



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 151Q, THE MARY D. CARTER SCHOOL

DBN (i.e. 01M001): 30Q151

Principal: SAMANTHA MAISONET, I.A.

Principal Email: SMAISON@SCHOOLS.NYC.GOV

Superintendent: DR. PHILIP COMPOSTO

Network Leader: NANCY DIMAGGIO

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
Samantha Maisonet	*Principal or Designee	
Sandra Electra Rodriguez	*UFT Chapter Leader or Designee	
Elizabeth Lugo	*PA/PTA President or Designated Co-President	
	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	
Diane Costello	Member/ Teacher	
Patricia Hoffman Brady	Member/ Teacher/Chairperson	
Anna Luciano	Member/ Teacher/SLT Secretary	
Pamela Lopez	Member/ Parent	
Kenya Love	Member/ Parent	
Xochitl Monroy	Member/ Parent	
Amal Salameh	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature 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-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. 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 30Q151

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	486	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	49	# SETSS	2	# Integrated Collaborative Teaching	57
Types and Number of Special Classes (2013-14)					
# Visual Arts	24	# Music	24	# Drama	3
# Foreign Language	N/A	# Dance	1	# CTE	N/A
School Composition (2012-13)					
% Title I Population	77.6%	% Attendance Rate		92.1%	
% Free Lunch	84.0%	% Reduced Lunch		4.5%	
% Limited English Proficient	15.6%	% Students with Disabilities		20.8%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American		12.3%	
% Hispanic or Latino	57.8%	% Asian or Native Hawaiian/Pacific Islander		18.3%	
% White	10.3%	% Multi-Racial		0.2%	
Personnel (2012-13)					
Years Principal Assigned to School	4.19	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	6.1%	% Teaching Out of Certification		10.2%	
% Teaching with Fewer Than 3 Years of Experience	22.5%	Average Teacher Absences		6.6	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	13.3%	Mathematics Performance at levels 3 & 4		17.0%	
Science Performance at levels 3 & 4 (4th Grade)	66.0%	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		Yes
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	Yes			
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 school established a culture for learning that was communicated to staff, students, and families. Therefore, the school community appreciated the safe, respectful, and orderly school environment and the support for the personal development of the students.			
Describe the areas for improvement in your school's 12-13 SCEP.			
To design engaging, rigorous, and coherent curricula for a variety of learners that is aligned to key State standards.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
CCLS, lack of PD, poor communication with principal.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The Administration and staff members worked together to expose parents to a variety of available courses and activities that maintained student interest and motivated student engagement.			
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 new NYS ELA and MATH Assessments along with the implementation of IB units prevented a cohesive alignment of curricula.			
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.			
The barriers and challenges that we anticipate are:			
<ul style="list-style-type: none"> • Time/Money • Advance – (Danielson's 22 Competencies) • MoSL • NYCDOE Supplied Core Curriculum 			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Our indentified subgroups (Black, Hispanic, Asian) will:			
<ul style="list-style-type: none"> • Complete three informational, three narrative and three opinion writing pieces aligned with CCLS rubric • Increase one performance level within one of the sub-claims contained in the PERFORMANCE LEVEL DESCRIPTOR (PLD) of the PARCC rubric • Complete the Go Math NYC performance task • Locate evidence from the text to support opinions and arguments in both writing and in discussion • Show growth on the MoSL • Receive mandated services as per IEPs • Receive Academic Intervention Services (AIS) and Rtl • Participate in Expanded Learning Time (200 hours) in ELA & Math 			
Describe how the school leader(s) will communicate with school staff and the community.			
The school leaders will communicate using the following:			
<ul style="list-style-type: none"> • Inquiry • Common Planning Time • Grade Conferences • Faculty Conferences • Inter Visitation • Informal Walk Through • Parent Association Meetings • School Leadership Team (SLT) Meetings • Weekly Email Communication via the Intercom Brief 			

- Parent Weekly Newsletter
- Parent Coordinator All Call
- School Website
- Destiny

Describe your theory of action at the core of your school's SCEP.

P. S. 151Q will keep the needs of our students at the center of every decision we make and will guide the school community to focus our efforts and resources towards creating a rigorous and coherent instructional experience. The gap between what the standards demand and what the students know and are able to do will be identified and addressed. The shifting change in teacher practice will be supported by ensuring that high quality teaching will be the most powerful tool used for helping students reach these higher standards. Finally, families will be aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. Continuous evidence will be shared with families regarding their children's progress.

