



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: LYNDON BAINES JOHNSON SCHOOL

DBN (i.e. 01M001): 32K151

Principal: MARIA ANAYA

Principal Email: MANAYA@SCHOOLS.NYC.GOV

Superintendent: LILLIAN DRUCK

Network Leader: DAISY CONCEPCION

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maria Anaya	*Principal or Designee	
Valerie Lashley	*UFT Chapter Leader or Designee	
Katyuska Taveras	*PA/PTA President or Designated Co-President	
Isabel Harinarian	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maria Bambina	Member/ UFT	
Cinthia Diaz	Member/ UFT	
Leocadia Corniel	Member/ PA	
Tasha Harris	Member/ PA	
Elizabeth Rodriguez	Member/ PA	
Marilyn Rodriguez	Member/ PA	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 32K151

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	384	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	30
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	1	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.9%	% Attendance Rate		92.6%	
% Free Lunch	92.6%	% Reduced Lunch		3.9%	
% Limited English Proficient	16.3%	% Students with Disabilities		19.5%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		23.9%	
% Hispanic or Latino	72.4%	% Asian or Native Hawaiian/Pacific Islander		0.2%	
% White	3.4%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	2.12	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		3.9%	
% Teaching with Fewer Than 3 Years of Experience	15.2%	Average Teacher Absences		7.9	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4		14.6%	
Science Performance at levels 3 & 4 (4th Grade)	89.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP							
Describe the strengths of your school's 12-13 SCEP.							
The 2012-2013 SCEP provided a method for the school to target the specific needs identified in the Quality Review and NYC School Survey and a forum in which to address those needs and/or concerns.							
Describe the areas for improvement in your school's 12-13 SCEP.							
The areas for improvement for our school's 2012-2013 SCEP were: improvement of teachers' instructional practice focused on the area of Danielson's competency 3d; promoting higher levels of thinking and cognitive engagement of all students through the implementation of the Citywide Instructional Expectations in literacy, involving DOK strategies; implementation of the strategic use of formative assessment and analysis of learning outcomes for student subgroups (lowest 1/3, ELLs, SWD, and African-American and Hispanic males), such that teachers are progress monitoring and revising units of study and lesson plans as needed; maintenance of a safe, nurturing environment to promote learning and support student needs. Development of school-wide systems of support such as PBIS and Project Wisdom; and, promote open communication with families about student achievement, behavior and well-being through various mediums.							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
The barriers and challenges encountered while developing and implementing the 2012-2013 SCEP were: a lack of understanding of some components of the SCEP and the amount of time involved in the actual SCEP development. It was difficult to share with the school community to galvanize the efforts of all constituencies.							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
Our 2012-2013 SCEP was not fully implemented.							
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.							
The time necessary to implement the goals was a problem.							
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Currently, the barriers/challenges to the development and implementation of the 2013-2014 SCEP includes limited funding that was allocated in association with the SCEP as well as the timeline set forth to accomplish the specific activities/tasks outlined within the goals of the SCEP.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Our identified sub-groups are the lowest 1/3, ELLs, SWD, and the African-American and Hispanic male students. The achievement targets for these groups are:				
Describe how the school leader(s) will communicate with school staff and the community.				
School leaders will communicate with school staff and the community via various meetings, bi-weekly written communications, a bi-monthly newsletter, and email.				
Describe your theory of action at the core of your school's SCEP.				
We have a large population of students with limited exposure to and familiarity with a variety of reading material and opportunity for discussion. Thus, students are not generally adept at expressing themselves, orally or in writing. Many of our teachers are gradually adjusting to the idea that children have ideas and opinions and of their role to facilitate the students' learning with regard as to how to express themselves. When it comes to delivering instruction, our teachers need professional development opportunities in questioning and implementing discussion techniques that engage the students, as well as in using assessment for planning instruction and differentiation.				
Describe the strategy for executing your theory of action in your school's SCEP.				
My intent is to give my teachers the support they need to become adept at questioning and using discussion techniques that will prompt an authentic exchange of ideas among the students, will enable them to assess students, such that their planning and preparation will become effective on a consistent basis and the differentiation planned will actually meet the needs of their students.				
List the key elements and other unique characteristics of your school's SCEP.				

We believe that, in order for teachers to teach and students to learn, there has to be order and procedures in a classroom that make it work. We have many students who, for one reason or another, are unaware that their behavior matters in a classroom and that following procedures is a way of creating order in our school. As a result, we are largely invested in PBIS and Project Wisdom to help curb behavior which, otherwise, would make it impossible to teach/learn. Additionally, in setting up procedures, instead of rules, we empower students to know what to do to be successful. Most importantly, in supporting our teachers to become really effective at engaging students, we lessen the opportunities for disruptive behavior. To this end, we are preparing an SCEP that, if well implemented, will enable us to achieve our goals and make this a school where our vision will be made real for all adults and children alike.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The job of supporting our teachers in becoming more effective and highly effective rests with the administration and the lead teacher, supported by the Instructional Cabinet. We have begun to implement the teacher evaluation system and have seen improvements already. Teachers are aware of the urgency in the need to help all students achieve their potential and are doing their part in making this so. All constituencies are invested in the school's goal to have our students achieve at a higher rate. The Assistant Principal monitors the programs related to our ELLs and has two ESL push-in/pull-out teachers to service all our ELLs. I oversee those programs and issues pertaining to our SWDs. The SETSS teacher provides services to our students. There is a PD plan in place, to ensure our teachers' needs are supported. We have the support of our parents through an open communication.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Improve the use of assessment results to monitor student progress and inform curricular and instructional adjustments to meet the needs of all students.							
Review Type:	Quality Review	Year:	2012-2013	Page Number:	6, Bullet 1 (2.2)	HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader's vision		2.3 Systems and structures for school development
	2.4 School leader's use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, measurable progress toward critical school-wide goals will be achieved, by having teachers use formative assessments, summative assessments, and checks for understanding, throughout each unit of study in Reading, Writing and Math. This system also will address the practices used by staff members connected to areas of improvement, in meeting the needs of all students, including the ELLs and SWDs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school leader, with her Instructional Cabinet, will develop a system for teachers to share the various assessment results, with regard to student progress, with the administration.
2. Teachers will be given the templates to be used to assist them in keeping track of student progress and grouping, and share with the administration; some weekly and others periodically. The data specialist will prepare these documents with input from the Instructional Cabinet, as well as collect the documents from teachers, do an analysis of the data, to be shared with the Instructional Cabinet.
3. After informal and formal observations, teachers will be given feedback, with a focus on Domains 1 and 3 of the Danielson Framework for Effective Teaching; specifically Competencies 1e (designing coherent instruction), 1f (designing student assessments, and 3c (engaging students in learning), which will offer evidence as to the effectiveness of the teacher's practice in 1e and 1f.
4. Based on the results of these observations and a teacher self-assessment, professional development will be offered by our lead teacher, as well as scheduled class intervisitations, coaching, videos and so on, depending on what will best meet the need of the teacher. Also depending on teacher need, the lead teacher may be assigned to work with a teacher for an extended period of time, such as a month or two, to develop the teacher's ability to plan coherent instruction and student assessments that will engage students in rigorous tasks.
5. After the professional development, the teacher will be observed again, formally or informally, to determine the improvement in these areas of Danielson's Framework.
6. The cycle begins again.

