an upward trend in reading and math scores, the emphasis will be on learning activities that are long term, interdisciplinary, student-centered, and integrated with real world issues and practices. The administrators, teachers and support staff, and students will have many unique opportunities to build relationships through "conversation pieces" and "accountable talk", extending to the homes and larger community. Student work will be shared with other students and teachers, parents, and the business community, all holding a stake in the education process. Real world connections will be established by communicating with the world outside the classroom, via the Internet or collaboration with community members and other constituencies.

In order to meet our needs, we are one of the iZone 360 schools in New York City, and we have formed collaboration with *Aha! Math* to provide us with effective external technical support and assistance in technology integration through project-based instruction/learning, a school improvement strand that can boost the effectiveness of other strands, such as Data Analysis, Planning and Review, Classroom Assessment, and Instructional Quality in Mathematics. This will supplement, not supplant, school programs already being implemented at IS 151. The supplemental resources will help us implement the specific research-based strategies we have chosen to address our specific needs for a successful school reform. These needs point to school improvement through technology integration applied in project-based instruction and learning.

Improvement in student performance will be measured through formative and summative assessments, student achievement will be assessed through the NY state assessments in Mathematics. Having the goal of *Children First* in mind, which is to improve achievement

across all schools and to address persistently low performing schools by moving innovation and effective school change throughout the system, I.S. 151 will ensure careful alignment of curriculum, instruction and assessment, and implementation of an interdisciplinary approach to learning with teachers in all grades and content areas sharing responsibility and accountability for student learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for all students:

- ❖ Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 90-minute math block, as planned using the workshop model.
- ❖ The implementation of the constructivist approach with parallel instruction in all classes, including self-contained special education and bilingual classes.
- ❖ Intensive professional development will be provided in the following areas:
 - the understanding and use of specialized instructional strategies to meet the needs of special populations;
 - the components of a ninety-minute math block using the workshop model and their effective implementation;
 - ESL strategies and the new ELL standards to keep in mind during planning and assessments;
 - Effective strategies for teaching reading and writing based on scientifically based research that will help sustain and accelerate the achievement of all students.
- ❖ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards, e.g. SES, one-to-one tutoring using a variety of materials.
- ❖ Teachers will use data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities.
- ❖ Curriculum maps and pacing calendars will be developed to strengthen mathematical skills, including mathematical reasoning; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- ❖ Teachers will reinforce literacy strategies during mathematical instruction.
- ❖ Teachers will implement the infusion and integration of technology into their instruction.

Other strategies/activities to be used during instructional time include:

- a. World-Connection through application activities
- b. Problem solving guide (checklists)
- c. Hands-on individual/group application projects
- d. Journal writing for content vocabulary words
- e. Peer-to-peer learning; tutorial
- f. Student/teacher conferences
- g. Collaborative Technology (use of computer to communicate with students)

Content area teachers will continue to integrate mathematical concepts in their lessons, activities, or projects to help student make connections across curriculums. Teachers are also encouraged to integrate technology in the classroom to increase students' levels of understanding in mathematics by providing video lessons, research opportunities for projects development, and/or to help students communicate outside the school's environment (educational chat forums), and learn how concepts are used in other places (across the country and abroad).

Teachers will increasingly be involved in decision-making (data-based decisions) in regard to assessments to evaluate strategies and activities as to whether or not they are effectively implemented. Teachers will participate actively in grade meetings, content area meetings, inquiry teams, professional development and training sessions (such as project-based learning, technology integration, etc.). Teachers are also given the opportunity to share ideas and strategies (best practice) and their effectiveness during staff meetings.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2011-12 school year, the PA has an elected president and other officials who are also district executive board members. Under the leadership of the Parent Coordinator, the PA has begun to develop a yearlong calendar of events that will promote increased parental involvement. Some strategies are, as follows:

- Conduct PA and SLT meetings every 3rd Wednesday of each month.

- Create Book Clubs for parents and facilitate discussions every Saturday from 11:00 A.M. to 12:00 P.M.
- Offer and conduct training (ARIS access, word processing, PPT, among others) and professional development (homework assistance and monitoring, health habit issues, study habits, etc.).
- Invite parents to scheduled curriculum nights (Family Night, Literacy Night, etc.), Book Fair, Field Days, Learning Festival, Multicultural Fair, sports events, etc., field trips as chaperones, and student performances (drama presentation, debates, fashion shows, dances, etc.).
- Commend parents in Honor Roll breakfasts or lunches, "The Woman/Man I Respect Night" at Yolanda's, raffle drawings, etc.
- Hold parent-teacher conferences during which the parent compact will be discussed as it relates to the individual child's progress, performance and achievement.
- Provide parents with frequent reports on their children's progress via Progress Reports that are distributed quarterly.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The teaching credentials of staff working at I.S. 151 will meet the requirements established by the NCLB legislation to ensure that they are "highly qualified". The resources of the NYCDOE will be utilized to fill all vacancies so that all newly hired staff will be processed by the Human Resources Office to ensure that all staff members satisfy NCLB mandates. Staff from I.S. 151 has been selected from DOE Job Fair candidates. In addition, outreach is made to Teach for America and the Teaching Fellows in order to find certified staff. Current staff members have received intensive professional development, and the new staff members also receive mentoring. In addition to in-house staff development/ training offerings, teachers receive support from AUSSIE and other consultants (RISC, Authentic Education, iLearn, Rosetta Stone, Successful Learning Group, etc.), as well as Network instructional coaches.

As required by the NCLB, I.S. 151 will ensure that high qualified teachers possess a deep knowledge of the subjects they teach, demonstrate the teaching skills necessary to help all students achieve high standards, create a positive learning environment, use a variety of assessment strategies to diagnose and respond to individual learning needs, integrate technology into curriculum to support student learning, collaborate with colleagues, parents, and community members and other educators, reflect on their practices in order to improve future teaching and student learning, pursue professional growth into both content and pedagogy, and instill a passion for learning in students. Every teacher will exhibit evidence of firm understanding of how students learn through the implementation of diverse strategies in classroom instruction. Data-driven instruction will be implemented so that a comprehensive analysis of various forms of assessment is conducted so as to effect improvement in student performance, as evidenced by increased student motivation and achievement.

I.S. 151 attends all borough-wide recruitment events. In addition, the Human Resources Office of Recruitment identifies vacancies at the school and refers potential candidates for interview. As part of the Teachers for Tomorrow program, candidates are informed of bonus payments for further graduate study that are made available to I.S. 151 staff. I.S. 151 will focus on these areas to attract and retain highly qualified teachers: certification reform, professional development, compensation strategies (that includes per session monies for extra services rendered), and support in all areas that the job entails. Our goal is to reduce barriers and increase standards, which means that teachers will be directed to diverse routes to being licensed, such as the idea of considering alternative certification for people entering the field of teaching. Ongoing, meaningful, systemic, and sustained professional development will be provided so as to give teachers the opportunities to grow personally and professionally. Highly qualified teachers will receive recommendations to pursue higher education through programs that support their efforts with financial assistance, as well as the availability of resources to furthering their advancement in their chosen fields of specialization.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

I.S. 151 offers a comprehensive support system to its students and their families. Students receive academic and counseling support. Among the students support services offered to students are violence prevention, bullying intervention ('Respect for All') and drug awareness. Parents are provided with information regarding adult education, housing and nutrition program through the services of the Parent Coordinator.

