



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:**

LOU GEHRIG ACADEMY/ I.S. 151

**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	
David Farley	*PA/PTA President or Designated Co-President	
Bernadette Cruz	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	
Katrina Smith	Member/Parent	
Carlos Lopez	Member/Parent	
Sonya Turner	Member/Parent	
Analane Tangente	Member/Teacher	
Gloria Carrasquillo	Member/Guidance Counselor	
Estelle Francisco	Member/Teacher	
Crystal Salisbury	Member/Teacher	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

### **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**

By June 2013, English Language Learners will demonstrate a 3% increase in meeting or exceeding standards of the New York State ELA and Math assessments.

#### **Comprehensive needs assessment**

##### **ELA:**

In the 2011-2012 school year, 100% of our ELL population scored at levels 1 and 2 in ELA. 61.2% scored a level 1 and 38.8% scored a level 2.

0% of the ELL population scored a level 3 or 4. There was a 7.8% decrease of the total ELL population scoring at levels 3 and 4 as compared to data from the 2010-2011 school year.

##### **Math:**

In the 2011-2012 school year, 85.2% of the ELL population scored at Levels 1 and 2 in Math. 32.1% scores at level 1 and 53.1% scored at level 2.

14.8% of ELL students scored at Level 3 and 4. There was a 14% decrease of the total ELL population scoring at levels 3 and 4 as compared to data from the 2010-2011 school year.

I.S. 151 is identified as a Restructuring Comprehensive school under NCLB/SED accountability system, and as per the NYC Progress Report 2011-12 our school has an overall grade of C (with an overall score of 45.9). ELL performance in ELA has declined in the past year and ELL performance in Math scores have declined in the past 2 years.

According to the 2011-2012 NYSESLAT data, 25% of students performed at the beginner level, and 28% of students performed at the intermediate level. The goal is to achieve a higher percentage of students at the advanced and proficient level. According to the data, 39% of the students performed at the advanced level, and 8% of students performed at the proficient level.

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 student assignments and projects occurs. 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 Bilingual/ESL 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 skills and strategies and will be rigorously monitored for impact. The school schedule will be adjusted to include AIS for ELL students 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 ELL teachers to meet and articulate concerns and develop solutions for student and family issues. The Parent Coordinator will conduct parent meetings in order to inform and educate parents on the resources available to them and to keep

them informed of student progress.

The school will conduct a thorough item analysis and subgroup analysis to determine the causes of underperformance by ELL students and create a strategic instruction plan 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 ELL 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**

To achieve this goal, we will provide opportunities for ELL students 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 ELL 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 ELL students. Already in the process of redesigning the ELA curriculum, we will ensure its alignment to the Common Core Learning/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, the creation of personalized learning plans is one of the strands in its performance-based system. 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 ELLS (iv) address the needs of ELL students. 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 ELL students with programs during and after school, targeting the students with reading and language learning deficiencies. Targeted at-risk ELL 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 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 Learning/State Standards. 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 Bilingual 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 bilingual 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 bilingual 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.

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.

#### **Strategies to increase parental involvement**

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2012-13 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.
- Offer and conduct training (ARIS access, word processing, PPT, bullying/cyber bullying, among others) and professional development (homework assistance and monitoring, health habit issues, study habits, 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.

#### Budget and resources 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 I    \_\_\_\_\_ Title IIA     X  Title III    \_\_\_\_\_ Grants     X  Other

If other is selected describe here:

**I.S. 151 receives funding from NYC iZone 360 Initiative for professional development and instructional tools and resources.**

#### 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).

I.S. 151 offers a comprehensive support system to its students and their families. Students receive academic and counseling support. Among the student support services offered to students are violence prevention, AIDS, 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), school-based fundraising campaigns, and 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

2012-13 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.

## **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**

By June 2013, all content area teachers will have developed and implemented two common core units of study aligned to Citywide Instructional Expectations.

### **Comprehensive needs assessment**

In relation to curriculum development, the JIT recommendations in March 2011 and Peer Quality Review in March 2012 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/State 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 common core standards; materials and resources that reflect Common Core 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 Common Core Standards. We will address all the aforementioned recommendations in order to increase student achievement.

In the 2011-2012 school year, based on our NYC Progress Report, 80.2% of our total student population scored at levels 1 and 2 in ELA. There was a 6.8% increase of the total school population scoring at levels 3 and 4 as compared to last year's data. According to the data, 19.7% of students scored at levels 3 and 4 in ELA.

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 – 10%  
7th grade – 24.6%  
6th grade – 26.5%.