B. Key personnel and other resources used to implement each strategy/activity

1. Key personnel are the principal, assistant principal, the data specialist and lead teacher, as well as the remaining members of the Instructional Cabinet, namely the SETSS teacher and one of the ESL push-in teachers
2. The data specialist
3. The principal, assistant principal
4. The lead teacher, the administration, classroom teachers (to model effective practices), ARIS, and the Common Core Library
5. The principal and the assistant principal
6. Same as numbers 3 and 5 above and the Danielson Framework for Effective Teaching

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The teachers' effective use of the system developed will serve to evaluate the progress, effectiveness and impact said system. It will render data that will help to design coherent instruction and design student assessments that will engage students in learning.
2. The templates will prove effective if used by the teachers consistently and if the data collected on them is useful in designing coherent instruction and student assessments.

3. School leaders' observation reports will prove valuable, if actionable feedback is given in a timely basis.
4. The professional development given will prove effective, if the teacher's practice is improved because of it and evidenced by the ratings earned in competencies 1e, 1f and 3c in the next observation
5. Improved ratings in the targeted competencies, using the Danielson rubric
6. If teacher practice improves, evidenced by improved student achievement, the observation cycle has worked.

D. Timeline for implementation and completion including start and end dates

1. November 2013 through June 2014.
2. November 2013 through June 2014
3. November 2013 through June 2014
4. November 2013 through June 2014
5. November 2013 through June 2014
6. November 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost associated with this activity. The Instructional Cabinet meets during the school day.
2. Per session for data specialist, 4 hours a month for 8 months = 32 hours, for data analysis and compilation of report to share with the Instructional Cabinet. Paper and ink for photocopying to distribute the protocol template and the reports.
3. Cost of photocopying teachers' observation reports – ink and paper (included in #1 above).
4. Per Diem for coverage for 1 day of professional development of 4 teachers – outside PD.
5. No cost associated with this activity.
6. No cost associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen planning of curricula and increase rigor in academic tasks so that lessons promote high levels of thinking and cognitive engagement for all students.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5, Bullet 1 (1.1)	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, curricula used, in alignment with the CCLS and engaging students in rigorous habits of mind to develop their cognitive thinking skills, will meet the needs of all students, leading to college and career readiness. This will be accomplished in both the daytime program and after school program, with a focus on meeting the needs of all students. The Test Prep Academy will focus on meeting the needs of and increasing the rigor of instruction for students in grades 3, 4 and 5. The Danielson competencies to guide this work rest with Domain 1, all competencies, Domain 2, competency 2b, Domain 3, all competencies, and Domain 4, 4d and 4e.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A team of 4 teachers will each attend a minimum of four sessions of training, 3 of which will occur during the school year, in the use of the CCLS aligned curriculum, ReadyGEN and Go Math!
2. This training, attended by the team of 4 teachers, will be turn-keyed to the rest of the classroom teachers during the Wednesday PD period, 2 lunch and learns and over 2 days of PD, one for the lower grades (K-2) and one for the upper grades (3-5).
3. Grade level teacher teams will work on developing units of study, in reading, writing and math, to be implemented by the teachers on the grade, during common preps and after school per session meetings.
4. Before implementation of the units of study, a Quality Control vertical team will review the units of study developed by the grade level teacher teams. Once the seal of approval is given, the unit of study is ready for implementation. One of the school leaders will be part of this vertical team. The units of study will be reviewed for the components driven by the template used, in particular the support developed/strategies used (UDL/DOK) to meet the various needs of the students, including ELLs and SWDs, the learning targets, and assessments to be used to evaluate student learning.
5. Teachers will prepare lesson plans based on the units of study developed and approved, that will meet the needs of all students.
6. The data from the assessments used in the units of study will be used to group students in the daily program as well as in the after school program, the Test Prep Academy, and to drive instruction. A pre-assessment will be used to determine placement and the focus of instruction.
7. While a unit is being implemented, the next unit of study is being worked on. This work is cyclical.

B. Key personnel and other resources used to implement each strategy/activity

1. Team of 4 teachers to attend PD and 4 subs to cover these teachers' classes
2. Team of 4 teachers, sub coverages for these teachers and the teachers who attend the daytime training and/or per session for all teachers involved in the after school turn-key training, and photocopies (paper and ink) for printing handouts
3. Development of units of study: per session for teacher teams and photocopy (paper and ink) of the units of study
4. Quality Control vertical team (7 members), to include an administrator, for review of the units of study – to work per session hours
5. Teacher teams (6 groups of between 3 to 5 teachers) prepare lesson plans – photocopies (paper and ink)
6. Per session for 6 teachers, 1 supervisor and 1 aide, and cost of materials for the Test Prep Academy
7. Per session for teachers on teacher teams (similar to 5 above) and the Quality Control vertical team (7 members) and photocopies (paper and ink)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher absence due to attendance at PD
2. Turn-key training will be evaluated for progress, effectiveness and impact of each strategy/activity, by the agendas, sign in sheets and quality of the handouts of the training, use of knowledge gained in the development of the units of study, teacher evaluations of the PD
3. Response of the Quality Control vertical team to the unit of study reviewed, number of revisions that need to be made
4. Ease with which the unit of study can be implemented by the classroom teachers, student progress/performance in the activities planned in the unit of study as well as in the end-of-unit assessment
5. Effectiveness of lesson plan Implementation, as evidenced by student engagement
6. Successful grouping of students, as evidenced by the effective questioning and involved discussion among students
7. The structure/the system will repeat itself – cyclical

D. Timeline for implementation and completion including start and end dates

1. City-wide PD 7/13 through 3/14
2. December 2013 through May 2014
3. December 2013 through May 2014
4. January 2014 through May 2014
5. January 2014 through May 2014
6. February 2014 through May 2014
7. Cyclical – ongoing – from January 2014 through May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per Diem for 12 subs, to cover the classes of the 4 teachers who attend the 3 PD sessions each on ReadyGEN or Go Math! (2 teachers dedicated to ELA and 2 teachers dedicated to Math, one each from grades K-2 and 3-5).
2. Per Diem to cover 21 subs, over two days (11 on 1 day and 10 on the other), to cover the classes of the teachers turn-keying the ReadyGEN and Go Math! training as

well as the classes of the teachers attending the PD. Photocopied materials to be distributed during the PD.