The following resources will be consolidated in the School-wide Program, namely: budget allocations for the school, participation in the CEI-PEA (PSO), DINI grant, school-based fundraising campaigns, and other grants from various Federal, State and local funding agencies, such as Learning and Leadership Grants and Innovation or Initiative Grants. Sponsors from the private sectors, such as PENCIL, will also be sought. The aforementioned resources will be used to support the different areas in the implementation of I.S. 151's various programs for 2011-12 so that goals and objectives are achieved successfully. Funds needed to support or supplement these programs involving all constituencies will come from the above named resources to make them feasibly operational.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The 10% Title I funds for professional development will be used to partially fund a Mathematics consultant for the implementation of the Workshop Model into our classes. The Coach/Lead Teacher will provide support with planning units of study, modeling lesson strategies, utilizing data to inform instruction, and providing on-going assessment of the literacy program.

Title III funds will be used for after-school program and Saturday Academy for students in the beginning level of language development (ELLs). A

supervisor and 2 teachers will be compensated through these funds.

Fair Student Funding (FSF) will be utilized for Saturday Academy and Inquiry Team per session for teachers. Materials, supplies and other resources will be financed through the OTPS, NYSTL and NYSSL funds.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

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

By June 2012, 100% of teachers will have completed a minimum of four (4) formative observations based upon a research-based rubric that will allow for self-reflection and contain focused feedback with next steps..

Comprehensive needs assessment

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

I.S. 151 is identified as a Restructuring Comprehensive school under NCLB/SED accountability system, and as per the NYC Progress Report 2010-11 our school has an overall grade of A (with an overall score of 62.2 despite a D for student performance). Our school, which underwent a JIT review in March 2011, has been identified as a non-performing school in English Language Arts for the past 7 years. The school's historic performance on the NYS ELA exams is low. With 95% of our students economically disadvantaged and 5% in temporary housing, as well as the lack of parental involvement, I.S. 151's performance in ELA has declined in the past 2 years. Furthermore, I.S. 151 did not meet its AYP in both ELA and Mathematics as per the NYS School Report Card.

The major area of concern at I.S. 151 is the low academic achievement of many of its students, as measured by results on State standardized assessments and city periodic assessments. Based on an examination of longitudinal and disaggregated data and all other related data, we identified the following priority student needs and explicit school needs: (a) more than 60% of our students are functioning in levels 1 and 2 on State and City Mathematics assessments; (b) there is little evidence of technology being used in more effective ways that extend and enrich the teaching-learning process; (c) teachers have limited opportunities to apply best practices, such as interdisciplinary instruction, project-based learning (PBL), constructivist mathematics, and the use of manipulative and hands-on materials in the classroom; (d) there is low percentage of parent involvement in the children's education (family support for learning at home is limited, if not nil); and, (f) teachers are not given adequate staff development on data driven instruction that include the use of multiple forms of assessment in the various components of instructional practice.

To strengthen the teaching and learning processes at I.S. 151, there will be increased PD in differentiated instruction, cooperative learning, targeted group instruction and classroom management. The teachers will organize classrooms and structure teaching so that several learning activities occur at the same time, which means that teachers will be trained on the implementation of learning centers/stations. During instructional periods, teachers will post the flow of the lesson with times so that the students clearly understand the expectations for them to be self-directed and personally accountable. Classroom rules and consequences will be posted and discussed, and they will be revisited regularly until routines are clearly established and followed. Procedures in the classroom will be established to address how students get teachers' attention, how the teacher will get the attention of the students, expectations for

entering and leaving classrooms, and the process for getting materials. Teachers will move from whole group instruction, as much as appropriate, to interactive student assignments (i.e. project-based learning). The following components will be implemented through all content areas: debates, paired reading, shared reading, guided reading, independent reading, projects across the curriculum, and experiments. Questions that teachers ask will require students to support answers by citing the text, by elaborating on the answers of other students, and by summarizing and rephrasing new information. Their lesson plans will include pre-created questions that require critical thinking and discussions. For increased student accountability: teachers will use rubrics to give students effective, constructive feedback; rubrics will be created with the students for each type of assignment so that they fully understand what is expected of them; and, students will be trained to use rubrics to score their own work and the work of peers.

There will be a written technology plan that should be monitored for implementation so that the full integration of technology into students assignments and projects occurs such as written assignments being consistently word-processed. PD will be given on the uses of SMART Boards to enhance the delivery of instruction to allow students to interact with multimedia tools and activities, and all students should be able to access ACUITY.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The administrators will play a gargantuan role in monitoring and evaluating teacher effectiveness in the classroom. The formative observations will be conducted in September thru October (Cycle 1: *Designing Coherent Instruction*), November thru December (Cycle 2: *Using Assessment in Instruction*), January thru February (Cycle 3: *Establishing a Culture of Learning*), and March thru April (Cycle 4: *Using Questioning and Discussion*). There will be informal observations to be conducted after the end of the cycles to ensure that improved practice is ongoing.

To achieve this goal, the following strategies/activities will be implemented:

- School leaders will set up and follow a schedule for teacher observation and feedback using a research-based rubric that is presented to the staff for their input or feedback.
- School leaders and teachers will support one another in their own development, with feedback and next steps from inter-visitations and analysis/interpretation of student work/data.
- Teachers will be involved in goal setting and effective action planning (pre-, mid-year and final) through outcomes of analyzing student data and existing instructional & organizational practices, so designed as to leverage in classroom practice that accelerates student learning.

- Teacher teams will systematically analyze their own practice to reflect on areas where improvements can be made, and share findings with teacher peers in a Professional Learning Community setting.
- Professional development key leaders will develop and implement a coherent PD plan that integrates the selected components of a research-based rubric.
- Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.
- Teacher self-assessments and reflections on selected components of a research-based rubric will be reviewed, and feedback will be provided for improvement in deficient areas of instruction.
- Needs assessment survey will be conducted to identify professional development priorities and design differentiated professional development for teachers.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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Budget and resources alignment

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Fair Student Funding (FSF) will be utilized for Saturday Academy and Inquiry Team per session for teachers. Materials, supplies and other resources will be financed through the OTPS.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	78	61	59	59	7	0	7	1
7	36	30	60	0	6	0	6	1
8	73	58	73	73	8	0	8	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Small group tutoring with ELA teacher- during the school day for all at risk students, including bilingual and special education • Supplemental instruction with paraprofessional using Wilson, Great Leaps, Teen Biz (Achieve 3000) • Saturday Academy instruction • Reduced class size • Running record administration • Before/After school- small group tutoring • Small group lunch tutoring • One-to-one conferences embedded into daily instruction • Peer tutoring embedded into daily instruction during the school day • Extended Day instruction (remediation and reinforcement) • SES structured lessons aligned to curriculum and standards
Mathematics	<ul style="list-style-type: none"> • Small group tutoring with Mathematics teacher- during the school day • Saturday Academy instruction • Reduced class size • Aha! Math, a technology based program, for whole class or small group instruction • Math journals to incorporate writing into instruction • Before/After school- small group tutoring • Small group lunch tutoring • One-to-one conferences embedded into daily instruction • Peer tutoring embedded into daily instruction during the school day • Extended Day instruction (remediation and reinforcement) • SES providers using multi-disciplinary approach in guidance and counseling (objective is to improve attendance)

Science	<ul style="list-style-type: none"> ● Small group instruction embedded into daily instruction, peer tutoring embedded into daily instruction ● Reduced class size ● Use of materials and resources on science themes/topics ● Use of graphic organizers ● Experimentation using inductive method ● Before- and After- school remediation (EXIT Project completion)
Social Studies	<ul style="list-style-type: none"> ● Small group instruction embedded into daily instruction, peer tutoring embedded into daily instruction ● After school remediation (EXIT Project completion) ● Reduced class size ● Use of materials and resources on science themes/topics ● Use of maps, globes, charts, graphic organizers, etc. to aid instruction
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> ● During the school day- small group and/or whole class instruction, small group counseling, one-on-one counseling and, if necessary, home visits
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> ● During the school day- small group counseling or one-on-one counseling
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> ● During the school day- small group counseling or one-on-one counseling
At-risk Health-related Services	<ul style="list-style-type: none"> ● Information provided to students with diseases that affect the learning process, such as asthma, allergies, diabetes, etc.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