Describe the strategy for executing your theory of action in your school's SCEP.

The following strategies will be used to carry out the school's theory of action:

- Participate in professional development
- Ensure curricula are aligned to standards
- Implement new teacher evaluation system
- Shift classroom practice
- Use Inquiry Teams to analyze evidence of growth and gaps and make adjustments
- Purchase and integrate publisher-made materials
- Use Universal Design for Learning (UDL)
- Establish a plan for selecting the school's approach to MoSL
- Implement tiered interventions as needed (Rtl)
- Ensure Special Education Services are provided in the least restrictive environment
- Provide the staff the opportunities to work collaboratively to support our school's instructional agenda as per our SBO

List the key elements and other unique characteristics of your school's SCEP.

The key elements are:

- Evidence in Argument
- Student-to-student discussion
- Collaborative learning
- Language development
- Multiple entry points
- Assessing and advancing questioning
- Encourage family support
- Use resources strategically
- Support through professional development
- Collaborative analysis of multiple types of data

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

Evidence will be providing using the following by:

- Teacher team inquiry work
- Data analysis collected by the Data Specialist
- Informal observations
- Teacher achievement of an E or H rating on the HEDI scale
- An increase of positive survey responses on the NYCDOE School Survey
- Attain a Proficient or higher rating based on the Quality Review Criteria
- An increase in the students' performance in the NYS ELA and NYS Math Assessments

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).							
Quality Review Report 2012-2013 – page 5: Increase the delivery of lessons and curricula so that academic tasks promote higher levels of thinking and cognitive engagement for all students.(1.1)							
Review Type:	Quality Review Report	Year:	2012-2013	Page Number:	5	HEDI Rating:	D

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.			
x	2.2 School leader’s vision		2.3 Systems and structures for school development
x	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, in an effort in ELA to use <i>Evidence in Argument</i> in nonfiction, 60% of all students in grades 3 – 5 will improve by one performance level within one of the sub-claims contained in the Performance Level Descriptors (PLD) of the PARCC rubric.

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.
1. Strategies/activities that encompass the needs of identified subgroups
The English Language Arts (ELA) units are aligned to the Common Core Learning Standards (CCLS). Teachers will accomplish the following: <ol style="list-style-type: none"> 1. Develop writing lessons, activities, and assessments that will align to the CCLS (SOP 2.5). 2. Ask all students to locate evidence from the text to support opinions and arguments in both writing and in discussion (SOP 2.4). 3. Use scaffolding, as well as, other methods of differentiation to support diverse learners, including Special Education and ELL students with <i>using evidence in argument</i> (SOP 2.2).
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Classroom Teachers, Cluster Teachers, AIS Staff and ELL Teacher will use Ready Gen, IB Units and Technology. 2. Classroom Teachers, Cluster Teachers, AIS Staff and ELL Teacher will use Ready Gen, IB Units and Technology. 3. Classroom Teachers, Cluster Teachers, AIS Staff and ELL Teacher will use Ready Gen, IB Units and Technology.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Teacher teams will use a common grade level Performance Level Descriptors (PLD) as per the PARCC rubric to measure student progress in <i>using evidence in argument</i>. Teacher teams will meet, weekly, to score student work using a collaborative scoring protocol for looking at student work. Analysis of gaps in learning, strengths and weaknesses will be used to plan effective targeted instruction and revise curriculum and lesson plans. 2. Evidence of progress in developing student understanding of <i>using evidence in argument</i> will be reviewed weekly throughout the school year by the Administration through informal observations of the quality and content of student discussion. 3. In addition, data collected will be analyzed to determine student growth in the area of evidence in argument.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Beginning in September 2013 and ending in June 2014, the Principal and Instructional Coach will hold weekly grade meetings with all teachers. 2. All teachers will be observed, informally, a minimum of six times per year. 3. September 2013 – June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Teacher teams and the Instructional Coach, together with the cabinet, are looking at student work to improve teaching practices in the writing process that include informational text, persuasive-opinion and a narrative. Teacher teams analyze student results using TCWRP to determine levels of comprehension, fluency, decoding, voice, vocabulary, and skills needed to comprehend text using a variety of strategies. Professional development is conducted by the Instructional Coach and Administration on a weekly basis throughout the school year, Network CFN 202 on a bimonthly schedule, and monthly meetings with Magnet Personnel in the following areas: RTI, curriculum development, CCLS,

assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS. Bimonthly parent meetings will be conducted. Parents will be instructed in CCLS including PARCC sub-claims, i-Ready, and IB units. These meetings will give the parent community the tools necessary to support their children’s learning. Title I Priority/ Focus SWP funds have been allocated to the school for the purpose of closing the learning gap and providing growth to tenets of the Diagnostic Tool for School and District Effectiveness. The School Leadership Team reached consensus and decided to allocate Title I Priority/ Focus SWP funds to implement 200 hours of an Expanded Learning Time (ELT) program using i-Ready Diagnostic by Curriculum Associates, LLC. Within the i-Ready program there is a component that incorporates instructional strategies needed to improve the skill of using evidence in argument in discussion and written work. Small group instruction will be provided in a 15:1 ratio during extended day hours. The program includes 8 classes, in grades 2-5. A program coordinator provides supervision and administrates the extended day program. Certified teachers provide instruction. The program is open to all sub groups including ELL, students with disabilities, economically disadvantaged and Hispanic students.

- The school monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met.
- Ongoing professional development implemented by the Instructional Coach and the Administration is provided to teachers for program implementation and instructional support. Monthly progress reports are completed for parents. End of year reports and teacher surveys will be conducted to evaluate student growth and program effectiveness. Pre and post assessments will be provided to all students. Post exam analysis will be provided prior to NYS Exams. The results of the NYC Performance Tests (MOSL), i-Ready, NYS ELA assessments and TCRWP analysis resulted in the purchase of decoding and encoding materials for grades k-3, and word study materials for grades 4-5. I-Ready instructional components for reading will target the ELL and SWD populations due to the differentiated support recommended by the I-Ready diagnostic exam. Ongoing professional development implemented by the Instructional Coach and the Administration is provided to teachers for program implementation and instructional support. Monthly progress reports are completed for parents. End of year reports and teacher surveys will be conducted to evaluate student growth and program effectiveness. Pre and post assessments will be provided to all students. Post exam analysis will be provided prior to NYS Exams.

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

8 teachers X 3.5 hours weekly X 20 Weeks
 1 Assistant Principal X 4 hours weekly X 20 Weeks
 1 Secretary X 24 hours
 1 School Aide 72.5 hours
 OTPS

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.

x	PF AIS		PF CTE	X	PF College & Career Readiness	x	PF Common Core
x	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		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).

Quality Review Report 2012-2013 – page 5: Increase the delivery of lessons and curricula so that academic tasks promote higher levels of thinking and cognitive engagement for all students. (1.1)
 JIT 2011-2012 – page 3: All teachers and administrators should participate in PD on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress.

Review Type:	Quality Review Report NYSED/NYCDOE Joint Intervention Team Report	Year:	2012-2013 2011-2012	Page Number:	5 3	HEDI Rating:	D N/A
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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	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	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, in an effort to gain a *deep understanding* in the CCLS in mathematics, 50% of all students in grades 3-5 will increase by one performance level within one of the sub-claims contained in the Performance Level Descriptor (PLD) as evidenced in the PARCC rubric.

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

Students in grades 3 – 5 will:

1. Complete three Performance-Based Tasks (PBT), activities and assessments that will focus on the major content standards of the Common Core Learning Standards (CCLS) in mathematics (SOP 3.2).
2. Tasks, activities and assessments will require that students explain, justify or show their understanding in both oral and written form (SOP 3.3, 3.4, 3.5).
3. Use scaffolding, as well as, other methods of differentiation to support diverse learners, including Special Education and ELL students to explain and justify their thinking (SOP 3.2).

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

1. Classroom Teachers, Cluster Teachers, AIS Staff and ELL Teacher will use Go Math, IB Units and Technology.
2. Classroom Teachers, Cluster Teachers, AIS Staff and ELL Teacher will use Go Math, IB Units and Technology.
3. Classroom Teachers, Cluster Teachers, AIS Staff and ELL Teacher will use Go Math, IB Units and Technology.