3. Five per session hours for each of the 21 classroom teachers (5 x 21 = 105 hours) to develop the units of study in reading, writing and math and photocopy expenses (paper and ink). These will be developed by the grade level teacher teams.
4. Two per session hours for 6 days for 6 teachers (2 x 6 x 6 = 72 hours) to review the units of study and give feedback to the grade level teacher teams plus 1.5 hours for 6 days for 1 supervisor to oversee this vertical teacher team.
5. Photocopies (paper and ink)
6. Per session for 6 teachers x 24 sessions x 2 hours per session = 288 hours) plus per session for 1 supervisor x 24 sessions x 3 hours = 72 hours plus 1 aide for 24 sessions x 3 hours = 72 hours, for the Test Prep Academy plus materials.
7. Per session for grade level teacher teams to work on the next unit x 2 hours each = 42 hours per unit for 3 units plus the expense of photocopying (paper and ink)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	x	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Promote consistency in the use of instructional strategies and the delivery of lessons so that they fully challenge thinking to improve student learning.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5, Bullet 2 (1.2)	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, 80% of teachers (24 of 30) will have improved their instructional practices leading to high levels of engagement and achievement for all students, including ELLs and SWDs, as evidenced by student progress and teacher ratings across the HEDI scale associated with the Danielson Framework for Effective Teaching, particularly in Competencies 1c, setting instructional outcomes, 1e, designing coherent instruction, 3b, using questioning and discussion techniques, and 3c, engaging students in learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will undergo frequent cycles of observation, feedback and professional development to support teacher effectiveness in competencies 1c (setting instructional outcomes), 1e (designing coherent instruction), 3b (using questioning and discussion techniques), and 3c (engaging students in learning).
2. The results of formal and informal observations, along with the teachers' self-assessments and student work will be used to identify the teacher's need for professional development. The PD needed may be in any one or all of the competencies listed in the goal.
3. The needs will be prioritized and professional development scheduled accordingly.
4. PD will be given for a set period of time.
5. Once the teacher has had PD, he/she will be observed again to evaluate the level of improvement, according to the Danielson rubric, or the need for continued PD.

B. Key personnel and other resources used to implement each strategy/activity
1. School leaders, lead teacher 2. School leaders, rubrics, and photocopies (paper and ink) 3. School leaders, the teacher, lead teacher. 4. Lead teacher, may involve a school leader and/or outside PD 5. School leaders
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. IObservation reports of teacher's instructional practice and student learning outcomes 2. How strategically planned and executed is the PD for the teacher, based on the observation report(s) 3. Same as number 2 above 4. Outcome of PD as it relates to changes made to teacher's practice by the teacher 5. Observation outcome as rated on the Danielson HEDI scale and the improvement it indicates or lack thereof
D. Timeline for implementation and completion including start and end dates
1. October 2013 through June 2014. 2. October 2013 through June 2014. 3. October 2013 through June 2014. 4. October 2013 through June 2014. 5. October 2013 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No cost is associated with this activity. 2. Cost of photocopying the observation and student data reports to be shared with the teachers (paper and ink) 3. Per diem cost for 4 subs to cover classes, when the teachers are sent out for PD with an outside vendor. 4. No cost is associated with this activity. 5. No cost is associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Improve school-wide collaboration to develop a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Review Type:	NYC School Survey	Year:	2012-2013	Page Number:	Cover Page re Safety and Respect	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, the school community will believe that students learn in a safe and healthy school community, as evidenced by an increase in the Safety and Respect section of the NYC School Survey, for 2013-2014, from 7.5 to 8.3..

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school's PBIS team, formed the previous year, will meet a on a monthly basis. The purpose of these meetings will be to determine the degree of improvement in student behavior, as measured by the number of incidents, recorded on SWIS, from one month to the next and to sustain PBIS.
2. The PBIS team will determine the awards/rewards, some to be given to students at special assemblies, and others to be given in return for "gotcha" tickets, at the PBIS Store, and/or a class' month-long calendar of compliments. Additionally, at year's end, there will be a culminating activity for all students practicing the 3 B's associated with PBIS, all year long: be safe, be respectful and be responsible.
3. The PBIS matrix will be placed on posters and displayed throughout the school building to encourage support, through action, of the 3 B's: be safe, be respectful and be responsible. These are shared with the school community every morning.
4. Project Wisdom's daily messages will be read over the public address system on a daily basis, after the pledge, to encourage making good choices. Classroom teachers are given suggestions of activities to support these daily virtue messages.
5. Parents will be informed, and reminded, of these efforts to improve student behavior and choice at Parents' Association meetings and in writing.

B. Key personnel and other resources used to implement each strategy/activity

1. Members of the PBIS team
2. Members of the PBIS team
3. Entire staff
4. Entire staff
5. Parent Coordinator, PA Executive Board members, Principal and parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Sign in sheets, agendas, handouts and the number of incidents per month, as well as the data kept on the SWIS program
2. Number of "gotcha" tickets distributed per week and the number of classes who get a month of compliments on their class charts
3. The number of school community members who are aware of the PBIS matrix and act in accordance with it, demonstrating good citizenship
4. Positive change in the behavior of students who traditionally make poor decisions and the number of compliments given as well as "gotcha" tickets awarded. This will impact the school culture and environment positively.
5. Level of support received from parents in our endeavors to teach our students how to make good decisions and why it is important to do so

D. Timeline for implementation and completion including start and end dates

1. October 2013 – June 2014
2. October 2013 – June 2014 and June 2014 for the year's end culminating activity
3. October 2013 – June 2014
4. October 2013 – June 2014
5. October 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. SWIS program costs and necessary photocopying (paper and ink). Also, there's a cost related to stocking the PBIS Store.
2. Cost of stocking the PBIS store, the monthly games for classes and the cost of the culminating event.
3. Feel of a positive school culture and environment –There is no cost associated with this activity.
4. Number of "gotcha" tickets and class monthly compliments – photocopying (paper and ink)
5. Cost of photocopying handouts (paper and ink) and of refreshments for parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

My child's school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school.