Parent Involvement Policy 2011-12

I. General Expectations

I.S. 151 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 in assisting 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. I.S. 151 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. From the school’s Leadership Team
 - b. Through the school’s website
 - c. Through communication with the school’s Parent Coordinator
2. I.S. 151 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. From the school’s Leadership team
 - b. Through the school’s website
 - c. Through communication with the school’s Parent Coordinator
3. I.S. 151 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. From the school’s Leadership team
 - b. Through the school’s website
 - c. Through communication with the school’s Parent Coordinator
4. I.S. 151 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - a. Learning Leaders
 - b. IS 151 Parent Book Club
 - c. School Leadership Team
5. I.S. 151 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The

school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

6. I.S. 151 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. 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 –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Before and after school programs
 - ii. Saturday Academy
 - iii. In school lunch time tutoring
 - iv. Monthly website letter updates
 - v. Weekly school wide parent telephone calls.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Parent meetings
 - ii. Parent communication with the Parent Coordinator
 - iii. School Leadership communication
 - iv. Email communication
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - i. Learning Leaders
 - ii. Our school's Parent Book Club
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- i. Monthly translated letters updating school information
- ii. Weekly translated school wide telephone calls
- iii. Updated website information

III. Discretionary School Parental Involvement Policy Components

I.S. 151's Parental Involvement Policy includes activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

I.S. 151's Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by I.S. 151 on December 1, 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 5, 2010.\

I.S. 151, 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 high standards. This school-parent compact is in effect during school year 2010- 11.

Required School-Parent Compact Provisions

School Responsibilities

I.S 151 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: **IS 151 will continue to enhance and enrich the skills of its teaching staff through continued differentiated professional development. Instructional materials will continue to be updated in order to remain aligned with the State standards.**
2. 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, those conferences will be held: **in November and February.**
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Report cards will be distributed in November, February and April. Progress Reports will be distributed to the students and mailed to parents in October, January, March and May.**
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Staff will be available by appointment during the teachers' preparation periods.**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parents will contact the Parent Coordinator in order to volunteer or observe their child's class.**
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. 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.
9. 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.
10. 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.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about

the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. 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.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Come to class on time and prepared to fully participate in the instructional process
- 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.

SIGNATURES:

SCHOOL

DATE

PARENT(S)

STUDENT

D

DATE

DATE

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2011-12 Title I Parent Involvement Guidelines available on the NYCDOE website.

I.S. 151X COMPACT

THE SCHOOL WILL:

- RESPECT THE STUDENTS AND PARENTS/ CARETAKERS.
- PROVIDE AN ACADEMIC PROGRAM GEARED TO STUDENT'S NEEDS AND ABILITIES, THIS WILL BE STRENGTHENED THROUGH THE DEVELOPMENT OF HIGH-QUALITY CURRICULUM.
- INVOLVE PARENTS/ CARE GIVERS IN ALL ASPECTS OF THE SCHOOL LIFE.
- PROVIDE POSITIVE ROLE MODELS FOR OUR STUDENTS.
- COMMUNICATE WITH FAMILIES ON AN ONGOING BASIS REGARDING STUDENTS' PROGRESS.

THE HOME WILL:

- SEND THE CHILDREN TO SCHOOL APPROPRIATELY DRESSED IN THEIR UNIFORMS AND PREPARED TO LEARN.
- MAKE CERTAIN CHILDREN READ OR ARE READ TO FOR AT LEAST 15 MINUTES EACH NIGHT.
- ATTEND THE PARENT-TEACHERS CONFERENCE EACH FALL AND SPRING.
- ASSIST CHILDREN WITH HOMEWORK ASSIGNMENTS AND SIGN EACH COMPLETED ASSIGNMENT.

To be more specific:

- 1. You must be in your assigned seat ready to work as soon as the instructional period starts.**
- 2. You must attend your classes. Good attendance is essential for success. Failure to attend any class is considered a cut. Cutting will result in a failing grade on your report card.**
- 3. You must come to school prepared to work. You need a separate black & white notebook for each subject class. You must maintain this book, with a section for homework. A well-maintained book is a key to a good grade. Failure to bring and use this notebook will result in a failing grade on your report card.**
- 4. You are expected to participate in each subject class. Get involved- respond when called upon and volunteer.**
- 5. You must complete all of your homework assignments on time. Doing homework is necessary in order to fully understand the subject matter. Absence is not an excuse for not doing homework. Failure to do homework will result in a failing grade on your report card.**
- 6. You must earn a passing grade on your exams, including quizzes, tests, mid terms, finals and standardized exams. Exams evaluate whether you have learned the subject matter. Failure to earn passing grades on exams will result in a failing grade on your report card.**
- 7. You must complete all assigned projects (including exit projects). Projects are an integral part of the class. Failure to complete projects will result in a failing grade on your report card.**
- 8. You must wear your uniform daily. The uniform consists of the khaki shirt, detailing your academy- blue for law; maroon for science; dark blue pants, (Blue jeans are acceptable), blue skirts. Boys have to wear ties with their shirts- navy blue for law; maroon for science.**
- 9. You must adhere to all of IS 151X's rules regarding discipline and behavior when you are anywhere in the 129 building.**

Your grade will be based on homework, class work, tests, projects, notebook and attendance. You must perform satisfactorily in all of these areas. You must strive for the highest possible grade. A 65% means that you have learned less than half of what you should have learned.

I.S.151X Student-Teacher- Parent Contract 2011- 2012

Each student should be helped to reach his/her highest potential for intellectual, emotional and physical growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.

As a student, I will be responsible for:

- Showing respect and cooperating with all adults at the school.
- Respecting the rights of others to learn without disruption.
- Showing respect for people and property by not using profanity, stealing or vandalizing.
- Coming to class on time, prepared to learn with all necessary materials everyday, no excuses allowed. You must be in your assigned seat ready to work as soon as the instructional period starts. You must attend your classes. Good attendance is essential for success. Failure to attend any class is considered a cut. Cutting will result in a failing grade on your report card.
- Completing all assignments to the best of my ability everyday. You are expected to participate in each subject class. Get involve -- respond when called upon and volunteer. You must earn a passing grade on your exams, including quizzes, tests, mid terms, finals and standardized exams. Exams evaluate whether you have learned the subject matter. Failure to earn passing grades on exams will result in a failing grade on your report card. You must complete all assigned projects (including exit projects). Projects are an integral part of the class. Failure to complete projects will result in a failing grade on your report card.
- You must wear your uniform daily. The uniform consists of the light gray shirt, detailing your school's name/logo.
- Practicing the rules in the Code of Student Conduct, hereby called The Twelve Non-Negotiables, as well as all other school policies which includes no cell phones, no game boys or other electronic hand held devices.
- Spending time at home on doing homework, daily studying and reading at least 15 minutes a day. Complete all of your homework assignments on time. Doing homework is necessary in order to fully understand the subject matter. Absence is not an excuse for not doing homework. Failure to do homework will result in a failing grade on your report card.

Student's Signature: _____ Date: _____

As a teacher, I will be responsible for:

- Providing instruction that will motivate and encourage my students.
- Providing a safe and positive atmosphere for learning.
- Explaining assignments so that my students have a clear understanding.
- Supplying clear evaluations of student progress to students and parents.
- Providing an instructional environment, which includes a variety of strategies that demonstrates growth for each individual student.