In the 2011-2012 school year, based on our NYC Progress Report, 79.5% of our total student population scored at level 1 and 2 in Math. There was a 9.7% decrease of the total school population scoring levels 3 and 4 as compared to last year's data. According to the data 20.6% of students scored at levels 3 and 4 in ELA.

The data reveals the following results in the performance of students that scored at Levels 3 and 4 on the NYS Math assessments:

8th grade – 18.8%  
7th grade – 27.7%

6th grade – 15.9%

### **Instructional strategies/activities**

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

- Continuation of instructional strategies that have contributed to overall improved student achievement.
- 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 developing and implement common core aligned units.
- 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 understanding. 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 content area 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 common core standards 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 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**

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2012-13 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.
- 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.

**Budget and resources 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 I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants      X   Other

If other is selected describe here:

**I.S. 151 receives funding from NYC iZone 360 Initiative for professional development and instructional tools and resources.**

### **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).

I.S. 151 offers a comprehensive support system to its students and their families. Students receive academic and counseling support. Among the student support services offered to students are violence prevention, AIDS, 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), school-based fundraising campaigns, and 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 2012-13 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.

### **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**

By June 2013, all content area teachers will have participated in a minimum of four formative observations, based upon a research-based rubric that will allow for self-reflection and contain focused feedback with next steps.

#### **Comprehensive needs assessment**

I.S. 151 is identified as a Restructuring Comprehensive school under NCLB/SED accountability system, and as per the NYC Progress Report 2011-12 our school has an overall grade of C (with an overall score of 45.9). Our school, which underwent a JIT review in March 2011, but it has been identified as a non-performing school in English Language Arts for the past 7 years. I.S. 151 has not been classified as a focused / priority school, but the school's historic performance on the NYS ELA exams is low. The JIT review emphasized a need for increased teacher effectiveness. Furthermore, I.S. 151 did not meet its AYP in both ELA and Mathematics as per the NYS School Report Card. Increasing teacher effectiveness may impact student achievement.

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).

#### **Instructional strategies/activities**

The administrators will play a major 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.

A needs assessment survey will be conducted to identify professional development priorities and design differentiated professional development for teachers.

#### **Strategies to increase parental involvement**

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2012-13 school year, the PA has an elected president and other officials who are also district executive board members. The PA decided to have fundraising efforts within the school. 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.
- 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 (Literacy Night, etc.), 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.
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- 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.

#### Budget and resources alignment

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X Tax Levy X Title I \_\_\_\_\_ Title IIA X Title III \_\_\_\_\_ Grants X Other

If other is selected describe here:

**I.S. 151 receives funding from NYC iZone 360 Initiative for professional development and instructional tools and resources.**

#### 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).

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The following resources will be consolidated in the School-wide Program, namely: budget allocations for the school, participation in the CEI-PEA (PSO), school-based fundraising campaigns, and 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 2012-13 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.

### **ANNUAL GOAL #4 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 #4**

By June 2013, a Behavior Management Protocol will be developed and implemented collaboratively. It will support a positive, constructive, and safe learning environment and reduce suspensions by 5%.

#### **Comprehensive needs assessment**

- According to 2011-2012 school year, we recorded 17 Superintendent's Suspensions and 20 Principal's suspensions. Although this was a great decrease from the previous school year (61 Principal's Suspensions and 11 Superintendent Suspensions), we still feel a need to decrease suspensions in order to impact student learning. To do so, it is imperative that we be proactive in matters of discipline rather than reactive.
- The majority of suspensions seem to occur outside the classroom (i.e. in areas in which large amounts of students congregate- the hallways, the gym, and during "after school."
- According to the Learning Environment Survey of the 2011-2012 school year, approximately half of our students' parents feel their children are safe at school and that discipline is fairly enforced. In addition, 81% of teachers feel that their students "only look out for themselves," while only 44% feel they are respected by their students.
- The same survey indicated that 60% of students have been bullied while nearly 91% have engaged in a physical fight. In addition, 54% of students reported participating in a form of gang activity.
- Proper counselor to student ratio is major target as indicated in student focus groups and feedback surveys.
- According to the 2011-2012 Progress Report, the safety and respect category was one of our lowest indicators in the School Environment Section.
- Since September 2012, there have been sixty five reported conferences between parents and administration. It is important to know that this could exclude conferences between teachers and parents, thus making the actual number of conferences significantly greater.
- Currently, the behavior management system in the school is ineffective and this has made an impact in both school culture and academic achievement. Although the assistant principals assist with behavior management, additional support is required for more effective behavior management.

