



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

SCHOOL NAME: LYNDON BAINES JOHNSON

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K151

PRINCIPAL: MARIA ANAYA

EMAIL: MANAYA@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Maria Anaya	*Principal or Designee	
Valerie Lashley	*UFT Chapter Leader or Designee	
Katiusca Taveras	*PA/PTA President or Designated Co-President	
Debbie Nunez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Bambina	Member/UFT	
Marisol Rivera	Member/UFT	
Leocadia Corniel	Member/Parent	
Wendy Rodriguez	Member/Parent	

Marcia Rosario	Member/Parent	
Jenny Ulloa	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data

when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.

- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

- Mid-year conversations with the teachers will include feedback and expectations for the use of data in the development of lessons and units.
- The data specialist will compile Acuity baseline and benchmark data, as well as Study Island data, for vertical teams.
- The data specialist will conduct data use meetings with the school's vertical team to analyze formative data from checks for understanding. Acuity baseline/benchmark assessments, mid-year assessments, and end of unit information will be looked at for grade level trends and patterns and the instructional expectations and next steps for the adjusting of curriculum.
- The vertical teams will turnkey data from the data use meetings, using the Observe Reflect Interpret and Decide (ORID) protocol, to identify classroom trends and patterns to provide targeted assistance to groups of students. T
- The teacher effectiveness program coach and the director of teacher effectiveness will continue to provide support to the school administrators in calibrating the teacher ratings and developing targeted feedback to teachers and monitor progress towards the goal.
- The network achievement coach and the network data specialist will provide support on the use of data to both the school based data specialist and the vertical team.
- Administrators will provide teachers with actionable feedback based on Danielson and professional development at data use meetings to support teachers' efforts to use data to revise units of study and plan lessons.
- Key Personnel: Maria Anaya, Principal, Vilma Perez, Assistant Principal, Daisy Concepcion, Network Achievement Coach, Edison Teano, Network Data Specialist, Jonathan Santiago, Director of Teacher Effectiveness Program, Farah Chowdry, Teacher Effectiveness Program Coach, and Jose Guzman, Data Specialist.
- Timeline: September 2013 – June 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Data Specialist Other-describe here: ARRA RTT

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Professional Development Activities:

100% of Title IA Priority funding will be allocated for the per session activities listed below:

- The Data Specialist will work 2 hours after school for 26 weeks (from September 2012 – May 2013) to generate grade/class specific data to use during meetings with the school's vertical team to analyze formative data from checks for understanding (total of 52 teacher per session hours). Acuity baseline and benchmark, mid-year, and end of unit information will be looked at for grade level trends and patterns and the instructional expectations and next steps for the adjusting of curriculum.
- The Assistant Principal will work 2 hours monthly (from September 2012 – June 2013) to write and upload onto ARISLink actionable feedback based on Danielson and professional development (total of 20 Supervisory per session hours).
- 6 teachers, Anna Veras, Jessica Indarte, Marguerite Newman, Mildred Lugo, Cinthia Diaz, and Bertha DeLeon, will meet afterschool for 2 hours bi-monthly for 10 months (from September 2012 – June 2013) to support teachers' efforts to use data to revise units of study and plan lessons (total of 240 teacher per session hours).

In addition, ARRA RTTT Data Specialist funds will be used to supplement the activities stated above.

based plans using TCRWP units of study in reading and writing, fidelity to which will ensure rigorous academic tasks, promoting higher levels of thinking and cognitive engagement for all students, including English Language Learners (ELLs) and Students with Disabilities (SWD).