Homeroom Teacher's Signature: _____
Date: _____

Student's advisor's signature _____ Date _____

E.L.A. Teacher's signature: _____ Date: _____

Math Teacher's signature: _____ Date: _____

Social Studies Teacher's signature: _____ Date: _____

Science Teacher's signature: _____ Date: _____

Foreign Language Teacher's signature: _____ Date: _____

Art Teacher's signature: _____ Date: _____

P.E./Health Teacher's signature: _____ Date: _____

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07X151 **School Name:** Lou Gehrig Academy/I.S. 151

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For Schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

In the 2010-2011 school year, based on our NYC Progress Report, 89.5% of our total student population scored at Levels 1 and 2 in ELA. There is a 2% decrease of the total school population scoring at Levels 3 and 4 as compared to last year's data. The data reveals the following results in the performance of students that scored at Levels 3 and 4 on the NYS ELA assessments: 8th grade - 12%, 7th grade - 19.2%, and 6th grade - 13.9%. As per the NYS School Report Card, IS. 151 did not meet its AYP based on the test performance index of 87 (out of the 115 Effective AMO and 100 safe harbor targets) for the entire school population. Our Special Education population was the only subgroup that met the criterion/met AYP, scoring 66 out of the 64 safe harbor target.

Based on our 2010-2011 NYC Progress Report, 69.8% of our total student population scored at Levels 1 and 2 in Mathematics. There is a 6% decrease of the total school population scoring at Levels 3 and 4 as compared to last year's data. The data shows that 30.2% of all students scored at Levels 3 and 4 on the NYS Mathematics assessments in the 2010-11 school year. As per the NYS School Report Card, IS. 151 did not meet its AYP based on the test performance index of 110 (out of the 130 Effective AMO and 114 safe harbor targets) for the entire school population. Our Special Education population was the only subgroup that met the criterion/met AYP, scoring 100 out of the 97 safe harbor target.

I.S. 151 is identified as a Restructuring (Advanced) Comprehensive school under NCLB/SED accountability system, and as per the NYC Progress Report 2010-11 our school has an overall grade of A (with an overall score of 62.2 despite a D for student performance). Our school, which underwent a JIT review in March 2011, has been identified as a non-performing school in English Language Arts for the past 7 years. The school's historic performance on the NYS ELA exams is low.

The JIT overall finding for our school was that we had not made sufficient progress in ELA and was unlikely to make AYP under the structure and organization that they reviewed. Unless we could develop and implement a new Restructuring Plan that would include significant changes in staff, organizational structure, leadership and/or configuration in order to address issues that continue to negatively impact student academic performance in ELA, there would be no or little improvement at I.S. 151; as thus, we would not make AYP.

JIT key findings that were identified during the on-site diagnostic review, as related to the Indicator Categories, are as follows: (i) ELA and social studies curriculum, which were found to be not delineated from grade to

grade, and most lesson plans did not reference specific NYS Standards/were not aligned to NYS Standards; (ii) academic rigor, effective class management, differentiated instruction, modeling and scaffolding, effective use of rubrics (including self-reflection and self-evaluation) and integrated technology were not evident in most classrooms; (iii) school leaders did not show strength in managing human resources, engaging SLT members in CEP development, setting high expectations for student and staff performance, and ensuring that support was consistently provided to ELLs and at-risk students; (iv) students and families were underserved and were not sufficiently supported in order to overcome barriers within the school and the community, e.g. the school did not have personalized shared spaces, library, media or science facilities for student access; (v) there was no comprehensive analysis of year-to-year comparisons of school-wide, grade-level achievement data, and the data specialist was underused in small group instructional planning; (vi) professional development on standards-based instruction in ELA was not effectively provided as PD offerings were too wide-ranging and did not target specific areas of need in ELA; and, (vii) there was inadequate support that the school received from the Network in the use of data to provide targeted standards-based instruction in ELA.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In relation to curriculum development, more support from the Network will be sought so that we can develop a curriculum in English language Arts that will align to NYS P-12 Common Core Learning Standards to prepare for implementation in 2012-13. Teachers and administrators will be involved in PD and training sessions on how to plan and implement a curriculum with rigor, as well as delivery methods that are student centered. The curriculum will be used in the formation of assessments that measure individual student mastery of state standards, and materials and resources that reflect NYS Standards will be differentiated by grade and skill levels. Classroom libraries will be organized by reading level and genre to allow the students to independently select appropriate and culturally responsive texts. Closely reviewed and monitored by the administrators, all lesson plans will reference specific NYS Standards as well as follow the balanced literacy framework (Reader's and Writer's Workshop 90-minute block of instruction).

To strengthen the teaching and learning processes at I.S. 151, there will be increased PD in differentiated instruction, cooperative learning, targeted group instruction and classroom management. The teachers will organize classrooms and structure teaching so that several learning activities occur at the same time, which means that teachers will be trained on the implementation of learning centers/stations. During instructional periods, teachers will post the flow of the lesson with times in order for the students to clearly understand the expectations for them to be self-directed and personally accountable. Classroom rules and consequences will be posted and discussed, and they will be revisited regularly until routines are clearly established and followed. Procedures in the classroom will be established to address how students get teachers' attention, how the teacher will get the attention of the students, expectations for entering and leaving classrooms, and the process for getting materials. Teachers will move from whole group instruction, as much as appropriate, to interactive student assignments (i.e. project-based learning).

The following components will be implemented through all content areas: debates, paired reading, shared reading, guided reading, independent reading, projects across the curriculum, and experiments. Questions that teachers ask will require students to support answers by citing the text, by elaborating on the answers of other students, and by summarizing and rephrasing new information. Their lesson plans will include pre-created questions that require critical thinking and discussions. For increased student accountability, teachers will use rubrics to give students effective, constructive feedback. Rubrics will be created with the students for each type of assignment so that they fully understand what is expected of them, and the students will be trained to use rubrics to score their own work and the work of peers.

There will be a written technology plan that will be monitored for implementation so that the full integration of technology into students assignments and projects occurs such as written assignments being consistently word-processed. PD will be given on the uses of SMART Boards to enhance the delivery of instruction to allow students to interact with multimedia tools and activities, and all students should be able to access ACUITY.

The school's grading policy needs to be developed to ensure consistency in the weighting of homework, class work, participation, and test grades. This grading policy will align with the State scoring standards, and PD will be provided for the uniform understanding and application of the school's revised school policy. Administrators will determine areas of high priority based on achievement data, attendance trends, subgroup analysis, parent and student surveys, and grade reports, involving SLT's involvement in the active analysis of data in order to inform school goals. School leaders will have a planning schedule for ELA teachers, and there will be established protocols and expectations for the use of this time. It is also very important that progress reports be distributed to students/parents.

Extended day will include reinforcement of ELA skills and strategies and will be rigorously monitored for impact. The school schedule will be adjusted to include AIS for ELA during the day, and AIS instructional support will align with classroom instruction. Therefore, AIS and content area teachers will have articulation time in order to align instruction, and AIS teachers will communicate regularly with the school based support team on students who continue to be at-risk. There will be common meeting time for the guidance department, special service providers and cluster teachers to meet with ELA teachers to articulate concerns and develop solutions for student and family issues. The Parent Coordinator will hold monthly grade level parent meetings in order to inform and educate parents on the resources available to them and to keep them informed of student progress in ELA. Parents will be provided with ARIS training.

The school will conduct a thorough item analysis and subgroup analysis to determine the causes of underperformance in ELA, and create a strategic instruction plan for ELA based on data. There will be a comprehensive analysis of school-wide grade level achievement data, led by the data specialist who needs to analyze and archive all school data, including external, internal, NYCDOE, and NYSED information. The data specialist will be involved in the Inquiry Team meetings held for 2 hours weekly. She will have regular articulation periods with the ELA teachers, guidance counselors, parents and students, and she will conduct regular PD sessions for the staff on the use of data to impact instruction. Training sessions will be provided, in which teachers score student work samples and compare their scoring to the exemplar pieces.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10 percent Title I funds for professional development will be used to partially fund an AUSSIE consultant for the effective implementation of balanced literacy approach in ELA instruction. Extensive support will be provided to teachers and support staff on planning units of study based on rigorous curriculum, modeling instructional strategies, utilizing data to inform instruction, and conducting Professional Learning Communities or Teams. In order to strategically approach the multiple areas of need in improving student achievement in ELA, we will develop two school-wide foci, both of which are closely linked to the expectations of the Common Core Standards. Focus One will include strategies in the development of student reading comprehension of complex texts, and Focus Two will ensure the development of rigorous curricula that are aligned to the NYS standards in all content areas. For PD and training sessions, per session monies will be allocated for all participating staff members.