#### **Instructional strategies/activities**

- a) A part time dean will be employed at I.S. 151 to provide targeted disciplinary support to teachers and administrators. The dean will be responsible for increasing transparency and communication among teachers, students, counselors, and administrators. In addition, the dean will also manage the behavior protocol that encompasses emotional and social support for the student population.
- b) The school will implement positive reinforcements for students who display continuous scholarly behavior. For example, the new Scholar Dollars Program will remain in effect as well as more frequent student auctions. Within the Scholar Dollar

program, students have the opportunity to earn or lose “money” during each class of the day from Monday through Thursday. Each Friday the students are presented with their “paychecks;” paychecks under \$30 result in the student serving bench (detention) each day of the following week during lunchtime. Students’ paychecks are signed by their parents and returned to the homeroom teacher. Approximately every two months, the school holds the “auction” in which teachers donate prizes and trips as rewards for the well-behaved students and the students “bid” on the items they can afford.

- c) I.S. 151 will develop a behavior intervention team that will include teachers, counselors, parents, students, and administrators. They will work collaboratively to develop effective behavior management solutions that may impact student culture and improve student achievement.
- d) The team will also analyze behavior data (suspensions, incident reports, and conference notes) in order to target specific and recurring issues.
- e) The team will also re-evaluate the classroom removal procedures and include more feedback from teachers and parents before placing students in other class environments.
- f) The team can also use a digital platform (Engrade Plus) to track both academic and behavior data. Teachers, counselors, and other staff members will have access to this useful information so as to adjust their instruction and improve the classroom behavior.

#### **Strategies to increase parental involvement**

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2012-13 school year, the PA has an elected president and other officials who are also district executive board members. The PA decided to have fundraising efforts within the school. 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.
- 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 (Literacy Night, etc.), 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.

**Budget and resources 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 I   Title IIA  X  Title III   Grants  X  Other

If other is selected describe here:

**I.S. 151 receives funding from NYC iZone 360 Initiative for professional development and instructional tools and resources.**

**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).

I.S. 151 offers a comprehensive support system to its students and their families. Students receive academic and counseling support. Among the student support services offered to students are violence prevention, AIDS, 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), school-based fundraising campaigns, and 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 2012-13 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.

**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	<ul style="list-style-type: none"> <li>- Wilson, Great Leaps, Teen Biz (Achieve 3000)</li> <li>- Saturday Academy (ELA Skills Practice)</li> <li>- Fountas &amp; Pinell (Running Records)</li> <li>- Extended Day (37 and a half minutes)</li> <li>- After-school ELL (ELA) Program</li> <li>- Balanced Literacy Approach components</li> <li>- Writing on Demand</li> <li>- Conferences</li> <li>- Close Reading, chunking, summarizing</li> </ul>	<ul style="list-style-type: none"> <li>- small group, one-to-one (paraprofessionals, teachers)</li> <li>- small group, tutoring, one-to-one (selected teachers)</li> <li>- one-to-one (all ELA teachers)</li> <li>- small group, tutoring (selected teachers)</li> <li>- small group (all ELA teachers)</li> <li>- small group, tutoring (all content area teachers)</li> <li>- small group, one-to-one (all content area teachers)</li> <li>- small group, one-to-one (all content area teachers)</li> </ul>	<ul style="list-style-type: none"> <li>- during the school day, after school</li> <li>- Saturday for 2 hours</li> <li>- during the school day, after school</li> <li>- after the regular school hours</li> <li>- after school hours for 2 hours</li> <li>- during school day, after school</li> <li>- during school day, after school</li> <li>- during school day, after school</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>- Aha! Math</li> <li>- Journaling</li> <li>- Extended Day</li> <li>- Saturday Academy (Math Skills Practice)</li> <li>- Workshop Model components</li> </ul>	<ul style="list-style-type: none"> <li>- small group, one-to-one (all math teachers)</li> <li>- small group, one-to-one (all math teachers)</li> <li>- small group, tutoring (all math teachers)</li> <li>- small group, tutoring (selected math teachers)</li> <li>- small group, one-to-one, tutoring (all math teachers)</li> </ul>	<ul style="list-style-type: none"> <li>- during the school day, after school</li> <li>- during the school day</li> <li>- after school hours</li> <li>- Saturday for 2 hours</li> <li>- during the day, after school</li> </ul>