Review Type:	NYC School Survey	Year:	2012-2013	Page Number:	6, 6 th item	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, all parents will have received communications regarding student movement toward college and career readiness, such that they will be able to support their child's academic achievement and social and emotional growth, as evidenced by an increase of 6%, on the 2013-2014 NYC School Survey, in the number of parents who agree with, "My child's school communicates with me and my child what we need to do to prepare my child for college, career and success in life after high school."

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. We kick off the year with "Grade Teas." This is when parents meet their children's teachers and learn about expectations.
2. There are three (3) reporting periods when parents are informed about the progress and achievement of their children academically, socially and emotionally (November, March, and June).
3. Along with the first two reporting periods, parents meet with their children's teachers, who inform parents of this progress and achievement, during parent-teacher conferences.
4. Additionally, the parents will receive three (3) progress reports to bridge the time from the beginning of the school year to the first report card period and the first report card period to the second report card period and this second reporting period to the third and final report card. These progress reports give parents an idea of how their children are doing along with a recommendation or two of what they can do at home to support their child's learning.
5. Telephone calls are encouraged to let parents know about the good their children are doing as well as the not-so-good things the children may be involved in, with a view to working with the parents for the children's benefit.
6. There are special assemblies that parents are invited to, in order to celebrate their children's accomplishments with them.
7. Parent Association Meetings are held to present them with topics that offer help in supporting their children: for ELA, for Math, for Science, for Reading, about bullying, about the middle school application process, Respect for All, and others. The PA and the school work very closely together to offer the parents these meetings/workshops. Many of our teachers present at them.
8. Communications go out from the principal to inform parents of initiatives and/or concerns.
9. Parents are invited and encouraged to communicate via email as well. The school leader's address is on the monthly parent calendar.

B. Key personnel and other resources used to implement each strategy/activity

1. School leaders, teachers, parent coordinator
2. School leaders, teachers, parent coordinator
3. School leaders, teachers, parent coordinator
4. School leaders, teachers, parent coordinator, pupil accounting secretary, school aide
5. Teachers, parent coordinator, guidance counselor, medical staff
6. School leaders, parent coordinator

7. School leaders, select teachers, parent coordinator, PA Executive Board
8. School leader
9. School leader

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance
2. Returned, signed report cards
3. Attendance at conferences
4. Returned, signed progress reports
5. Call log
6. Attendance
7. Attendance, Agendas
8. Parent response
9. Parent response

D. Timeline for implementation and completion including start and end dates

1. September 2013
2. November 2013, March 2014 and June 2014
3. November 2013 and March 2014
4. October 2013, January 2014 and May 2014
5. September 2013 through June 2014
6. November 2013, December 2013, January 2014, February 2014, March 2014, April 2014, June 2014
7. Monthly, September 2013 through June 2014
8. Fall 2013 and Spring 2014
9. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Cost of refreshments for parents.
2. There is no cost associated with this activity.
3. There is no cost associated with this activity
4. Photocopying (paper and ink)
5. There is no cost associated with this activity
6. There is no cost associated with this activity
7. Refreshments and handouts – photocopying (paper and ink)
8. Photocopying – paper and ink
9. Photocopying - paper and ink

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	Title IA	x	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	x	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	x	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	PF Supporting Great Teachers & Leaders		

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Read Naturally, Strategies for Success	Small Group	During the School Day
Mathematics	Strategies for Success	Small Group	During the School Day
Science	Re-teach	Small Group	During the School Day
Social Studies	Re-teach	Small Group	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SETSS teacher – 3 students Social worker – 9 students Guidance Counselor – 20-25 students	Small Group or Individual	During the School Day – weekly/daily, as needed.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	x	Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers most effective to particular grades/work are given such assignments as to use their talents. They are supported in becoming effective and highly effective teachers through the use of frequent cycles of observation and feedback, as well as provided professional development, as well as mentoring and one-to-one coaching. A survey is done at the beginning of the school year to provide the administration and the lead teacher with information about what needs the teachers see themselves as having and a self-assessment is given to inform us as to how the teachers see themselves.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Administrators have monthly meetings, run by the Network, that support the DoE's initiatives, as well as providing us with methods and means to look at school-wide data and student data that will support us in making decisions about systems and structures that need to be put into place to enable us to do the work that needs to get done well. Teachers attend outside PDs and turnkey to their colleagues. My lead teacher does cycles of professional development in the areas we deem necessary along with teacher made requests. Our faculty conferences and grade conferences are devoted to professional development for the most part.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
There are initiatives in the school to ensure that all students in temporary housing have the necessities. Children are provided with back packs, outfitted with school supplies. The parent coordinator purchases whatever a child might need that they don't have. For example, coats, gloves, a uniform all are provided to needy students, if they don't have it/them. Collections from our drives first go to our families before giving to those beyond our community. Workshops and guidance are given to parents who need them, related to homework help, testing, good nutrition and health, etc.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Our Universal Pre-K uses the CCLS. ECERS is a process that evaluates the program and informs us as to the changes needed to meet compliance and do well by our preschoolers. Our Pre-K class is invited to our assemblies for Kindergarten and observe what goes on, what the expectations are and how our Kindergarteners respond. There is an orientation meeting for new Kindergarten parents to help them and their children acclimate themselves.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are given the opportunity to view materials and recommend their choices. Materials are shared during faculty or grade conferences. Also, the recommendations teachers make are considered when choosing assessments to be used.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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, The Lyndon B. Johnson School, PS 151, 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. The Lyndon B. Johnson School, PS 151'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. The Lyndon B. Johnson School, PS 151 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;

The Lyndon B. Johnson School, PS 151's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent

Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The Lyndon B. Johnson School, PS 151 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;

The Lyndon B. Johnson School, PS 151, 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.