Formal professional development sessions will include study group sessions on Engage NY Common Core Video Series, reading professional literature (*Classroom Instruction That Works with ELLs - Participant's Workbook* by J. D. Hill and C. L. Bjork and *Collaborative Analysis of Student Work* by Georgea M. Langer, et.al.), modeling and practice of strategies, teacher discussions and reflections, and specific considerations for ELL instruction/assessment. Ongoing in-school PD will focus on the creation of subject-based lab sites, in which teachers implement the reading strategies, share their practice through video and/or interclass visits, meet to review lesson and looking at student work, reflect and provide feedback.

Using the Understanding by Design PD Workbook by McTighe and Wiggins, the staff will be given PD on the development of rigorous curriculum maps in all content areas so that overall planning and preparation is guided effectively, all in alignment to the CCLS. There will be regular meeting times for the staff (Professional Learning Communities) to plan CCLS aligned units of study, with specific considerations for ELL students, as well as meetings for the collaborative review & analysis of student work associated with units of study.

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

The school's mentoring program is designed to match each new or second-year teacher with the Lead Teacher or a senior colleague within the same content area. A minimum of two period per week will involve the pair in shared classroom experiences, inter-visitations and individual conferences. Topics to be covered will include instructional planning and assessments, class management strategies, higher order questioning techniques (Bloom's Taxonomy and Depth of Knowledge), classroom environment, reflective practice, among others.

Teacher Action Plans are prepared for first- and second- year teachers so that the school leaders can monitor their growth and development aside from providing them with support in all areas of instruction. Consultants will be assigned to conduct one-to-one staff development with them, which includes modeling strategies for effective instruction, and training will be given on how to use data to plan or adjust lessons.

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.

In order for our parents to be informed of the school's SINI status, we will conduct a meeting on Thursday, December 22, 2011 at 8:30 A.M., which will coincide with the Parent Holiday Breakfast Treat event scheduled for this day. Since the School Leadership Team (SLT) had been informed of the school's identification for school improvement at a meeting on Thursday, November 29, 2011 regarding the school's CEP, they will inform the parents of our SINI status. All our meetings will ensure the availability of translators in Spanish, and Arabic.

Parent notification letters, which have translations available on the NYC DOE website in Spanish, Arabic and other languages) will also be sent to the families of our students, and they will be sent no later than January 30, 2012 as mandated by NYSED and NYCDOE for all schools in SINI status.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado	District 07	Borough Bronx	School Number 151
School Name Lou Gehrig Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Mrs. Socorro Rivera	Assistant Principal Mrs. Kathy Rodriguez
Coach Ross Cooper, Aussie Cons.	Coach
ESL Teacher Ms. Francisco, Ms. Franklin	Guidance Counselor Gloria Carrasquillo
Teacher/Subject Area Noemi Pacheco/Science	Parent
Teacher/Subject Area Anixxa Estronza/Math	Parent Coordinator Mariso Vicente
Related Service Provider Flavia Martinez, IEP Teacher	Other Paraprofessional: Ms. Moreno
Network Leader Benjamin Soccodato	Other Bernadette Cruz, Family Worker

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	7	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	287	Total Number of ELLs	74	ELLs as share of total student population (%)	25.78%
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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. 

Paste response to questions 1-6 here

PART II: ELL IDENTIFICATION PROCESS

1. At our school, I.S. 151, we begin identifying our possible ELL students during registration. The screening process is as follows and takes place within 10 days of enrollment:

Administering the Home Language Surveys& Informal Interviews

a. During the registration process, parents are required to complete a Home Language Identification Survey (HLIS). If the HLIS indicates a language other than English, only the Assistant Principal in charge of the school's ELL department, or a bilingual certified pedagogue, conducts an informal student interview. The survey is also completed with the assistance of a licensed pedagogue. If the student is able to communicate in a language other than English, we begin the initial assessment.

Initial Assessment & Responsibility

b. The Assistant Principal informs parents that their child will be tested using the Language Assessment Battery-Revised and explains the purpose of exam. Within the first ten days of enrollment, students are administered the LAB-R exam by the Assistant Principal or a certified ESL teachers. If the student scores at proficiency, we determine the student as not being an English Language Learner and student is placed in a monolingual class. If the student scores below proficiency, the student is administered the Spanish Language Assessment Battery (LAB) exam if language appropriate and then placed in a bilingual class.

Choosing a Program

c. Once we determine who are our ELL students, parents must complete a Parent Survey and Program Selection Form during an ELL orientation. At this orientation, parents watch a video describing three educational programs for ELLs. The Parent Coordinator and/or the Assistant Principal, lead this orientation. Once parents have watched the video, we outline the major components of the three programs: Transitional Bilingual, Dual Language Program, and Freestanding ESL Program. We provide parents an opportunity to ask questions during this meeting. We also discuss the programs available at our school: ESL and Transitional Bilingual classes. Parents are then required to choose a program of choice and sign the Parent Survey and Program Selection Form. Students are then placed in a bilingual program of parent's choice.

Evaluate the ELLs with NYSESLAT

- Throughout the school year, ELLs participate in completing the ELE Predictive exam. Data from this assessment is used to better tailor instruction and assist in preparing students for the NYSESLAT exam. Once results for the NYSESLAT are received, all Bilingual teachers gather in teams to evaluate scores. Teachers find trends, set goals based on trends, and form groups for the upcoming school year. In order to help the teachers at I.S. 151 monitor progress of our ELL students we study the NYSESLAT in great depth. To prepare for the NYSESLAT we use the ELL Predictive exam in order to design data driven instruction in the four modalities of English Language Arts. Using this data along with the previous year's NYSESLAT exam, we appropriately group students for heterogonous content areas, and for English Language Arts instruction. We also group our students by beginner, intermediate, advance, or proficient for ESL instruction, for the Extended Day Program, and for AIS. At I.S. 151, the NYSESLAT exam is a critical component of our ELL department.

2. Structures in place to ensure parents understand all three programs, process, and outreach.

- To ensure that all parents understand all three-program choices we have several structures in place. First, the Bilingual teachers along with the Assistant Principal and Parent Coordinator meet early in the year to discuss the ELL screening process. The Assistant Principal keeps all ELL forms in a binder kept in the AP's office. In this binder the following is kept: LAB and LAB-R scores for all students tested, blank ELL forms, signed Parent Surveys, and Program Selection Form, Continuation Letter distribution sheet with student initials (this proves we provided letters to parents), copy of ELL brochure in various languages. Then, the Assistant Principal and Parent coordinator meet to organize the ELL orientation. Parents are called to ensure good attendance. Within 10 days of screening, parents are invited to participate in the ELL orientation in which they watch a video. After the video, we provide ample time for questions and answers. For those students who do not speak a high frequency language, we provide a written translation. At these meetings, parents are required to complete and sign the Parent Surveys and Program Selection Form. We encourage parents to sign the form at the meeting to ensure 100% participation. For those parents who are unable or do not attend the ELL orientation, our Parent Coordinator arranges for a time that is most convenient for the parent. Parent is given an opportunity, within the first 10 days of enrollment, to come into the school for the orientation and to complete parent surveys. Using both the LAB-R and LAB exams, we appropriately place students in a transitional bilingual class and/or provide ESL. In order to ensure that all parents understand all three-program choices (transitional bilingual, dual language, and ESL) I.S. 151 has certain things in place during and after initial enrollment.
- During registration, the Assistant Principal invites parents to attend an ELL orientation. This invitation is made orally and in written form in the native language. Using online translation sites, providing a translation in nearly any language is possible. Two meeting times are given to better accommodate parents schedule. One orientation is held A.M. and one in the PM.
- As a reminder, the parent coordinator calls parents the night before the ELL orientation as an outreach strategy. We also ask that parents bring a translator if the native language is not spoken.
- At the ELL orientation, we provide parents with an ELL parent brochure, provided by the NYC of department of education's website. This brochure is provided to parents in the native language. We allow parents an opportunity to read the brochure and encourage them to list any questions they may have. After this, we present the ELL video. Once the video is complete, parents are allotted an opportunity to ask questions. As an additional method to ensure the understanding of the three programs, we have also included the brochures in Spanish, French, and Arabic on our school's website.
- After the question and answers component of the ELL orientation, parents are asked to complete and sign the Parents' Survey and Program Selection Form in the native language. To ensure we receive the selection forms we ask parents to sign the selection form during the meeting, unless parent request otherwise.
- This process is completed as often as needed. Whenever we have a newly identified ELL student, we begin this process again within the first 10 days of enrollment.