	<ul style="list-style-type: none"> <li>- After-school ELL Math Program</li> <li>- Problem of the Day, Math Blitz</li> </ul>	<ul style="list-style-type: none"> <li>- small group (selected math teachers)</li> <li>- small group, tutoring (all math teachers)</li> </ul>	<ul style="list-style-type: none"> <li>- after school for 2 hours</li> <li>- during the school day, after school, part of Saturday lesson</li> </ul>
Science	<ul style="list-style-type: none"> <li>- Wilson, Great Leaps, Teen Biz (Achieve 3000)</li> <li>- Saturday Academy (ELA Skills Practice)</li> <li>- Fountas &amp; Pinell (Running Records)</li> <li>- Extended Day (37 and a half minutes)</li> <li>- After-school ELL (ELA) Program</li> <li>- Balanced Instruction Approach components</li> <li>- Writing on Demand</li>   <li>- Conferences</li>   <li>- Close Reading, chunking, summarizing</li> <li>- Science Blitz</li> </ul>	<ul style="list-style-type: none"> <li>- small group, one-to-one (paraprofessionals, teachers)</li> <li>- small group, tutoring (selected teachers)</li> <li>- one-to-one (all teachers)</li> <li>- small group, tutoring (all teachers)</li> <li>- small group (selected teachers)</li> <li>- small group, tutoring (all science teachers)</li> <li>- small group, one-to-one (all teachers)</li> <li>- one-to-one, small group (all teachers)</li> <li>- small group, one-to-one (all teachers)</li> <li>-small group, one-to-one (all science teachers)</li> </ul>	<ul style="list-style-type: none"> <li>- during the school day, after school</li> <li>- Saturday for 2 hours</li>   <li>- during the school day</li>   <li>- after school hours</li> <li>- after school hours for 2 hours</li> <li>- during school day, after school</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>- Wilson, Great Leaps, Teen Biz (Achieve 3000)</li> <li>- Saturday Academy (ELA Skills Practice)</li> <li>- Fountas &amp; Pinell (Running Records)</li> <li>- Extended Day (37 and a half minutes)</li> <li>- After-school ELL (ELA) Program</li> <li>- Balanced Instruction Approach components</li> </ul>	<ul style="list-style-type: none"> <li>- small group, one-to-one (paraprofessionals, teachers)</li> <li>- small group, tutoring (selected teachers)</li> <li>- one-to-one (all teachers)</li> <li>- small group, tutoring (all teachers)</li> <li>- small group (selected teachers)</li> <li>- small group, tutoring (all teachers)</li> </ul>	<ul style="list-style-type: none"> <li>- during the school day, after school</li> <li>- Saturday for 2 hours</li>   <li>- during the school day</li>   <li>- after school hours</li> <li>- after school hours for 2 hours</li> <li>- during school day, after school</li> </ul>

	<ul style="list-style-type: none"> <li>- Writing on Demand</li> <li>- Conferences</li> <li>- Close Reading, chunking, summarizing</li> </ul>	<ul style="list-style-type: none"> <li>- small group, one-to-one (all teachers)</li> <li>- small group, one-to-one (all teachers)</li> <li>- small group, one-to-one (all teachers)</li> </ul>	<ul style="list-style-type: none"> <li>- during school day, after school</li> <li>- during school day, after school</li> <li>- during school day, after school</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>- Counseling sessions</li> <li>- Teaching for information</li> <li>- Project-based counseling</li> </ul>	<ul style="list-style-type: none"> <li>- small group, one-to-one provided by guidance counselors (bilingual, mandated and regular), SAPIS worker and school social worker)</li> <li>-small group (guidance counselors, speech teacher and SAPIS worker)</li> <li>-small group, one-to-one (guidance counselors and SAPIS worker)</li> </ul>	<ul style="list-style-type: none"> <li>- during school day</li> <li>- during school day</li> <li>-during school day</li> </ul>

### 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.

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. Members of staff from I.S. 151 have 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 (iLearn, Successful Learning Group, etc.), as well as Network instructional coaches/staff developers.

As required by the NCLB, I.S. 151 will ensure that highly 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.

I.S. 151 attends all borough-wide recruitment events. The Human Resources Office of Recruitment identifies vacancies at the school and refers potential candidates for interview. I.S. 151 will focus on these areas to attract and retain highly qualified teachers: certification reform, professional development, compensation strategies, 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 alternative certification for people entering the field of teaching. Ongoing, meaningful, systemic, and 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 and the advancement in their chosen fields of specialization.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

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**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 1<sup>st</sup> 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*

## **Parent Involvement Policy 2012-13**

### **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**

This School 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.**
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**

\_\_\_\_\_  
**PARENT(S)**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
\_\_\_\_\_  
DATE

\_\_\_\_\_  
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 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**I.S. 151 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 151'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.151 Student-Teacher- Parent Contract 2012- 2013

**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 \_\_\_\_\_

ELA 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: \_\_\_\_\_

Music/Art Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Health/P.E. Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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 1<sup>st</sup> 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.