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

1. Teacher teams will meet together, weekly, to discuss and analyze a Performance-Based Task aligned to the major content in mathematics. Teachers will implement at least 3 Performance-Based Tasks per school year in mathematics. Using a common grade level Performance Level Descriptors (PLD) of the PARCC rubric to measure student progress in mathematics, teacher teams will meet in collaboration to score student work using a collaborative scoring protocol for looking at student work. Analysis of gaps in learning, strengths and weaknesses will be used to plan effective targeted instruction and revise curriculum and lesson plans.
2. Evidence of progress in developing student understanding of the major content areas in mathematics will be reviewed weekly by the Administration through informal observations and grade conferences to determine if students are engaged in rigorous work that demonstrates deep understanding.
3. In addition, data collected will be analyzed to determine student growth in the area of deep understanding in the CCLS of mathematics.

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

1. September 2013/October 2013: MOSL (Grade 3) & Schoolnet Baseline Math Assessment - December 2013: i-Ready Diagnostic (Math) - Beginning in September 2013 and ending in June 2014, the Principal and Instructional Coach will hold weekly grade meetings with all teachers.
2. All teachers will be observed, informally, a minimum of six times per year.
3. September 2013 – June 2014

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

1. Teacher teams and the Instructional Coach, together with the cabinet, view the results of the Schoolnet Baseline Math Assessment, MoSL (Grade 3) and iReady Diagnostic to gain a deeper understanding of pedagogical practices. These teams will meet weekly and use the information to develop instructional plans of action, which focus on instructional shifts. Professional development is conducted by the Instructional Coach and Administration on a weekly basis throughout the school year, Network CFN 202 on a bimonthly schedule, and monthly meetings with Magnet Personnel in the following areas: RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS. Bimonthly parent meetings will be conducted. Parents will be instructed in CCLS including PARCC sub-claims, i-Ready, and IB units. These meetings will give the parent community the tools necessary to support their children’s learning. Title I Priority/ Focus SWP funds have been allocated to the school for the purpose of closing the learning gap and providing growth to tenets of the Diagnostic Tool for School and District Effectiveness. School Leadership team reached consensus and decided to allocate Title I Priority/ Focus SWP funds to implement 200 hours of an Expanded Learning Time (ELT) program using i-Ready Diagnostic by Curriculum Associates, LLC. Within the i-Ready program there is a component that incorporates instructional strategies needed to improve the skills necessary for students to be able to explain, justify or show their mathematical

understanding in both oral and written form. Small group instruction will be provided in a 15:1 ratio during extended day hours. The program includes 8 classes, in grades 2-5. A program coordinator provides supervision and administrates the extended day program. Certified teachers provide instruction. The program is open to all sub groups including ELL, students with disabilities, economically disadvantaged and Hispanic students.

2. The school monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met.
3. Ongoing professional development implemented by the Instructional Coach and the Administration is provided to teachers for program implementation and instructional support. Monthly progress reports are completed for parents. End of year reports and teacher surveys will be conducted to evaluate student growth and program effectiveness. Pre and post assessments will be provided to all students. Post exam analysis will be provided prior to NYS Exams. The results of the NYC Performance Tests (MoSL), i-Ready, will target the ELL and SWD populations due to the differentiated support recommended by the I-Ready diagnostic exam. Ongoing professional development implemented by the Instructional Coach and the Administration is provided to teachers for program implementation and instructional support. Monthly progress reports are completed for parents. End of year reports and teacher surveys will be conducted to evaluate student growth and program effectiveness. Pre and post assessments will be provided to all students. Post exam analysis will be provided prior to NYS Exams.

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	x	Title IA		Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
8 teachers X 3.5 hours weekly X 20 Weeks 1 Assistant Principal X 4 hours weekly X 20 Weeks 1 Secretary X 24 hours 1 School Aide X 72.5 hours OTPS											
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.											
X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core				
X	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		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).							
Quality Review Report 2012-2013 – page 5: Promote consistency to ensure teachers strategically provide multiple entry points so that lessons fully challenge all students and result in producing meaningful work products. (1.2) JIT 2011-2012 – page 5: School leadership should create a school-wide plan to improve achievement. The school leaders and staff should articulate a clear vision and strategic plan that drives the school towards high student achievement and clearly outlines the responsibilities of staff and leaders. The plan should include goals, action plans, and PD, and should use all resources available through the District/Network. The implementation of the plan should be monitored carefully and its impact on student achievement measured. School leaders should closely monitor the delivery of instruction, providing feedback on lesson plans and conducting informal observations with written feedback that includes recommendations for improvement. School leaders should conduct timely follow-up observations to ensure that these recommendations are being implemented.							
Review Type:	Quality Review Report NYSED/NYCDOE Joint Intervention Team Report	Year:	2012- 2013 2011-2012	Page Number:	5 5	HEDI Rating:	D N/A

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.