3. In order to ensure the Entitlement Letters are received, students are asked to sign a letter on school letterhead stating they have received the entitlement letter and that they will deliver the letter to parent. The Assistant Principal gives the entitlement letter to the student as soon as the student completes the Lab-R and/or the LAB and determines eligibility. The Assistant Principal explains the meaning of the letter and allows the student an opportunity to ask questions. Student then signs the letter stating they have received the entitlement letter for the parent. In addition, the Parent Coordinator calls the parent asking them to expect the entitlement letter and briefly explains the entitlement status.

In order to ensure that parents return the Parent Survey and Selection Form at the ELL orientation we provide parents with an ELL parent brochure, provided by the NYC of department of education's website. This brochure is provided to parents in the native language. We allow parents an opportunity to read the brochure and encourage them to list any questions they may have. After this, we present the ELL video. Once the video is complete, parents are allotted an opportunity to ask questions. As an additional method to ensure the understanding of the three programs, we have also included the brochures in Spanish, French, and Arabic on our school's website. After the question and answers component of the ELL orientation, parents are asked to complete and sign the parent's survey and program selection form in the native language. To ensure we receive the selection forms we ask parents to sign the selection form during the meeting, unless parent request otherwise. For those parents who do not attend the ELL orientation, the Parent Coordinator calls home and requests another preferred

meeting time. When parent attends, the ELL orientation is done. Parents are then required to sign at this time.

4. At I.S. 151, we have three Spanish Transitional Bilingual classes and a Freestanding ESL program. Depending on age, LAB-R, LAB scores, informal interview, and years of education completed in native country, we place the student in one of our TB classes, either 6th, 7th, or 8th grade. English and translated version of the entitlement letters are distributed to parents explaining their child's right to receive ESL services. Students not placed in a TB program receive at least 360 minutes of ESL as mandated in CR Part 154. These students are placed in monolingual classes largely due to low frequency language present at our school. To ensure these students are successful, we provide ESL classes as well as Push In / Pull-out ESL in the content areas. All of this information is shared with the parents via telephone, in person meeting, or letter. We try our best to ensure that all communication with the parent in the native language. In addition we strongly encourage our parents to visit classrooms and meet with our ELL department. Our goal is to make our ELL parents feel welcomed and valued as we explain our open door policy. The Assistant Principal also has an open door policy which she encourages parents of ELLs to take advantage of.

5. During the school year 2010-2011 through present time, parents have demonstrated a preference for the Transitional Bilingual program for our Spanish speakers. Parents of low frequency languages opt for the ESL program as they seem to particularly please that our program provides native language support with the use of online translation tools. This school year, one parent has expressed interest in a dual language program. We have placed this parent on a Dual Language waiting list with the understanding that if parents of at least 15 students, of the same grade, show interest in a Dual Language program, a class will be formed. Parents who choose a Dual Language program are afforded the opportunity to transfer to a neighboring school which offer the program.

6. Our parent requests for choice of bilingual program are aligned to the programs offered at I.S. 151.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							10	20	13					43
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							6	7	18					31
Push-In														0
Total	0	0	0	0	0	0	16	27	31	0	0	0	0	74

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	19
SIFE	13	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	15

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	37	9	3	5	2	3	1		13	43
Dual Language										0
ESL	5	1	1	14	1		12			31
Total	42	10	4	19	3	3	13	0	13	74

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							8	20	13					41
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							2							2
TOTAL	0	0	0	0	0	0	10	20	13	0	0	0	0	43

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	5	13					24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian														0
French									1					1
Korean														0
Punjabi														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
Polish														0
Albanian														0
Other							2		2					4
TOTAL	0	0	0	0	0	0	8	7	16	0	0	0	0	31

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Currently, IS 151 provides two language models: Transitional bilingual for grades 6-7, and free-Standing ESL program.

Each language model provides the following:

- Transitional Bilingual classes are grouped heterogeneously for Math, Science, Social Studies, Art, Technology, and NLA. During the ELA literacy block, each grade is grouped homogeneously based on language language and academic proficiency. Each of our ESL teachers work with a smaller group to deliver more tailored instruction: Group 1: Beginners/Low Intermediate Group 2: Mid/High Intermediate/Advance/Former ELLs. Our TBE classes work with the ESL teacher during the literacy block for 180 minutes a day. The rest of courses are as follows:

MATH: Beginner/Intermediate: 1 unit using NL with ESL support

 Advance: 1 unit using ESL with NL support

SOCIAL ST: Beginner/Intermediate: 1 unit using NL with ESL support

 Advance: 1 unit using ESL with NL support

SCIENCE: Beginner/Intermediate: 1 unit using NL with ESL support

 Advance: 1 unit using ESL with NL support

ART: Beginner/Intermediate: 1 unit using NL with ESL support

 Advance: 1 unit using ESL with NL support

A. Programming and Scheduling Information

NLA: 1 unit

- ESL Self Contained classes are also grouped heterogeneously for all subjects, however, ESL teachers also provide Push In and/or Pull out instruction to ELL students in mainstream classes. For ELA our beginner/low intermediate students work with our ESL teachers during the literacy block for 90 minutes a day. Our Intermediate/Advance students one unit per week.

2. Organization of staff to ensure mandated number of instructional minutes as per part C 154:

3. How the content areas are delivered in each program model:

Transitional Bilingual Program:

- ELA: by grade in which each is grouped homogeneously. Instruction is devoted to the development of English language proficiency and building literacy skills through sheltered instruction in conjunction with the balanced literacy model. We incorporate literacy centers, vocabulary enrichment, and online reading programs with high interest texts connected to our unit themes.
- Science, Social Studies, Math, Art: classes are taught in English with strong native language support using the SIOP model. Teachers preview mini lessons in English, then review it in Spanish. Content is taught using SIOP strategies.

Free Standing ESL Program:

- ESL Self Contained classes are grouped heterogeneously for all subjects and grades. We use a pull out instructional model for ELA which is devoted to literacy development as it follows the monolingual language arts curriculum. ELA/ESL classes require mini lesson, independent work, sharing, and word work using the SIOP model for language development.