**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.**

**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 <b>Debra Maldonado</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>151</b>
School Name <b>Lou Gehrig Academy</b>			

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

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

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

### D. School Demographics

Total number of students in school	<b>287</b>	Total Number of ELLs	<b>74</b>	ELLs as share of total student population (%)	<b>25.78%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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 ELLDepartment.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							10	20	13					43
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							6	7	18					31
<b>Push-In</b>														0
<b>Total</b>	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
<b>Total</b>	<b>42</b>	<b>10</b>	<b>4</b>	<b>19</b>	<b>3</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>13</b>	<b>74</b>

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

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>7</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

- 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.
- 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.
- 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.
- Long Term ELLs: individual instruction in English using Pull-out ESL instruction. We concentrate on reading and writing instruction. We also work on building test sophistication strategies in preparation for the NYSESLAT exam.
- Special Ed: self-contained special education classes receive push in ESL 3 times week through small group instruction based on individual needs. Bilingual Special Ed receives 10 periods of self- contained ELA/ESL and 5 periods of SETTS.

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.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

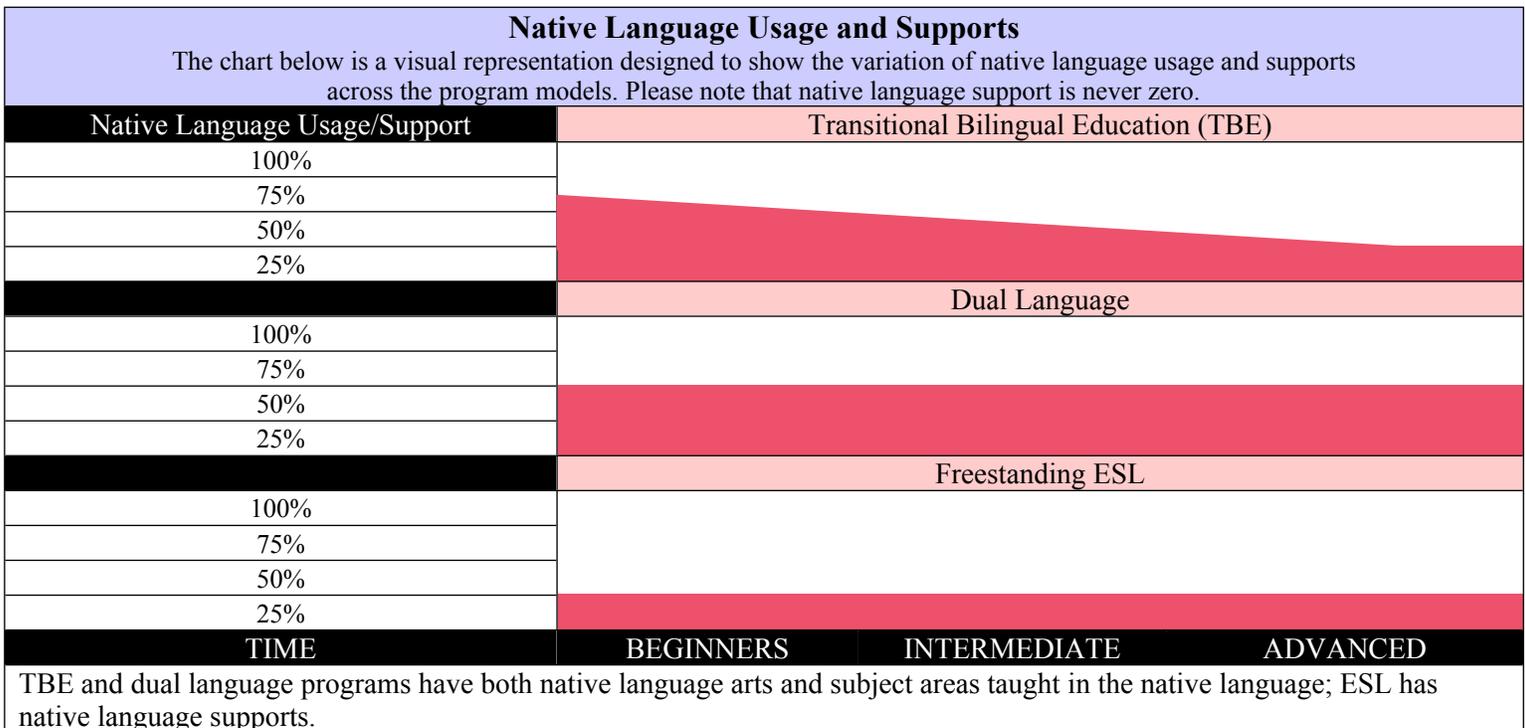
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	English/Spanish			

Math:	English/Spanish
Science:	English/Spanish
Art	English/Spanish
Technology	English, NL support


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day





## 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/lows, 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.

SCIENCE: 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, TeenBiz unit program, Rosetta Stone.