IV. The Lyndon B. Johnson School, PS 151 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;
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- 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);

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- 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;

VI. 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.

Educationally yours,

Maria Anaya

Maria Anaya, Principal

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 32	Borough Brooklyn	School Number 151
School Name Lyndon Baines Johnson		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Maria Anaya	Assistant Principal Ms. Vilma Perez
Coach N/A	Coach N/A
ESL Teacher Ms. Janet Rivera	Guidance Counselor Ms. Annette Rivera
Teacher/Subject Area Mr. J.Guzman, Data Specialist	Parent Kathy Taveras, PA President
Teacher/Subject Area N/A	Parent Coordinator Ms. Nilsa Figueroa
Related Service Provider Ms. Mildred Lugo, SETSS	Other Ms. Solmaria Martinez
Network Leader(Only if working with the LAP team) Daisy Concepcion	Other N/A

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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	362	Total number of ELLs	63	ELLs as share of total student population (%)	17.4%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In		1	1	1	1	1								5
self-contained	1													1
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	15
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	52	1	9	12	0	6				64
Total	52	1	9	12	0	6	0	0	0	64

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	7	10	7	9	3								52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	3		3	2									11
Haitian	1													1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	20	10	10	10	11	3	0	0	0	0	0	0	0	64

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	10	6	0	1	2	0								19

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	3	4	3	4	0								16
Advanced (A)	8	1	6	5	7	3								29
Total	19	10	10	9	13	3	0	0	0	0	0	0	0	64

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	7	0	0	17
4	5	4	0	0	9
5	6	1	0	0	7
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		6		3		0		20
4	5		4		0		0		9
5	6		1						7
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 151K assesses the early literacy skills of ELLs by using the running records from the Teachers College Reading and Writing Project as well as informal and formal teacher observations. Third, Fourth, and Fifth graders are assessed in ELA and Math through the benchmark periodic assessment. The data collected from these assessments informs us how to plan, implement, and deliver our instructional plan. It helps us to differentiate instruction and meet the academic needs of our ELL population.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Looking at the data for grades K-5, several pieces of information stand out; the first is P.S. 151K's success in advancing students through its ESL Program. Data indicates that the majority of the ELL population performed better in the 2013 NYSESLAT than in the 2012. When analyzing the results we came to the conclusion that there are less students scoring at the beginning level of English proficiency, and there has been an increase in the intermediate, advance, and proficient levels of English proficiency. Based on our data analysis the advance level of English proficiency shows an increase of fifty percent.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At this time we do not have this information because NYS did not provide the modalities for the Spring 2013 NYSESLAT.
4. For each program, answer the following:
 - a. 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?

When looking at test scores of ELLs who took exams in English as to those who took it in their native language we have analyzed that the difference in language doesn't affect the student outcome.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Data is used to guide instruction for ELLs at P.S. 151K within the Response to Intervention Framework. Classroom teachers are the first to provide academic intervention to ELLs that are not performing on grade level. Intervention strategies are provided in small group instruction (strategy lessons, guided reading, reteaching lessons, conferencing, and scaffolding) five times a week within a six to eight week time frame, assessments and benchmarks are used during that time. If the child does not show any progress then tier II interventions will take place. Tier II intervention is provided by out of the classroom teachers twice a week and they will focus on skills that are determined by extended day group needs and/or teacher inquiry team findings. The duration of Tier II is four to six weeks, and if still there's no progress then Tier III is implemented. Tier III is an Intensive Instruction Program. The skills are based on individual student needs, and contains a group size of three students. The duration for this tier is two to four weeks.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers of ELLs make sure that a child's second language development is considered in instructional decisions by assessing the student in reading, writing, and math. Teachers also take into consideration the proficiency levels in the NYSESLAT modalities, as well as informal observations.
7. 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?

At this time we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELLs at P.S. 151K are evaluated by using the proficiency scores of the NYSESLAT.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

P.S. 151K – The Lyndon Baines Johnson School is an Elementary school in the Bushwick section of Brooklyn. There are currently 380 students enrolled at P.S. 151K in Pre-Kindergarten through grade five. Currently, P.S. 151K has 63 English Language Learners (ELLs), who are receiving ESL instruction through the Freestanding ESL Program. Out of the 63 ELLs, there are 15 students who have an IEP.

Upon entering the New York City public school system for the first time, all parents/guardians are required to complete a Home Language Identification Survey (HLIS) followed by an informal oral interview in English and in Spanish. The HLIS survey is administered and overseen by our school's certified ESL teachers, Ms. J. Rivera and Ms. S. Martinez. It is conducted in the family's native language which is Spanish. If needed, translation and interpreter services will be provided for those parents that speak another language other than English and Spanish. The ESL certified teachers review each student's HLIS and determines Language Assessment Battery-Revised (LAB-R) eligibility. If there is one question checked off as Language other than English from Questions 1 through 4 and two checks from questions 5 through 8, then the student is automatically eligible for the LAB-R assessment. This assessment is to determine whether or not a student is eligible for language development support. All eligible students are then administered the LAB-R within ten days after enrollment. The ESL teacher then makes a list of all students in each grade that requires LAB-R assessment. Depending on the grade, for example, Kindergarten and first grade use the green English answer document. The Examiner's Guide used for Grades K and 1 is Level 1, Form B which consists of a Listening and Speaking section and a reading subtest. If during the Listening and Speaking section the student is unable to answer the questions in English, only then after three consecutive incorrect answers, we stop the assessment and go to the Reading subtest. If the student responds incorrectly in the reading subtest, then we stop the English LAB-R Assessment. Once the English LAB-R assessment is completed, the ESL teacher hand scores the answer document, using the Fall 2013 cut scores. If students in grades K-5 are below their cut scores, (i.e. K: 0-26, 1: 0-33) then they are identified as ELL's and the Spanish LAB-R is administered only to those students who are native Spanish speakers. The Spanish LAB-R is basically to determine how well they speak, listen, read and write in their native language. The Spanish LAB-R gives us a clear indication whether or not the student can possibly be a SIFE student in grades 3, 4, or 5. The results of the LAB-R exam determine our school's ELL student body. Students who are classified as proficient (per the LAB-R) are not eligible to receive ESL services, therefore a letter of non-entitlement is sent home. A copy of this letter is kept on file with the ESL coordinator.