4. Differentiated for all sub-groups.

a. SIFE: small group instruction, literacy skills in native language, one to one goal setting, more frequent academic monitoring through various forms of assesemtns including self assessment.

b. ELLs (newcomers): we use leveled assessments to study data in order to determine proficiency levels. Based on data, students are grouped heterogeneously/homogeneously depending on target skills or strategies. Extensive vocabulary instruction, including academic vocabulary based on Marzano's theory of vocabulary instruction. Teacher centered instruction that transitions student-centered applications (read-alouds, shared and guided reading, literacy centers that focus on grammar, phonemic awareness, listening and speaking.

c. We use the NYSESLAT and the NYS ELA exam to support content area teachers in instruction, homogenous small group instruction based on targeted skill/strategies. We also used Rosetta Stone, Brain Pop, Teenbiz 3000, and Razkids for additional support.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
6-7 We use flexible programming to ensure that our ELL-SWDs participate in a least restrictive environment. This creates opportunities for SWDs to learn in a more inclusive classroom environment. A Universal Design for Learning approach is being explored and implemented.	100%		
	75%		
	50%		
	25%		
Dual Language			
	100%		
	75%		
	50%		
	25%		
Freestanding ESL			
	100%		
	75%		
	50%		
	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

5. Targeted interventions programs for ELLs in ELA, math, and other content areas.

The following are intervention programs used at I.S. 151 to support our ELL population in each content area:

ELA: READ 180, Words their Way, Push-In/Push/Out ESL instruction, Peer Pairing highs/lowes, reinforcement of reading skills in native language during NLA period, level center activities focusing phonemic awareness, vocabulary enrichment, and writing conventions, Tech based program called TeenBiz 3000 (reading/writing program based on levels), RazKid program which focusing only on reading skills, individual conferencing, guided reading groups, Rosetta Stone.

- Special Education: All of the above at appropriate level, modified ELA curriculum designed by teacher and standards based, and bilingual paraprofessional.

- SIFE: All of the above with additional support during the Extended Day program and Saturday Academy.

MATH: Sheltered Model of instruction, Push-in for our intermediate and advance students, glossaries, translations of text, a large amount native language support, peer pairing groups, conferencing, journal writing, AhHa Math technology based program.

- Special Education: All of the above at appropriate skill level.

- SIFE: All of the above with additional support during the Extended Day program and Saturday Academy.

SOCIAL STUDIES: Sheltered Model of instruction, Push-in for our intermediate and advance students, glossaries, translations of text, a large amount native language support, peer pairing groups, conferencing, journal writing, TeenBiz300 curriculum units, Rosetta Stone.

- Special Education: All of the above at appropriate level.

- SIFE: All of the above.

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

Beginning

Intermediate

Advanced

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)?

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

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.

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 - a. All ELL teachers meet for one common planning period a week. For common planning periods, teacher share out ELL best practices, discuss individual student progress, and plan for interdisciplinary instruction.
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 - c. All ELL teachers are required to participate in inter-visitations with ESL teachers to observe best practices in language development instruction.
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- April: Best Practices: Test Savvy Strategies for ELLs
- May: Best Practices: Vocabulary Enrichment
- June: Preparing Our ELLs for Summer Vacation

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	
4. How do you evaluate the needs of the pa 50%	

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?

Paste response to questions 1-4 here

1. At I.S. 151 parents are afforded ample opportunities to work with teachers, administrators, and other school personnel. Throughout the school year we host a variety of assemblies that include award ceremonies, student and professional performances in which parents are strongly encouraged to attend. We also host several school wide events (which have had a high attendance rate of ELL parents) such as: Woman and Man I Admire Nights where students are asked to bring a parent for an Italian dinner on us, paid by one of our supporters, Thanksgiving pot luck, Harvest Dance, and Spring Dance. In addition at I.S. 151 we have an open door policy in which parents are encouraged to visit classes as often as they like.
2. At I.S. 151 we have a large Bilingual staff that provides parents with a great deal of guidance on educational, health, and immigration issues. Our school works closely with community agencies to various services to our parents and students. Some agencies we currently work with are: Lincoln Hospital, Montefiore Hospital, The Bronx SCAN Center, Save Latin America, Bronx Works, SoBro Education Center Development, The Bronx Learning Center, I Love My Life, and The Break Yourself Project.
We are in the process of creating an after school program for parents at a The City Chicken Project. This program provides low-income families better access to good, clean, healthy food; improves the quality of the soil in urban farms; engages community members in the production of their food; and educates kids about where their food comes from. During an informal meeting with some of our ELL parents, they shared how they longed for their farms back in their native country. When I talked about this program, they were more than thrilled and shared an interest in becoming a part of it.
3. Through parent surveys and meetings we are able to evaluate the needs of our parents. In addition, parents are encouraged to provide input when completing the NYC DOE's annual parent survey.
4. Our parent coordinator is deeply involved with our ELL parents. She makes regular phone calls and sets monthly meetings based on some of the parent's concerns. In addition, we invite all of our parents to school events and activities. We ensure to provide invitation in the native language, when that is not possible a call home is always done. Through their participation in so many activities, parents are beginning to feel empowered and valued. This year our goal is to host more frequent workshops for parents regarding high stakes testing, a concern they shared at a recent meeting. More importantly, parents know they can speak to any of staff members and do so freely as we are developing a culture of a family like community.

B. Programming and Scheduling Information--Continued

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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

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| May: | Best Practices: Vocabulary Enrichment |
| June: | Preparing Our ELLs for Summer Vacation |

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?

Paste response to questions 1-4 here

1. At I.S. 151 parents are afforded ample opportunities to work with teachers, administrators, and other school personnel. Throughout the school year we host a variety of assemblies that include award ceremonies, student and professional performances in which parents are strongly encouraged to attend. We also host several school wide events (which have had a high attendance rate of ELL parents) such as: Woman and Man I Admire Nights where students are asked to bring a parent for an Italian dinner on us, paid by one of our supporters, Thanksgiving pot luck, Harvest Dance, and Spring Dance. In addition at I.S. 151 we have an open door policy in which parents are encouraged to visit classes as often as they like.

2. At I.S. 151 we have a large Bilingual staff that provides parents with a great deal of guidance on educational, health, and immigration issues. Our school works closely with community agencies to various services to our parents and students. Some agencies we currently work with are: Lincoln Hospital, Montefiore Hospital, The Bronx SCAN Center, Save Latin America, Bronx Works, SoBro Education Center Development, The Bronx Learning Center, I Love My Life, and The Break Yourself Project.

We are in the process of creating an after school program for parents at a The City Chicken Project. This program provides low-income families better access to good, clean, healthy food; improves the quality of the soil in urban farms; engages community members in the

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We are in the process of creating an after school program for parents at a The City Chicken Project. This program provides low-income families better access to good, clean, healthy food; improves the quality of the soil in urban farms; engages community members in the production of their food; and educates kids about where their food comes from. During an informal meeting with some of our ELL parents, they shared how they longed for their farms back in their native country. When I talked about this program, they were more than thrilled and shared an interest in becoming a part of it.

3. Through parent surveys and meetings we are able to evaluate the needs of our parents. In addition, parents are encouraged to provide input when completing the NYC DOE's annual parent survey.

4. Our parent coordinator is deeply involved with our ELL parents. She makes regular phone calls and sets monthly meetings based on some of the parent's concerns. In addition, we invite all of our parents to school events and activities. We ensure to provide invitation in the native language, when that is not possible a call home is always done. Through their participation in so many activities, parents are beginning to feel empowered and valued. This year our goal is to host more frequent workshops for parents regarding high stakes testing, a concern they shared at a recent meeting. More importantly, parents know they can speak to any of staff members and do so freely as we are developing a culture of a family like community.