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	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, 95% of teachers will meet at least two critical attributes of *effective* teaching practice across Domain 3- Instruction, of the 2013 Danielson Framework for Teaching, as evidenced in Advance.

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

- Using the Danielson Framework for Teaching, school leaders will conduct a series of informal walk throughs that will provide teachers with actionable feedback regarding teacher practice (SOP 4.3).
- During inquiry times and weekly grade level meetings, teacher teams, along with the Administration, will deepen their understanding of the Danielson Framework and its indicators by viewing videos of teachers in practice, providing low inference notes of teacher and student behavior, and identifying feedback that will improve performance (SOP 4.2, 4.5).
- On a monthly basis, teacher teams will self reflect on teacher practice and participate in differentiated professional development provided by the Administration and the Instructional Coach. This strategy/activity will improve individual teacher performance based on needs related to specific domains and components of the Danielson Framework for Teaching (SOP 4.2).

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

The following support will be provided to teachers who are deemed ineffective based on the indicators of the Danielson Framework using:

- Plans for improvement provided by Administration (As needed based on observations).
- The Instructional Coach (weekly grade conferences), outside professional development opportunities (per professional development schedule), classroom inter-visitations by Teachers (Weekly)
- Classroom Teachers, Cluster Teachers, AIS Staff and ELL Teacher

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

- Using the Danielson Framework for Teaching, school leaders provide feedback to teachers based on informal classroom observations a minimum of six times per year. Progress towards meeting this goal will be measured using the HEDI scale, *Highly Effective, Effective, Developing and Ineffective*.
- School leaders will meet weekly to discuss and differentiate support for teachers who are struggling by providing action plans, increasing visitation, and specific feedback correlating to The Danielson Framework for Teaching. School leaders meet weekly to discuss school-wide trends and plan and revise professional development plans to improve teacher practice.
- Based on self-assessment and feedback from school leader, teachers may request professional development needed to improve teacher practice.

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

- September 2013 – June 2014 - All teachers will be observed, informally, a minimum of six times per year.
- Beginning in September 2013 and ending in June 2014, the Principal and Instructional Coach will hold weekly grade meetings with all teachers.
- September 2013 – June 2014

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

- Federal magnet school funds have been allocated to PS 151 for the purpose of breaking down cultural barriers and providing an equitable education for all attending students. Monies are spent specifically to implement International Baccalaureate Concepts and Ideals which have been embedded into all core content areas and integrated throughout each school program. Magnet funds support curriculum development, professional learning and all student activities. The overall expectation is that Federal Magnet funds support school development, student social and emotional growth, academic achievement and college and career-bound readiness. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example: Professional development is conducted by the Instructional Coach, the Cabinet, Network CFN 202 and Magnet Personnel in the following areas: RtI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS. Bimonthly parent meetings will be conducted. Parents will be instructed in CCLS including Danielson Framework for Teaching. These meetings will give the parent community the tools necessary to support their children’s learning.
- Teacher teams and the Instructional Coach together with the cabinet are looking at student work to improve teaching practices in the writing process which include informational

text, persuasive-opinion and a narrative. Teacher teams analyze student results using TCWRP to determine levels of comprehension, fluency, decoding, voice, vocabulary, and skills needed to comprehend text using a variety of strategies. Teacher teams and the cabinet analyze student work in order to improve teaching practices in mathematic rigor including fluency, accuracy and conceptual understanding. Teacher teams and the Cabinet view the results of the Schoolnet Baseline Math Assessment, MoSL (Grade 3) and iReady Diagnostic to gain a deeper understanding of pedagogical practices. Textbooks and instructional material purchased for our school were based on the NYCDOE recommendations. The results of the NYC Performance Tests (MoSL), Schoolnet Baseline Math Assessment, I Ready, NYS ELA and Math assessments and TCRWP analysis resulted in the purchase of decoding and encoding materials for grades K-3, and word study materials for grades 4-5. I-Ready instructional components for reading and math will target the ELL and SWD populations due to the differentiated support recommended by the i-Ready diagnostic exam.