- Partner with Teachers College Reading and Writing Project (TCRWP) to provide professional development in cycles to teachers for preparing Common Core Learning Standards aligned units of study in literacy and performance tasks that promote higher levels of thinking and cognitive engagement for all students.
- Expand classroom libraries to support the collaboration with TCRWP, support students with literacy development and to provide additional non-fiction texts for students.
- Additional strategies, related to the Common Core Learning Standards, will be implemented during After School Programs for targeted groups of students including English Language Learners and Students with Disabilities.
- Teachers will continue to implement the Everyday Mathematics Program, aligned to the CCLS, in keeping with the new pacing calendar and updated Scope and Sequence.
- Key Personnel: Gerrit Jones-Rooy and Ryan _____, TCRWP Staff Developers, Maria Anaya, Principal, and Vilma Perez, Assistant Principal.
- Timeline: January 2013 – June 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Other-describe here: ARRA RTTT
Citywide Instructional
 Expectations _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Professional Development Activities:

- Per Diem Substitutes will be provided on a monthly basis (minimum of 3 per visit) to provide teacher coverage for those teachers working directly with the TCRWP consultants (from January 2013 – June 2013).

In addition, Tax Levy funds will be used to supplement the activity stated above.

Afterschool Academy:

100% of Title IA Priority funding will be allocated for the per session activities listed below:

- The Afterschool Academy will consist of 7 Teachers, Carolyn Alliers, Maria Bambina, Bertha Deleon, Valerie Lashley, Alicja Ossolinski, Robinson Ortiz, and Lilibeth Sosa, providing 2-hour academic development and enrichment opportunities for students to develop reading strategies within the content areas (ELA, Math) and problem solving skills. There will be a total of 48 sessions from December 2012 – May 2013 (672 Teacher per-session hours)(Only Title1A funding will be used).
- 1 Supervisor will supervise the Afterschool Program for 2 hours per session for 48 sessions from December 2012 – May 2013 (96 Supervisory per-session hours).
- 1 School aide will perform clerical duties for 3 hours per session for 48 sessions from December 2012 – May 2013 (144 school aide per-session hours).

Teacher Classroom Libraries (consisting of non-fiction texts):

100% of Title IA Priority funding will be allocated for the per session activities listed below:

- Guided Reading Books, Pre-K – 5, from GL Group, Inc..
- Guided Reading Books, Pre-K – 5, from Curriculum Associates, LLC.
- Guided Reading Books, Pre-K – 5, from Scholastic
- Guided Reading Books, Pre-K – 5, from Ingram Library Services

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Incorporate the use of formative assessment practices and analyze learning outcomes for the student subgroups to positively influence instruction for all students.”

Quality Review 2011-2012, Page 6 (Bullet 2)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of classroom teachers will use formative and summative data, including running records, benchmark assessments, baseline, midline and end of unit assessments, and checks for understandings to monitor progress. Acuity, Study Island results, and student work will be used to adjust teaching practices and instructional planning for groups of students as evidenced by revisions to both lesson plans and units of study. Additionally, analysis of the formative data will drive the instruction of the RTI providers to better support our most struggling students.

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) Key personnel and other resources used to implement these strategies/activities,
 - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments, and
 - d) Timeline for implementation.
- The Data Specialist will meet with the teachers on the vertical team at least 8 times from February 2013 to June 2013, during our PD Wednesdays (4th period), to support teachers in looking at formative assessments to identify trends and patterns to target and revise instructional plans across the grades.
- During common planning time, the members of the vertical team will meet with the teachers on their grade to turnkey grade level trends and patterns identified during the use of data meetings and have teachers identify trends and patterns in their class for groups of students.
- Teachers will complete an item analysis class summary sheet for individual students and submit these to supervisors.
- Teachers will use the item analysis from formative assessments to adjust lessons and decide appropriate teaching strategies for groups of students during planning.
- Teachers will work with Teachers College staff developers to analyze student work to make adjustments to curriculum, develop new formative assessment for continual targeting of groups of students.
- Teachers will assess students' checks for understandings at least twice a week using a check for understanding form that lists the types of assessments (exit slips, quizzes, student journals, and conferring notes), and use this data to plan instruction and instructional approaches (grouping, pair and share, etc). This work also will include the RTI providers, so they can plan and revise instruction to support the students they service, using *Read Naturally*.
- Teachers will look at student work from subgroups to determine appropriate scaffolds so that students directly experience the complexity of the task.
- Key Personnel: The Vertical Team: Ana Veras, K, Lilibeth Sosa, Gr. 1, Marguerite Newman, Gr. 2, Mildred Lugo, Gr. 3, Solangee Estevez, Gr. 4, and Valerie Lashley, Gr. 5, Maria Anaya, Principal, Vilma Perez, Assistant Principal, Jose Guzman, Data Specialist, Daisy Concepcion, Network Achievement Coach, Gerrit Jones-Rooy, Teachers College Staff Developer, and Ryan _____ Teachers College Staff Developer.
- Timeline: September 2012 – June 2013.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants Data Specialist _____ Other-describe here: ARRA RTTT