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)							6	8	5					19
Intermediate(I)							12	8	4					24
Advanced (A)							7	5	10					22
Total	0	0	0	0	0	0	25	21	19	0	0	0	0	65

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B							5	4	4				
	I							2	8	2				
	A							8	11	9				
	P							2	4	15				
READING / WRITING	B							5	8	6				
	I							5	10	9				
	A							4	3	13				
	P								3					

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	8	1		18
7	11	5			16
8	15	10			25
NYSAA Bilingual Spe Ed				2	2

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8		5	2		1			16
7	4	2	16	4	3				29
8	9		15		4		1		29
NYSAA Bilingual Spe Ed							2		2

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	18		19		4				41
8									0
NYSAA Bilingual Spe Ed									0

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

School Name: Lou Gehrig Academy/IS 151

School DBN: 07X151

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Socorro Rivera	Principal		11/16/11
Mrs. Kathy Rodriguez	Assistant Principal		11/16/11
	Parent Coordinator		11/16/11
	ESL Teacher		11/16/11
	Parent		
	Teacher/Subject Area		11/16/01
	Teacher/Subject Area		11/16/01
	Coach		11/16/11
	Coach		11/16/11
	Guidance Counselor		11/16/11
	Network Leader		11/16/11
	Other		11/16/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X151 **School Name:** IS 151/Lou Gehrig Academy

Cluster: 523 **Network:** cei-pea

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

Part A: Needs Assessment Findings

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

- The school determines the primary language spoken by each parent by administering the Home Language Identification Survey.
- These results are recorded on ATS by the school secretary. In addition the school secretary keeps a hand written log of languages spoken for each class.
- Home language is also noted on each student's blue emergency card.

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.

- Our findings show that 46% of parents communicate solely in Spanish.
- All written communication must be translated into Spanish.
- An interpreter is needed at all PTA meetings, SLT meeting, Parent-Teacher Conferences, curriculum meetings and parent workshops. For those with a low frequency language we strongly encourage parents to bring an adult relative or friend to serve as interpreter.

Part B: Strategies and Activities

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

- All DOE documents containing critical information regarding their child's education, limited to: registration, application, and selection; standards and performance, report card; conduct, safety, and discipline; special education and related services; transfers and discharges.
- Translation and Interpretation Unit documents are used where ever applicable & available
- Office staff handle routine school written announcements and communications sent out
- All student specific critical documents are given in translated versions where needed in native language using online interpretation tools.
- A copy of the Bill of Parent Rights and Responsibilities which rights regarding translation and interpretation services & translated versions of this document, in the covered languages, are made visible and available to all staff and parents.

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.

- The Translation and Interpretation Unit are used where ever applicable & available
- School staff members are available to translate for spanish speaking parents
- Use of igoogle translate is used for low frequency languages where an audio can play
-

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>.



2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: I.S. 171X	DBN: 07X151
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccodato
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers:
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Lou Gehrig Academy has a student body of 298. Twenty five percent of our school's population are English Language Learners (74 ELLs). Of this 25% , 19 students require special education services and 13 are students with interrupted formal education (SIFE). Our distinct population require a supplemental program that complements the transitional bilinugal instructional model used throughout the school day.

Our supplemental program is to be an afterschool program that meets four times a week for 2 hours, twice a week. Our 6-8th grade students will be grouped by language proficiency levels, not grade levels. These levels are determined with data supported by the 2011 NYSESLAT, 2011 ELA state exam, running records, ELL Predictives, Language and formative assesments. One ESL licensed teacher will provide instruction for our Beginners and Intermediate students, an ELA teacher will work with our long term ELLs who have shown little or no improvement. Instruction will be conducted in English with some native language support in Spanish. Students whose native language is not Spanish, will recieve instruction in English, when needed native language support will be provided through online translation tools such as igoogole translate.

Start Date: January 2, 2012

End Date: April 19, 2012

of students to participate: 39

-16 Beginners (of which 5 are SIFE)

-11 Intermediates (of which 3 are SIFE)

-12 Long term ELLs with 6+ years who have shown little improvement

Length of each session:

-Beginners: Mon 3:10-5:10

-Intermediates: Wed , 3:10-5:10

-Long Term ELLs: Mon: 3:10-5:10

The Beginners and Intermediates program will include the following research based components for

Part B: Direct Instruction Supplemental Program Information

effective language acquisition instruction:

Components of Supplemental Program:

1. Screen and monitor student progress with the use of individual learning plans.

2. Explicit instruction of reading skills:

-phonemic awareness

-letter knowledge

-word recognition

-text fluency

-vocabulary

-reading comprehension

3. Language Practice:

-oral

-reading

4. Teacher Feedback through frequent 1:1 conferring

Rationale for each component:

1. We will use formative assessments to focus on individual student needs. Formative assessments will be used to drive classroom and individual instruction, provide peer learning groupings, and to set learning goals.

2. Research on successful reading programs for ELLs have determined that these components are essential for accelerated language development. Language instruction for our middle school students is limited by time as we have our students for only three years. Therefore it is critical that through our after-school program we target each of the components for language development in a small group setting.

3. Providing ample opportunities for language practice is essential for language

acquisition. Students need to be part of a learning community in which they feel comfortable practice social and academic oral language and growing as English language readers. Our program will provide these opportunities in a warm and inviting learning atmosphere where students practice language while having fun!

4. Frequent teacher feedback will be used for setting and meeting goals. Students are to be able to

Part B: Direct Instruction Supplemental Program Information

clearly define what areas they need help with and strategies to do so.

Activities:

1. Monthly formative assessments or as needed on phonemic awareness, letter knowledge, automaticity of sight words, reading fluency. The goal is to monitor early literacy skill development and oral fluency.

2. -Explicit instruction on phonemic awareness.

-Use of drill and practice to build automaticity of letters and sight words. Explicit teaching of word patterns, phonemic blends, word parts, semantic clues, picture cues, word structure, etc.

-Building of text fluency through Reader's Theater. Students will choose a play to work on and perform for an audience as a project celebration. Oral fluency will be monitored frequently by administering running records.

-Social and academy Vocabulary development.

-explicit instruction of reading comprehension strategies.

3. -For oral language practice:

Playing games such as charades, apple to apples, Taboo Junior, etc.

- Using audio scripts for modeling oral language

- Use of Rosetta Stone program

For reading language practice:

- reading short stories using the guided reading model and other reading strategies.

-Teen Biz, Accelerated Reader

-Administration of running records.

4. - 1 to 1 conferencing

Materials:

1. -Individual learner profiles using teacher designed templates to be available online through schoolrack.com

-Brain Pop, Discovery Learning

-TeenBiz

-Fountas & Pinnel Reading running record assessments

Part B: Direct Instruction Supplemental Program Information

2. Smart Board & projector

- Brain Pop Jr.
- Phonics cards
- Fluency scripts, plays, group set of play to perform
- Teen Biz
- formative assessments
- lap tops

3. -Various games

- Audio scripts
- Microphones and recorders
- Rosetta Stone
- Teen Biz

4. Post Its

- Conference Binder

Long Term ELLs:

This program is design to build test sophistication skills. We will use the Empire NYSESLAT practice test materials to review test strategies. We will incorporate fun videos, reading comprehension and writing games, and use the following technology-based programs: Rosetta Stone, Brain Pop, Discovery, NBC News.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All ESL and content area teachers of ELLs participate in weekly school based professional learning periods. This school year we participated in a teacher's retreat which focused on using online learning tools to monitor progress and set up teacher websites for individualized

Part C: Professional Development

instruction. The following PDs are also part of this school year’s plan:

- Teaching Phonics
- Unit planning using Understanding By Design framework
- Analyzing Common Core Learning Standards
- Developing lessons that meet Competencies
- Developing formative assessments and analyzing student work
- Book Study, Learning to Learn In a Second Language

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Interested parents of those participating in our Title III program will receive Rosetta Stone accounts to work on building English language skills. They will be allowed to use the school’s computer to work on the Rosetta Stone program while their children are in the after school program. Parents will also receive training in using ARIS to monitor their child’s progress.

-Parents will also participate in a series of Get To Know sessions in which they will explore: high stakes exams, Common Core Standards, Language Web Sites. These sessions will be conducted by our Assistant Principal and ESL teacher during after school hours to be paid by Title III funding.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		