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

- SIFE: All of the above.

6. Plan for continuing transitional support for ELL reaching proficiency on the NYSESLAT.

Our students who have met proficiency status for at least two years have been kept in the bilingual classes and received differentiated instruction for advance placement. These students also receive the same testing modifications for high stakes standardized testing.

7. New programs or improvements to be considered for the upcoming school year.

- Blocked schedule that will allow for small homogeneously grouped students based on competency levels.

- Additional ESL teacher

- More Professional Development on sheltered instruction for all teachers

- Create a New Comers Academy

- Additional Resources: Level Spanish libraries, running records in Spanish, Spanish magazines, videos in represented languages, math textbooks and other supplemental math books, test prep books in Spanish and other represented languages.

8. Programs/services to be discontinued and why.

Changes to the schedule so to better group our students in proficiency. We will also like to minimize the number of intervention programs so that we are consistent across grade levels.

9. ELLs given equal access to all school programs.

All after-school activities are open to all ELLs. ELL students have equal access to after-school academic academy and are grouped according to grade and proficiency level. The same is true for our Saturday Academy program.

10. Instructional materials used to support ELLs

- RazKids: leveled text with audio support in English

- TeenBiz 3000: translated text in Spanish, vocabulary reinforcement and enrichment, audio guides. Students also have access to this program at home.

- Rosetta Stone: English. Students also have access to this program at home.

- AHa Math

- native language/English glossaries

- online translation tools

- NYSESLAT test practice books

- Books on tape

- Weekly Reader

11. Native Language support

Sheltered model of instruction in the content areas with a substantial amount of native language support. Push in/ pull out ESL in content area and for beginners. Glossaries, Spanish dictionaries, iGoogle Translate via the internet (to be accessed on laptops), print rich classroom environment, peer pairing, NLA, Spanish trade books for social studies and science, novels in Spanish.

12. Required services & resources used to support ELLs

At I.S. 151 the required support services of ESL and NLA are in compliance with the CR Part 154. Most of our resources are available to students in their native language of Spanish. TeenBiz 3000 is a technology-based program in which students receive tailored reading instruction using non-fiction text in both Spanish and English. We also have a great deal of language support in the Social Studies and Science content areas in the form of audio CDs, videos, photographs, and translated text. We also have the Rosetta Stone program in English, proven to be highly effective in language acquisition. We are however, in need of supplemental materials for mathematics in Spanish.

13. Activities to assist newly enrolled ELL students before the beginning of the year.

Newly arrived students are assigned a school buddy that tours students around the school and introduces them to our teachers and standard operating procedures. The school buddy is to work with the student for at least one week to help him/her feel comfortable with their new surroundings. We also have one of our guidance counselors meet with the students to help transition into American culture and help foster a relationship so student is comfortable sharing concerns and questions. The assistant principal also invites newly arrived students for lunch in order to welcome students into their new homes here in NYC.

14. Language Electives offered to ELLs

We offer a number of language electives through Rosetta Stone. Students are also exposed to French and sign language as part of our Sports and Arts afterschool program.

### 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)?

Paste response to questions 1-5 here

## 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.

Paste response to questions 1-3 here

1. Describe the professional development plan for all ELL personnel at the school.
  - 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.
  - b. Throughout the year, ELL teachers including non-ELL teachers are sent to various workshops offered by the NYC DOE for English Language Learners and by network ELL specialist, Luis Quan. Teachers then turnkey professional development sessions to all school personnel including guidance counselors and service-related providers during monthly faculty conferences.
  - c. All ELL teachers are required to participate in inter-visitations with ESL teachers to observe best practices in language development instruction.
  - d. We are planning a book study of Pauline Gibbons' book, Learning to Learn in a Second Language, with a strong focus on The Interactive Classroom (chapter 3) and Reading in a Second Language (chapter 7).
2. For our 8th grade ELL students we provide a great deal of support to them and their parents as they transition to high school. Our bilingual guidance counselor works closely with 8th grader ELLs when selecting high schools. The counselor reviews with each student his/her progress reports, exam history, interests, and goals. Along with parents, high school choices are then finalized. Throughout the school year, the grade advisor and counselor meet for one to one goal setting conferences where high school expectations and standards are the main topic of discussion. In addition, we provide several high schools walk-throughs during the school year to help students familiarize themselves with the high school set up.