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.
Once the LAB-R is administered and the student is identified as an ELL, the student is then given an entitlement letter in English and in their native language to hand deliver to their parents, within ten days of enrollment, informing them of the three program choices (TBE, Dual Language, ESL) available to them, as well as inviting them to a parent orientation. At the time of the orientation, a video is shown in their native language discussing in detail the three program choices. After the video, the parents are given the opportunity to ask questions to help clear their understanding of the programs available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

In order to ensure that the parent/guardian has received the entitlement letter, the ESL teacher also sends the entitlement letter by mail to their homes. If the parent/guardian is unable to attend the orientation, they are mailed personalized letters inviting them to speak with the ESL coordinator at a time that is convenient for them, so that they may select the program of their choice. If the parent does not respond, the certified ESL teachers, Ms. J. Rivera and Ms. S. Martinez or the parent coordinator, Ms. N. Figueroa, contacts the parent by phone. The ESL teacher keeps a copy of all entitlement letters that are sent home in a binder.

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

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.

Once the Home Language Identification Survey determines that a student's home language is another language other than English, the LAB-R is administered to determine the English proficiency level of the student. If the child scores below proficiency on the LAB-R, the parent or guardian is then invited to attend an orientation which provides them with information about the three instructional models (TBE, Dual Language, ESL) available in NYC for English Language Learners. The orientation is done in the language that the parent/guardian selected to receive oral information from the school. After the parent/guardian watches the orientation video they complete a parent survey and a program selection form. If the parent chooses ESL as the first choice then the child remains at P.S. 151K because that's the program the school has available. If the parent's choice is not available in the current school, the parent is informed, and then they are provided with the following two options: The first option is to transfer the child to a different school where the parent's choice is currently available; OR keep the child enrolled at P.S. 151K in the ESL program that is available at the school. If the parent chooses to transfer the child, the school secretary will contact neighboring schools to see if the parent's choice is available. The child will be temporarily placed in the school's ESL program until the transfer is completed. If the parent chooses to keep the child enrolled at the current school, then the parent must provide a written statement explaining why they made that decision. Once the child's program is determined, the school sends the parent a placement letter, in English and in their native language indicating the program in which their child has been placed.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered every spring and before administering the assessment to the students, a pamphlet is sent to the home informing the parents of the four modalities that the child will be assessed. The ESL teacher assesses the students by grade and makes accommodations for ELLs by testing them in a separate location and providing the extended time. Based on mandates the classroom teacher is not allowed to test his/her own students. The administration of the speaking part is administered first (K-5) on a one-to-one basis. Then when the window opens for the listening, reading and writing the ESL teacher administers the test by grade in a separate location.

6. 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.) 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. 

Program selection forms for the past few years show that parents prefer the English as a Second Language program over Transitional Bilingual Education and Dual Language. In the 2011-2012 school year ten families opted for ESL and four families opted for TBE. Two of the families that chose TBE opted to have their child transferred to a school that had their program choice available. The other two families chose to stay at P.S. 151K and receive ESL services. In the 2012-2013 school year fifteen families selected ESL, three chose TBE, and 1 chose Dual Language. In the 2013-2014 school year ten families chose ESL, five families chose TBE, and five families chose Dual Language. Families that chose TBE or Dual Language decided to keep their child enrolled at P.S. 151K in the ESL program. Parent Selection forms indicate that the ESL program is the overwhelming choice among incoming families. Therefore, the program model aligns with parents' requests.

The instructional program for ELL students at P.S. 151K continues to be a Free Standing ESL program. The school staff consistently communicates with parents in their native language concerning their child's education. The ESL teachers service those students through a push-in/pull-out program which provides the students with the mandated minutes of support services. Amongst those students being serviced in the Free Standing ESL program are also students that are serviced in an ICT Program and in a 12:1:1 Program with an Individual Educational Plan (IEP) that recommends monolingual services with ESL. ELLs in kindergarten are serviced in a self-contained ESL program with a certified ESL teacher.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])? ESL instruction at P.S. 151K will be delivered using a push-in/pull-out program model. All utilized ESL program models follow the standards based instruction and assessments. ESL lessons are aligned to the CCLS and grade appropriate content, in order to encourage both language development and social adjustment.
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)?

The ESL teacher is part of the schedule planning process that ensures all ESL students receive the mandated number of minutes of ESL instruction. All beginners and intermediate ELLs are required to receive 360 minutes of ESL instruction per week, and all advance students are required to receive 180 minutes per week of ESL instruction. All ELL's are required to receive 180 minutes per week of ELA instruction. This is required under the CR Part 154 plan. P.S. 151K ensures that English Language Learners are receiving the mandated number of instructional minutes by housing the majority of ELLs in the same class by grade. The kindergarten and second grade have certified ESL teachers who provide ESL instruction for children at those grade levels. The out of the classroom ESL teacher provides service for students in first grade, third grade, fourth grade, and fifth grade. She pushes-in to service students the mandated instructional minutes.

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 foster language development and meet the demands of the Common Core Learning Standards.

To support content area instruction, teachers use appropriate manipulative, leveled reading books and materials, pictures, repetition, and technology to contextualize the instruction. In all instructional models, students consistently work in small group settings, receive appropriate scaffolds and mandated instructional services. Teachers group their students of the same language for certain activities so that they can assist each other in their native language. When needed teachers are provided with spanish math books to make content area more comprehensible for students whose native language is spanish. Spanish and Arabic dictionaries are also available for our ELL students. Math and Science State Test are also available in the ELL's native language.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At the moment we do not have a program that requires us to evaluate our ELLs in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

During the school year of 2013-2014 we are going to use the sample NYSESLAT that the state website provides as a baseline to evaluate all four modalities of English acquisition. This will determine the individual needs of the student and will be used to

gear teacher instruction. We will also administer the exam again in March to see how much progress the students have made.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

During the 2013-2014 school year, the ESL teachers will work closely with the general education classroom teachers to ensure that ELL instruction is aligned with ELA curriculum. As ESL students are expected to perform on the ELA state exam after one-year of enrollment, it is imperative that ELL students receive both ELA and ESL instruction throughout the day and are given additional opportunities to master these skills both in and out of the classroom. In the ELA classroom, ELL students are provided a print-rich classroom environment to support reading proficiency levels. The ELA classroom utilizes learning strategies such as graphic organizers, strategy charts, essential and academic vocabulary, allow ample time for discussion with students and make language accessible across subject areas. ELL students are supported through a Title III Saturday Program. Furthermore, the ESL teachers utilizes academic resources, like starfall.com, Ready Gen RTI, which incorporates ESL strategies and applies them to ELA skills.