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Professional Development Activities:

100% of Title IA Priority funding will be allocated for the per session activities listed below:

- The Data Specialist will work 2 hours after school for 26 weeks (from September 2012 – May 2013) to generate grade/class specific data to use during meetings with the school's vertical team to analyze formative data from checks for understanding (total of 52 teacher per session hours). Acuity baseline, benchmark, mid-year, and end of unit information, as well as Study Island assessment results, will be used to look for grade level trends and patterns and the instructional expectations and next steps for the adjusting of curriculum.
- 6 teachers, Anna Veras, Jessica Indarte, Marguerite Newman, Mildred Lugo, Cinthia Diaz, and Bertha DeLeon, will meet afterschool for 2 hours, bi-monthly, for 10 months (from September 2012 – June 2013) to support teachers' efforts in the use of data to revise units of study and plan lessons (total of 240 teacher per session hours).
- The Assistant Principal will supervise the teachers' per session activity for 2 hours bi-monthly for 10 months (from September 2012 – June 2013) to support teachers' efforts to use data to revise units of study and plan lessons (total of 40 supervisor per session hours).

Resources & Materials:

100% of Title IA Priority funding will be allocated for the per session activities listed below:

- Purchase of Macbook to assist Data Specialist with the creation of Acuity baseline and benchmark data.
- Purchase the *Read Naturally* materials, 6 kits, to use with the RTI groups.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Students and their families appreciate the schools dedicated efforts in creating a safe, nurturing and respectful environment that promotes learning and supports their needs.”

Quality Review 2011-2012, Page 3, Bullet 1

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 5.2 Systems and partnerships	<input type="checkbox"/> 5.4 Safety
<input type="checkbox"/> 5.3 Vision for social and emotional developmental health	<input type="checkbox"/> 5.5 Use of data and student needs
<input checked="" type="checkbox"/> X health	

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

The school will continue its efforts to create a safe, nurturing and respectful environment that promotes learning and supports the needs of its students and their families by developing school-wide systems of support, including proactive strategies for defining, teaching, and supporting appropriate student behaviors. Students and staff will become familiar with the systems in place and implement them effectively, so that the number of incidents and the number of students sent to the office will be decreased.

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) Key personnel and other resources used to implement these strategies/activities,
 - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments, and
 - d) Timeline for implementation.

- The school's PBIS team will guide and support the school community in developing and implementing action plans to improve the social and emotional well-being of students. This team's membership is comprised of staff and parent representatives of all school constituencies.
- Project Wisdom will be implemented to aid in building community and guiding students to make appropriate choices regarding career and college readiness.
- The school will purchase and use S.W.I.S., a data-driven system, to track three to five targeted behaviors, based on survey results, to measure the effectiveness of the previous strategies/activities listed.
- Key personnel are: Maria Anaya, Principal, Vilma Perez, A.P., Jose Guzman, Dean/Data Specialist, Mildred Lugo, Special Education Teacher, Janet Rivera, ESL certified general education teacher, Ilsa Rivera, School Aide Supervisor, Michael Wagner, Fireman, Mayra Machuca, Cafeteria Staff, Darlene Pacheco, Paraprofessional, Nilsa Figueroa, Parent Coordinator, Katusca Taveras, PA President, and Marcia Rosario, PA Treasurer.
- Timeline: November 2012 – June 2-13