All teachers participate in meetings devoted to ESL compliance issues, LAP review, and ESL best practices that are to be incorporated into every lesson. We meet for one hour monthly beginning in November. Each month with a different focus:

- |           |   |
|-----------|---|
| November: | LAP Review-group work, review, questions, change ups  |
| December: | Data study of our ELLs  |
| January:  | Pauline Gibbons book excerpt: Scaffolding Language Scaffolding Learning, chapter 1  |
| February: | Best Practices: Language Objectives   |
| March:    | Best Practices: How do we provide native language support when we don't speak the language? Using online tools to the rescue! |
| April:    | Best Practices: Test Savvy Strategies for ELLs  |
| 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 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

**NYSESLAT Modality Analysis**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

#### REVIEWING AND ANALYZING THE ASSESSMENT DATA

1. We use the WRAP, a running record assessment, to assess phonemic awareness, knowledge of sight word and reading comprehension. It helps to determine placement of students in appropriate group and allows us to monitor progress of our ELL students. Data shows that our ELL students are making consistent progress in ELA.
2. Based on the 2010 NYSESLAT RESULTS, 50% of ELLS are classified as advanced in reading and writing. However, 70% of our ELLS are proficient or advance in listening or speaking. This reveals that our ELLS are having difficulty in reading comprehension and writing conventions.
 

So far this year, newly arrived students who are administered the LAB-R are 100% unable to answer \_\_\_\_\_ questions. Currently we have 15 newly arrived students with no or very little English language \_\_\_\_\_ exposure. Using this data, we have learned that we need to increase our number of ESL units for our \_\_\_\_\_ newly arrived students.
3. Strong focus on shared and guided reading. In addition, we teach grammar, phonemic awareness and vocabulary development to increase students' performance on the reading and writing sections of the NYSESLAT.
4.
  - a. On the ELA exams 44% are level 1, 49% are level 2, 5% are level 3, and 2% are level 4. In the bilingual program 31% of the 8th graders are level 1, 63% are level 2 and 6% are level 3. For 6th and seventh grades 52% are level 1, 40% are level 2, 6% are level 3, and 2% are level 4. On the NYSESLAT 17% are beginners, 37% are intermediate, 39% are advance, and 7% are proficient. Compared to 2008-2009 scores that show that 26% were beginners, 32% were intermediate, 31% were advance, and 11% were proficient. Therefore, 9% increase from beginners to higher level. This means that we were able to push beginners and intermediate to a higher level but we have to work on getting advance students to proficient level.
  - b. The ELL Predictive exam help teachers group students and assist in identifying modalities that we need to work on. It helps us to determine students' learning goals.
  - c. The most recent ELL Predictive provided very little data as answer documents provided where incomplete or inaccurate. We will use another form of the exam to assist us to generate more accurate data.
5. N/A
6. We use the NYSESLAT, ELA, Periodic Assessments, school-wide assessments, and teacher-created quizzes, mid-terms, and final exams to determine the success of our programs. With greater enrollment, we realize that changes need to be made to our current schedule in order to better serve our ELL population.

## 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**

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

- 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

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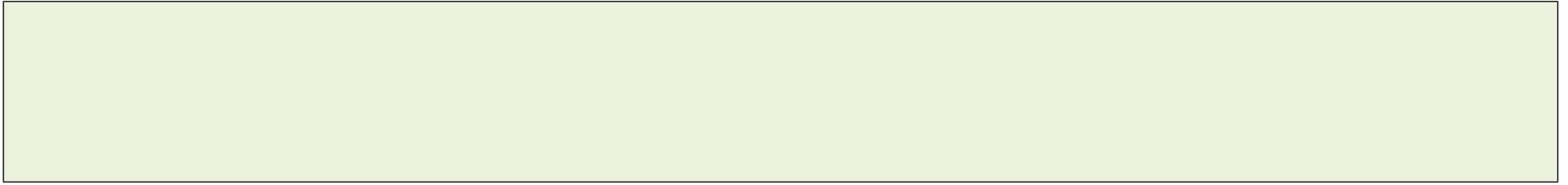
1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation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

- 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>.



## 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: Lou Gehrig Academy	DBN: 07X151
Cluster Leader: Debra Maldonado	Network Leader: Ben Soccodato
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: 45 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

## 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 278. Twenty four percent of our school's population are English Language Learners (67 ELLs). Of the 24.10% that comprises this population , 15 students require special education services and 13 are students with interrupted formal education (SIFE). Our distinct population requires a supplemental program that complements the transitional bilingual instructional model used throughout the school day.