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

P.S.151K will ensure that any SIFE student entering in our school receives the additional services and interventions needed for the student to eventually perform on grade level. Skills include phonemic awareness, letter identification, on level reading and writing instruction, small group instruction, teacher conferencing, and a peer-support system. Technology is also integrated into SIFE learning including Reading Blaster and Spelling Blaster as well as books on tape. SIFE students receive the mandated 360 minutes of ESL and additional services through extended day and anticipated after-school ESL programs. Furthermore, SIFE students will be part of PS151k inquiry teams. A parent-home connection is in place to ensure that the parents are included as a vital component of student learning.

ELL newcomers will enjoy P.S.151K's diverse and open atmosphere. Newcomers receive the mandated instructional minutes of ESL service and have access to language learning technology and programs (i.e. Reading Blaster, Star fall, CCLS Aligned Benchmark, Study Island, Spelling Blaster). ESL students also have the option of taking State subject tests in their native language and may use glossaries, and extended time during these exams. In order to help newcomers achieve on the state exams, these students are offered targeted instructional services during the anticipated after-school program. Classroom teachers provide a nurturing environment in which students receive scaffold guided instruction in English Language Arts; our balanced literacy approach supports students through a multitude of reading and writing strategies (read aloud, shared reading/writing etc).

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

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

P.S.151K provides ICT, Special Education classes, Speech, and SETTS services for all mandated IEP students. These students receive ESL services in addition to ICT and Special Ed classes. Currently, we have one ELL student that has an IEP that states monolingual services without ESL. This student is currently receiving ESL services. The ESL teacher articulates with the ICT classroom teachers and provides support on how to better prepare these students for the NYSESLAT. The ESL teacher uses students' IEP to plan differentiated instruction and target that child's individual academic needs. Instruction is delivered by scaffolding techniques to enhance language acquisition. The ICT and ESL teachers collaborate to track individualized academic outcomes to make sure that the student is on his way to meeting his Specific, Measurable, Attainable, Realistic, and Timely (SMART) Goals.

Former ELLs continue to receive testing accomodations and transition support for up to one year.

7. 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?

Our ELL-SWD students will be immersed in our Balanced Literacy Reading Program. Graphic organizers will be used during reading to make reading comprehensible. ELL-SWD students will focus on vocabulary building by using strategies such as building words using prefixes, suffixes, roots and stems. Our ESL Program will be aligned to the CCLS. Additional support will be given using Ready Gen Reading Program.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

P.S. 151K uses instructional flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency by mainstreaming students who are in a restrictive environment (ICT, 12:1:1) into a less restrictive environment. In kindergarten students from an ICT classroom setting go into a General Ed. classroom to receive ESL services. There is also a student from a 12:1:1 second grade who goes into an ICT second grade classroom to receive ESL services. In grades 3 and 4 students from a 12:1:1 and an ICT setting go into a General Ed. setting to receive ESL services as well.

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:			
Social Studies:			
Math:			
Science:			

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

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

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

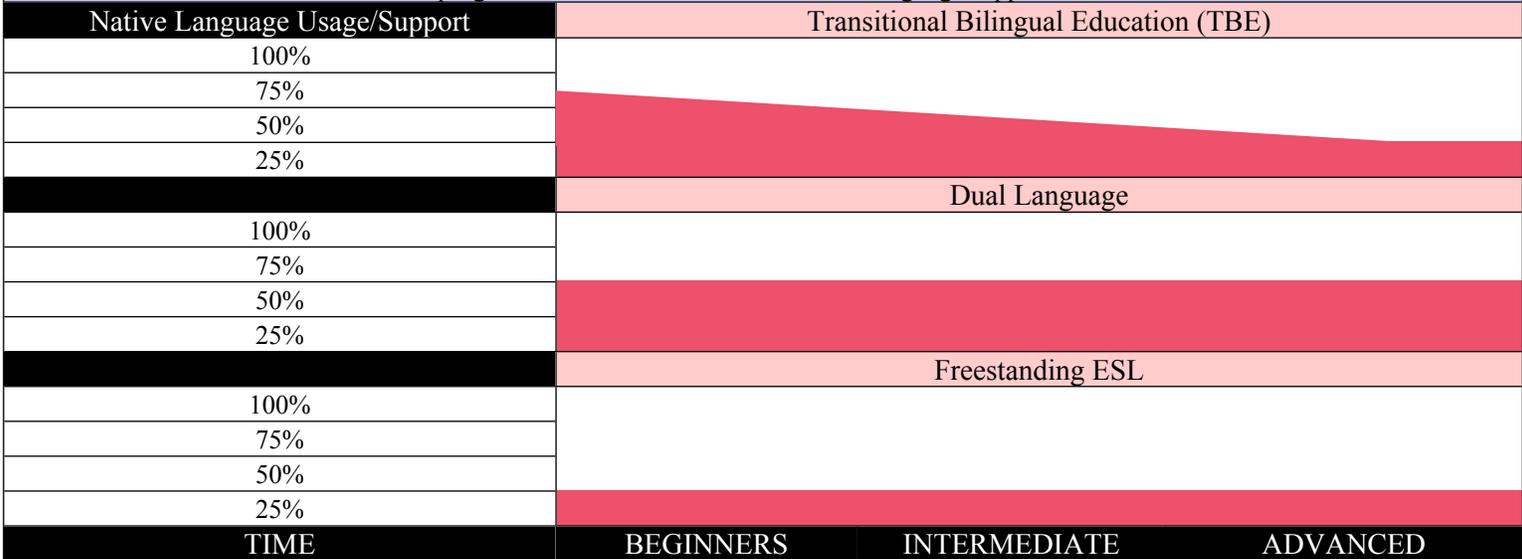
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

The ELL instructional program at P.S. 151K aims to meet the individual needs of every student by providing targeted intervention programming for ELLs in ELA, math, and the content areas. Targeted intervention is provided in the second language for students in grades 3, 4, and 5 during extended day. Additionally some students in grades 3, 4, and 5 receive academic intervention services during the regular school day. Students in grades K-5 will continue to receive academic intervention through the Title III ESL Academy.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The Title III ESL Academy has proven to be effective and is meeting the needs of ELLs when taking the NYSESLAT. When analyzing the results of the NYSESLAT students in the current school year have shown great improvement when compared to previous years. It shows that we have more students in the advance and proficient levels of second language acquisition in comparison to previous years where we have had more students in the beginning and intermediate levels. However, we believe that there is a gap between the outcomes of the ELA and the NYSESLAT.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year there will be a self-contained ESL kindergarten classroom with a certified ESL teacher, providing ESL services for her students. There will also be two out of the classroom ESL certified teachers. One will provide services for grades 1-2, and the other will provide services for grades 3-5.