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Resources & Materials:

100% of Title IA Priority funding will be allocated for the per session activities listed below:

- Resources will be purchased to foster community and target lessons to improve the social and emotional well-being of students including kits from Project Wisdom, Inc and Sundance-Newbridge LLC.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school contacts me to tell me about my child’s achievement and successes.” (7.7)

NYC School Survey 2011-2012 Report, Page 5, Communication

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of parents will have received communications regarding student achievement, behavior and well-being via progress reports, newsletters and phone calls. Additionally, information about the school, including events and services, will be communicated through meetings and workshops. This would be demonstrated by a 2% increase in the number of parents that agree with the statement that, “The school contacts me to tell me about my child’s achievement and successes,” on page 5.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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, and
 - d) Timeline for implementation.

Strategies & Activities:

- In addition to the report cards received throughout the school year, classroom teachers will provide parents with three (3) progress reports, each about one month from the date of distribution of the report cards, so parents are aware of their child's progress and achievement in the major subjects and behavior. Also, recommendations will be made to parents regarding how they can best support their child's academic work at home.
- A newsletter will be sent to parents, five times a year, informing them of all the events and services at PS 151. It will be backpacked home. The articles will be written by students in the Journalism Club and a Principal's Corner will be completed by the principal, to include special messages to the parents/families.
- The principal and school secretaries will oversee and use *School Messenger* to inform parents of special notices, emergency notices, upcoming events and their child's attendance, when necessary.
- Workshops will be facilitated by school staff, to inform parents about health issues, testing, homework help, and so on, periodically, including at Parent Association meetings. Most of these workshops are held in the Parent Coordinator's room, during the day. However, meetings also are scheduled at night, to accommodate the parents who cannot make it during the day time.

Key Personnel: All classroom teachers, Maria Anaya, Principal, Nilsa Figueroa, Parent Coordinator, Katusca Taveras, PA President, Robinson Ortiz, Journalism Club Mentor, Yolanda Constantino, Payroll Secretary, and Rita Oates, Pupil Accounting Secretary

Timeline: September 2012 – June 2013

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Resources & Materials:

100% of Title IA Priority funding will be allocated for the resources, materials and activities listed below:

- Resources and materials, paper and ink, will be purchased to allow for the printing of the progress reports, translated materials for parent newsletters, and resources for workshops.
- Parents will be invited to attend the NYSEPA Conference at the NY Marriott to gather information, activities and resources to foster parenting skills and awareness of CCLS standards.
- Parents will connect cultural, artistic, and communication skills related to the CCLS and college and career readiness standards through participation in Broadway Theatre activities.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Phonics, repeated readings, writing in response to literature/assessments	Small group (2 or 3)	During the school day
Mathematics	Focus on concepts not mastered and articulated with classroom teacher	Small group (2 or 3)	During the school day
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group and one-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Teachers applying for vacancies are interviewed and required to do a demonstration lesson. There is no recruiting as there are no vacancies generally. Assignments are made according to the needs of the particular classes, teacher qualities and personalities, where opportunities allow, and consideration of the regulations of the UFT contract. Professional development is provided at various times throughout the year, in the form of faculty conferences, grade conferences, lunch and learns, workshops, and outside institutes and conferences. Additionally, one-on-one coaching also is provided for our teachers, when and where needed.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS
ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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: Lyndon B. Johnson	DBN: 32K151
Cluster Leader: Mr. C. Groll	Network Leader: Ms. A. Orlando
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 65
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 2
of content area teachers: 5

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:

32K151 – The Lyndon Baines Johnson School - is an elementary school in the Bushwick section of Brooklyn. There are currently 443 students enrolled at PS 151 in pre-kindergarten through grade five. The main ethnic groups comprise 74% Hispanic, 25% Black, and 1% White students. Currently, PS 151 has sixty-seven English Language Learners (ELLs); comprising approximately 15% of the student body. The school has three certified ESL teachers who provide mandated instruction for ELLs in grades K-5. Instructional time is determined according to each student's individual level of proficiency as determined by the LAB-R/NYSESLAT tests and the corresponding guidelines under the New York State Commissioner's Regulation Part 154. Beginner and Intermediate level students receive the mandated 360 minutes of ESL instruction per week; advanced students receive 180 minutes per week. In our ESL program, Language Arts and content areas (Math, Science, and Social Studies) are taught utilizing ESL strategies and methodologies. The school's goal is to enable our ELL population to develop academic and linguistic proficiency within 3-5 years. Students in our ESL program receive all instruction in English.

Title III Instructional Program:

As stated in the No Child Left Behind Act of 2001 funds are available to eligible schools under Title III if the school has a substantial amount of Limited English Proficient (LEP) students. According to NCLB mandated guidelines, instruction under Title III must help LEP students attain English proficiency while meeting State academic achievement standards. To this end, PS 151 will use its 2011-2012 Title III funds to provide an ESL Saturday Academy that adheres to NCLB guidelines.

PS 151's Title III ESL Saturday Academy will provide our English Language Learners focused language instruction and targeted test preparation for upcoming state and city-wide exams. Students in our ESL Saturday Academy will receive the benefit of small-group instruction once a week from February through May totaling 10 sessions, meeting every Saturday for three hours per week, 9am - 12pm. All LEP students, from grades kindergarten through five will be invited to participate in the program –a total of sixty-seven students. To address the range in linguistic and academic abilities among LEPs, these students will be placed in an ability-based after-school group (as determined by the LAB-R and NYSESLAT scores). Seven teachers, two bilingual/ESL and 5 common branche teachers, will be used for our Title III ESL Saturday Academy; all have been exposed to ESL teaching methodologies and the mandatory 7.5 hours of ESL professional development. Below is a detailed explanation of PS 151's Title III Instructional Program.

- The Beginner/Newcomer Groups:

Part B: Direct Instruction Supplemental Program Information

This group is composed of students with very limited English abilities in all four testing modalities – reading, writing, listening and speaking. The focus of this group will be to accelerate the development of both social and academic language by strengthening student foundation in the four testing modalities. Such skills include phonemic awareness, vocabulary enrichment, phonics, early reading skills, sentence recognition and formation, and increased oral/auditory comprehension and fluency.

The ESL/bilingual teachers will be using the Attanasio & Associates' NYSESLAT readiness materials for beginners to prepare the students for the upcoming exam and strengthen their language-development within the four modalities of acquisition. Students in grades 3-5 also will be using Kaplan's Advantage, a city and state test readiness resource to prepare for the ELA and Math exams. Children will be taught dictionary skills to help prepare them for state exams.

- The Intermediate/Advanced Groups:

Students in these groups scored in the range of Intermediate or Advanced on the Lab-R and NYSESLAT tests. Generally, these students have a grasp of social language but still are struggling with academic language in both reading and writing. The ESL/bilingual teachers will use Attanasio & Associates' NYSESLAT and Kaplan's Advantage test prep materials. This latter will be used with students of grades 3-5. Particular attention will be given to the more complex elements of comprehension and fluency in Reading and Writing.

To achieve independence as growing readers and writers, students in both groups will continue to receive foundational support in English vocabulary and structure. Attanasio & Associates' ELL materials and Kaplan's Advantage test readiness materials will be incorporated into the ESL Saturday Academy. Our school feels that the simultaneous use of these two programs will successfully provide students with an effective balanced foundation in the modalities of Reading and Writing. Children will be taught dictionary skills to help prepare them for state exams.

On both the beginner/newcomer and the intermediate/advanced groupings, ESL and ELA instruction will be offered.