Our supplemental program is to be conducted every Saturday from 9:00 A.M. to 12:00 P.M., all in all 15 sessions. Our 6-8th grade students will be grouped by language proficiency levels, not grade levels. These levels are determined with data supported by the 2012 NYSESLAT, 2012 ELA state exams, running records, ELL Predictives, Language and formative assesments. We will also be using the new AMAO Estimation tool in analyzing all available data. Two ESL licensed teachers will provide instruction for our beginning and intermediate students, and an ELA teacher will work with our long term ELLs who have shown little or no improvement. It is, therefore, imperative that our ESL teachers collaborate with the ELA teacher in instructional planning. Instruction will be conducted in English with some native language support in Spanish. Students whose native language is not Spanish will receive instruction in English, and native language support will be provided through online translation tools, such as igoogle translate.

Start Date: November 3, 2012

End Date: April 20, 2013

# of students to participate: 45

-17 Beginners (of which 1 is SIFE)

-11 Intermediates (of which 7 are SIFE)

-10 Long term ELLs with 6+ years who have shown little improvement

Length of each session: Saturday, 9:00 A.M. to 12:00 P.M.

The Saturday Academy program for ELL/ESL students will include the following research based components for effective language acquisition instruction:

Components of Supplemental Program:

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

## Part B: Direct Instruction Supplemental Program Information

### 2. Explicit instruction of reading skills:

- phonemic awareness
- letter knowledge
- word recognition
- text fluency
- vocabulary
- reading comprehension

### 3. Language Practice:

- oral
- reading
- writing

### 4. Teacher Feedback through frequent 1:1 conferences

#### 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 for both content mastery and language development.
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 Saturday Academy program, we are able to 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 in practicing/applying 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 clearly define the areas where they need help so that we can determine the scaffolding strategies to use in the instructional process.

#### Activities:

1. Monthly formative assessments or as needed on phonemic awareness, letter knowledge,

## Part B: Direct Instruction Supplemental Program Information

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.

3. Explicit teaching of word patterns, phonemic blends, word parts, semantic clues, picture cues, word structure, etc.

4. 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 academic vocabulary development.

5. Explicit instruction of reading comprehension strategies.

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.

- 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

2. Smart Board & projector

- Brain Pop Jr.

## Part B: Direct Instruction Supplemental Program Information

- Phonics cards
- Fluency scripts, plays, group set of play to perform
- Teen Biz
- formative assessments
- laptops
- 3. -Various games
- Audio scripts
- Microphones and recorders
- Rosetta Stone
- Teen Biz
- 4. Post Its
- Conference Binder

### Long Term ELLs:

For the long term ELLs, supplemental strategies will be practiced and applied, namely: previewing key words in the text, repeating key concepts, using real objects, role playing, using visual aids (charts, graphs, graphic organizers, etc.), paraphrasing, and modeling all expected behaviors in language learning settings.

This program is also designed 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:

Ongoing professional development for teachers responsible for the delivery of instruction and services

### Part C: Professional Development

to ELLs is congruent to that provided for teachers who provide services to the rest of the student population. However, additional training is provided in order to meet the needs of ELLs, specifically adaptations to the curriculum to give the students the optimum experience in the language learning process.

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 (e.g. iLearnNYC, Razkids, Teen Biz, Rosetta Stone, Study Island, NBCLearn, Discovery, etc.) to monitor progress and set up teacher websites for individualized instruction. The following PDs are also part of this school year's plan:

-Teaching Phonics: Great Leaps Program (aside from other available materials and resources) will be used, and the Principal will provide the training to all teachers

-Unit planning using Understanding By Design framework: teachers received turnkey training on UBD from their colleagues, including the Lead Teacher (Ms. Meyers)

-Understanding UDL (Universal Design for Learning): training was provided by Principal

-Analyzing Common Core Learning Standards: ongoing training is received from AUSSIE consultant, Lead Teacher, AP Lett and Principal

- Practical Guide for Accelerating Language and Literacy Development: resource for teacher effectiveness in providing ELL instruction

-Developing lessons align to the Competency Matrix: ongoing training is received from AUSSIE consultant, Lead Teacher, AP Lett and Principal

-Developing formative assessments and analyzing student work: work done with colleagues collaboratively

-Book Study, Learning to Learn In a Second Language: training to be provided by Principal

### 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 lab to work

**Part D: Parental Engagement Activities**

on the Rosetta Stone program while their children are attending the Saturday program. Parents will also receive training in using ARIS to monitor their child’s progress.

-Parents will participate in one-hour Book Club session every Saturday (11:00 A.M. -12:00 P.M.), with the Parent Coordinator facilitating the sessions. This is designed to help the parents of ELLs to learn English or advance in their literacy development.

-Parents will participate in a series of 'Get To Know' sessions, in which they will explore high stakes exams, Common Core Standards, Language Web Sites, among others. 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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