12. What programs/services for ELLs will be discontinued and why?

At the moment there are no programs that will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs and former ELLs are a part of all extra curricular activities at P.S. 151K. They are invited to participate in Capoeira, Inside Broadway, Town Hall Residency and Ballroom Dancing. English Language Learners and Former ELLs in grades 3-5 are also a part of the extended day program which offers academic help in reading and math.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

At the moment we are in the process of purchasing content materials to support our ESL population (ReadyGen ESL component.) ESL students have access to several technology programs that are used school wide. The Programs are Starfall (phonics and decoding), Clifford, Spelling Blaster, Might Math, Reader Rabbit, and Mavis Beacon Typing.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our ESL program, native language support is delivered by pairing students with classmates that speak English and the native language. Dictionaries are provided to students in their native language as well as content area glossaries.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs in the second grade receive support services from the alternate paraprofessional that provides academic support. The age and grade appropriate resource materials are provided through the reading and math programs as well as the benchmark reading levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

At the moment we don't have any activities that assist newly enrolled ELL students before the beginning of the school year or for ELLs who enroll throughout the school year.

18. What language electives are offered to ELLs?

At the moment we do not have any language Electives.

19. For schools with dual language programs:

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

At the moment we do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

P.S. 151K has ongoing professional development for the staff throughout the school year. Inclusive participation in staff development allows the ESL and monolingual teachers to share the same methodologies and best teaching practices. During professional development, discussions are held on how to improve student achievement in both English Language Arts and Mathematics using ESL strategies in order to meet the New York State and New York City content area and performance standards. Topics that the ESL teacher will address during a working lunch period in the 2013-2014 professional developments are:

- What do we do with our newcomers
- Identification and Process of ELLs
- Implementation of the Language Allocation Policy
- How to Use UDL and DOK to Support Language and Literacy Development for ELLs
- Understanding the NYSESLAT Assessment
- Implementing Reading and Math RTI

We will also provide outside professional development for teachers of ELLs through the Office of English Language Learners.

The guidance counselor and the parent coordinator prepare ELL students to make the transition from elementary school to middle school by offering parents a workshop in English and Spanish. This workshop enables the parents of ELLs to make an informed decision when choosing a middle school for their child. The gifted and talented middle school in our neighborhood provides applications to our ESL children so that they have the opportunity to apply to the school.

The staff at P.S. 151K receives the mandatory 7.5 hours of professional development training both inside and outside of the building. ESL teachers attend the common planning preps for each grade so that they may plan and confer with classroom teachers.

D. Parental Involvement

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

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

In September and October, parents of ELLs are given an orientation with the ESL teacher as well as the Parent Coordinator. Parents are shown an orientation video in their native language from the NYC Department of Education. The video explains the program options that are available for their child as an English Language Learner. Handouts are also distributed in the parents native language which explain the programs in detail. At the end of the orientation, parents are given the opportunity to ask questions and have one-on-one time with either the ESL teacher or the Parent Coordinator.

The Parent Coordinator and the Parents Association work with various community based organizations to provide workshops and services to all parents, including ELLs. They have worked with Cornell University, UFT Dial-A-Teacher, Learning Leaders, Power Brain Education, Connect with Kids, Papas de Bushwick, Hope Gardens Multi-Service Center, Home Base, Ridgewood-Bushwick Beacon Program, Ridgewood Bushwick Youth Center, Long Island University, The Fresh Air Fund, Wyckoff Heights Hospital, Woodhull Medical Center, Brooklyn Public Library, Child Health Plus, Amerigroup, NY Department of Health and Mental Services, and daycare providers to name a few. The Legacy Center is also a community based organization that donates bookbags with school supplies to students in needs. The parent coordinator along with the PA arrange a holiday luncheon in which parents as well as staff members contribute a dish and come together to enjoy holiday festivities.

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

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K151 School Name: Lyndon Baines Johnson

Cluster: 4 Network: 412

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey and the ATS Service is used to assess P.S. 151K's written translation and oral interpretation needs. P.S. 151K ensures that all parents are provided with appropriate and timely information in their native language by ensuring that classroom teachers receive the Adult Preferred Language Report for their class, and out of the classroom teachers receive the report for the entire school. A translation poster will be kept by the main entrance to ensure that parents are aware of the translation services that are available for them. The safety agent is provided with an NYPD Primary Language Identifier to identify the language of Parents who do not speak English, so they can receive the proper interpretation services.

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.

Based on the data, we found that at P.S. 151K 185 parents prefer to receive written information from the school in Spanish. Our protocol is to provide the classroom teachers with an Adult Preferred Language Report for the students in their class, and out of the classroom teachers receive the report for the entire school. The findings are also shared with the PTA and the parent coordinator so that handouts are distributed in English and in the parents native language. This information will also be shared with community organizations that come to the school. The same amount of parents need oral interpretation in Spanish. The school community is aware of this and use interpretation services from various staff members that speak Spanish. However, we have used the Unit of Interpretation for our Arabic population for State Assessments. In the event that we need to rely on the Unit of Interpretation it will be done in a timely fashion.

Part B: Strategies and Activities

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

At P.S. 151K parental communication is translated in order to meet the needs of Spanish speaking parents. Staff members assist in translating notices for teachers that do not speak Spanish, and The Unit of Interpretation and Translation is also used when needed. We are in the process of hiring an Arabic translator to assist in translating school notifications in order to meet the needs of the Arabic population.

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.

At P.S. 151K oral interpretation services are provided by using staff members that speak Spanish in order to meet the needs of Parents who prefer to receive oral communication from the school in Spanish. The Unit of Interpretation and Translation is also used when needed.

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

P.S. 151K is in the process of fulfilling Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School:	DBN:
This school is (check one):	
<input 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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers:
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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:

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:

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.
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Part E: Budget

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

Allocation Amount: \$

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