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:

Professional Development Program:

During the 2011-2012 school year, PS151 will host three professional development workshops for our

Part C: Professional Development

teachers, with the help of CFN #412 personnel, as follows:

- February, 2012 – Identification and Assessment of ELLs
- March 2012 – Use of Bloom’s Taxonomy to instructionally support language and literacy development.
- April 2012 – Becoming familiar with the NYSESLAT Assessment and how it impacts instruction. Additionally, we will be using the NYSESLAT results to create data driven instruction.
- Ongoing – Supporting teachers to help newcomers assimilate to their new surroundings.

These workshops will be held during grade conferences and Lunch and Learn sessions, as well as individually committed time as needed. There will be no cost to the Title III Program. Professional Development will be facilitated by administrators and or the ESL certified teacher.

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:

Description of Parent and Community Participation:

The ESL Saturday Academy will provide parents of ELLs an opportunity to learn English as a Second Language by offering them one hour of ESL instruction with an ESL teacher. This hour will be offered after the parents have sat in their child’s class for an hour. After the ESL lesson, they will participate in an hour of networking, with the parent coordinator, while being served a light brunch. The rationale for involving the parents is to help the parents feel connected to the school and their children's educational progress.

Supporting the Title III ESL Saturday Academy, three Parent Development Programs will be offered during the 2010-2011 school year. All ELL parents will be invited to participate in these workshops. Workshops will be presented in all home languages represented at PS 151K.

Parent and community participation is a central component of both academic growth and a well-developed ELL program. Parent workshops will focus on introducing ELL parents to their new community and equipping them with strategies for best supporting their child’s academic progress.

Part D: Parental Engagement Activities

Specifically, the parent workshop series will include the following programs:

- October 2011 - ESL Parent Orientation
- February/March 2012 - Educating parents on the components of the upcoming state exams. This session will offer numerous take-home strategies parents can use to help their children succeed on these tests. The NYSESLAT test will be a central focus during this session - offering parents a greater understanding of what is necessary to ensure their child's success.
- April 2012- A student achievement culminating celebration so that students and their families may celebrate their many academic gains. All parents and family members will be invited to attend this event.
- June- Project Jumpstart- Pre-K and Kindergarten parents will be introduced to the school building, its policies, and the services available to them. Refreshments and Supplies for Parent and Professional Development Workshops will be purchased using Title III funds.

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 <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		

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.
(Object Code 199)		
Travel		
Other		
TOTAL		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **32K151** School Name: **Lyndon B. Johnson**

Cluster: **4** Network: **412**

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.

1. PS151 ensures that all parents are provided with equal access to all school material and information concerning their children's education in their native language and given within an appropriate timely fashion. When parents register their children for the first time in the NYC school system, the ESL teacher administers a Home Language Identification Service, HLIS, in their native language, if their spoken language at home is other than English. This survey is used for the purpose of identifying whether or not the student may be eligible for ESL services, and it also identifies the different languages that may be used at home in our particular schools.

PS151 main languages are Spanish and English. Information is sent home in both languages. This ensures that the staff at PS151 that parents are kept abreast of what is happening in their child's school. Parents are provided a Parent Calendar on a monthly basis, informing them of all upcoming events.

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.

2. PS151 has a large population of Spanish speaking parents. All information sent out is in both English and native language. Parents feel welcome in our school because most of our staff speak their language. On open school night parents are provided with interpreters. Our parent Learning Leaders serve as interpreters in addition to the outside classroom personnel. This allows parents to become more involved and informed about their children's education. Our parent association welcomes all parents to workshops/training and the many events in our school. PS151 has placed the Multilingual Welcome Posters in a very visible and accessible area to welcome all parents of all nationalities and languages. These posters were provided by the Translation and Interpretation Unit. Our School's Security guard has also been given a Language Identification guide to help identify the language of our parents so that we can provide better services to them.



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.

1. PS151's written translations are basically done in-house, by our administrators, secretaries, ESL teacher and parent coordinator. PS151 has also used the Translation/Interpretation (T/I) unit for more extensive documents. The T/I unit also provides assistance with sign language interpretation. The Parent Coordinator and the Parent Association ensures that all parents receive the monthly parent calendar to inform the parents of up-coming events on the first of every month. This calendar is written in both English and Spanish.

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.

2. PS151 oral interpretation services will be provided by our in-house staff: administrators, secretaries, ESL teacher and our parent coordinator.



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>.

Translated copies of the Chancellor's Regulations A-663 and or The Parents Bill of Rights documents will be available and provided upon request. We have posted the Multilingual Welcome Posters outside the main office, by the main entrance of the school with each of the covered languages which indicate the availability of both translation and interpretation services. The school also provides information to the parents in both English and Spanish about their rights to translation and interpretation services and how to access and demand these services.

2012-13 Comprehensive Education Plan (CEP)

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: The Lyndon Baines Johnson Scho	DBN: 32K151
Cluster Leader: Mr. Christopher Groll	Network Leader: Ms. Ada Orlando
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 70 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

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:

Currently, PS 151 has 70 English Language Learners (ELLs), 4 ESL teachers and 1 bilingual teacher who provide mandated instruction for ELLs in grades K-5. Instructional time is determined according to each student's individual level of proficiency as determined by the LAB-R/NYSESLAT tests and the corresponding guidelines under the New York State Commissioner's Regulation Part 154. Beginning and Intermediate level students receive the mandated 360 minutes of ESL instruction per week; advanced students receive 180 minutes per week. In our ESL program, Language Arts and content areas (Math, Science, and Social Studies) are taught utilizing ESL strategies and methodologies. The school's goal is to enable our ELL population to develop academic and linguistic proficiency within 3-5 years. Students in our ESL program receive all instruction in English.

As stated in the No Child Left Behind Act of 2001 funds are available to eligible schools under Title III if the school has a substantial amount of Limited English Proficient (LEP) students. According to NCLB mandated guidelines, instruction under Title III must help LEP students attain English proficiency while meeting state academic achievement standards. To this end, PS 151 will use its 2012-2013 Title III funds to provide an ESL Saturday Academy that adheres to NCLB guidelines.

Title III Supplemental Program for ELLs

The rationale for offering the Saturday ELL Academy is that small group instruction will provide our English Language Learners focused language instruction targeting the modalities of the NYSESLAT. Students in our ESL Saturday Academy will receive small group instruction once a week for 8 Saturdays from 9am to 12pm. All LEP students, from grades kindergarten through five will be invited to participate in the program. To address the range in linguistic and academic abilities among LEP students, students will be placed in ability-based groups (as determined by the LAB-R and NYSESLAT scores). Three ESL/Bilingual teachers, and three common branch teachers, will work collaboratively our Title III ESL Saturday Academy. Throughout the year, the common branch teachers will be exposed to ESL teaching methodologies and to the mandated 7.5 hours of ESL professional development.

Below is a detailed explanation of PS 151's Title III Instructional Program.

- **Beginner and Newcomer Groups:**

These groups are composed of students with limited English abilities in all four testing modalities – reading, writing, listening and speaking. The focus of this group will be to accelerate the development of both social and academic language by strengthening student foundation in the four testing modalities. Skills addressed will include phonemic awareness, vocabulary enrichment, phonics, early

Part B: Direct Instruction Supplemental Program Information

reading skills, sentence recognition and formation, and increased oral and auditory comprehension and fluency.

The ESL, Bilingual and Common Branch teachers will be using NYSESLAT readiness materials to prepare the students for the upcoming exams and strengthen their language-development within the four modalities of acquisition. Additionally, these students will be taught dictionary skills to help them improve and expand their vocabulary skills.

- Intermediate and Advanced Groups:

Students in these groups scored in the range of Intermediate or Advanced on the Lab-R and NYSESLAT tests. Generally, these students have a grasp of social language but are still struggling with academic language in both reading and writing. The ESL, bilingual and Common Branch teachers will use NYSESLAT test prep materials. Particular attention will be given to the more complex elements of comprehension and fluency in Reading and Writing. These students will also be taught dictionary skills to help them become better readers and writers.

To achieve independence as growing readers and writers, students in both groups will continue to receive foundational support in English vocabulary and structure. ESL materials will be incorporated into the ESL Saturday Academy. Our school feels that the simultaneous use of these programs will successfully provide students with an effective balanced foundation in the modalities of Reading and Writing.

ESL and ELA instruction will be offered to both the beginner and newcomer and the intermediate and advanced groups.

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:

The rationale for providing professional development is that if our goal is to enable our ELLs to become independent and fluent readers, then, PD must be provided to enable our teachers to deliver rigorous and high quality instruction.

During the 2012-2013 school year, teachers will attend ongoing professional development which will be facilitated by administrators, certified ESL and Bilingual teachers and the teachers that will be providing the instructional Title III program.

- September 2012 – Who are the ELLs in my class and what am I going to do to help them

Part C: Professional Development

improve?

- November 2012 – Becoming familiar with the NYSESLAT Assessment and how it impacts instruction. Analyzing and using the NYSESLAT results to create data driven instruction.
- January 2013 – providing multiple means of representation, action and expression, and engagement (UDL), and creating effective learning groups to support language and literacy development through oral reading and fluency, and vocabulary development using effective read alouds.
- Ongoing – Supporting teachers to help newcomers assimilate to their new culture.

These workshops will be held during PD days, faculty and grade conferences, possibly Lunch and Learn sessions, and if time permits, individual meetings. There will be no cost to the Title III Program for PD.

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:

Description of Parent and Community Participation:

The rationale for encouraging parental engagement is to provide our parents the opportunity to learn English and to help them learn activities and strategies they can use at home to help their children with their education so that they can become college and career ready. Throughout the program, the parents will be provided with different hands-on activities which they can take home and utilize as they assist their children when they work and complete school assignments. Some of these activities may include, but are not limited to reading books and asking questions to develop comprehension skills, using manipulatives for math, and creating board games for the children to play so they can develop both academic and social language.

The ESL Saturday Academy program for the parents consists of three hours. The first hour of the program, the parents will sit in the classroom with their children to help them become aware of the language learning instruction the children receive in the classroom. During the second hour, the parents will be provided with an opportunity to participate in an adult ESL class with an ESL certified teacher. In the last hour, the parents will attend a networking session using computers. Here, the parents will learn how to enhance their technology skills and be able to network and navigate the web to find educational sites for themselves and their children. Additionally, the parents will be shown how to sign into ARIS so they can monitor their children's progress

Part D: Parental Engagement Activities

To support the parents in the Title III ESL Saturday Academy, different workshops will be offered during the 2012-20113 school year. All parents of ELLs will be invited to participate in these workshops. Translations/interpretations will be available when needed. Parent workshops will focus on introducing parents of ELLs to their new community. The parent workshop series may include the following:

- September 2012 - Literacy nights to address the CCSS, Learning about the Independent Reading Level of their children, and other activities and strategies related to improvement of literacy.
- February/March 2013 - Educating parents on the components of the upcoming state exams. This session will offer numerous take-home strategies parents can use to help their children succeed on these tests. The NYSESLAT test will be a central focus during this session - offering parents a greater understanding of what is necessary to ensure their child's success.
- Monthly meetings - Each month, a student achievement celebration is done for students and their families to celebrate academic gains. All parents and family members will be invited to attend these events.
- June- Project Jumpstart- Pre-K and Kindergarten parents will be introduced to the school building, its policies, and the services available to them.

Refreshments and Supplies for Parent and Professional Development Workshops will be purchased using Title III funds.

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 <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 		

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		