3. Teacher self-reflection information is then used to develop instructional plans of action, which focus on instructional shifts.

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	x	Title IA		Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
PD Provider 120 days X \$157.44 per day PD Per Diem Coverage: 120 days X \$167.60 per day											
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	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		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).			
NYC School Survey 2012-2013 Report – Page 7: At my child’s school...students harass or bully other students - 56% Strongly Agree, Agree, Don’t Know. At my child’s school...students harass or bully each other based on differences (such as race, color, ethnicity, national origin, citizenship/immigration status, religion, gender, sexual orientation, disability, or weight) – 55% Strongly Agree, Agree, Don’t Know.			
Review Type:	NYC School Survey	Year:	2012-2013
Page Number:	7	HEDI Rating:	N/A

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.			
x	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
x	5.4 Safety	x	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, all students in grades 3 – 5 will participate in an anti-bullying lesson bimonthly to foster a safe school community and sustain social and emotional developmental health as evidenced by student attendance sheets and evaluation forms.	

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. Students in grades 3 – 5 will participate in bi-monthly anti-bullying lessons from STOP Bullying series as defined in the Consolidated School & Youth Development Plan, 2013 - 2014. The lessons provided will involve: safety, respect, harassment/bullying and good/bad touches. Teachers will be instructed on how to look out and report these issues (SOP 5.3, 5.4).	
2. Semi-annual anti-bullying assemblies provided by McDonalds and the Student Achievement Team (SAT) staff (SOP 5.2).	
3. Western Queens Counseling Services provides (as per needed) at-risk interventions and individual counseling sessions to improve students’ mental health and self-	

esteem as per teacher and/or parent request. Information is available in the school's main office through the Parent Coordinator (SOP 5.2).
4. IB learner attitudes and trans-disciplinary themes integrate social emotional needs into daily core curriculum instruction (SOP 5.5).
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Administrators/Supervisors, Guidance Counselor, School Psychologist, School Social Worker, SAPIS Counselor, Classroom Teachers, Paraprofessionals Guidance Counselor, School Psychologist, Social Worker, SAPIS Counselor Western Queens Counseling therapists Administrators/Supervisors, Guidance Counselor, School Psychologist, School Social Worker, SAPIS Counselor, Classroom Teachers, Paraprofessionals
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Feedback from the students will be provided through the following: <ol style="list-style-type: none"> Incident reports related to bullying Safe and secure learning environment Disciplinary action related to bullying School climate surveys
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013 – June 2014: Weekly (SAT team) & Daily lessons (Classroom Teachers) January 2014 & May 2014: Assemblies September 2013 – June 2014 September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Title I Priority/ Focus SWP funds have been allocated to the school for the purpose of closing the learning gap and providing growth to the tenets of the Diagnostic Tool for School and District Effectiveness. Federal magnet school funds have been allocated to PS 151 for the purpose of breaking down cultural barriers and providing an equitable education for all attending students. Monies are spent specifically to implement International Baccalaureate Concepts and Ideals which have been embedded into all core content areas and integrated throughout each school program. Magnet funds support curriculum development, professional learning and all student activities. The overall expectation is that Federal Magnet funds support school development, student social and emotional growth, academic achievement and college and career-bound readiness. Guidance counselors and social workers support staff through classroom visits to discuss bullying, conflict resolution, hygiene, <i>Respect for All</i> and provide professional development for staff in regard to mandated reporting and child abuse. Based on surveys provided at the semi-annual anti-bullying assemblies, the Guidance Counselor, Social worker and SAPIS Counselor provide additional small group and one-on-one counseling which include peer interaction activities and conflict resolution strategies as needed. Western Queens Counseling Services provides at-risk interventions and individual counseling sessions to improve students' mental health and self-esteem. Anti-bullying initiatives have been implemented across the school to address social interactions and awareness. IB learner attitudes and trans-disciplinary themes integrate social and emotional needs into core curriculum instruction. Western Queens provides additional support for social and emotional issues that include suicide, trauma and family crisis. Professional development is conducted by instructional lead teachers, International Baccalaureate Primary Years Program and the cabinet in the areas of classroom lessons, International Baccalaureate value of the month, monthly awards and celebrations, project-based learning, Universal Design for Learning, teacher collaborations, team teaching and school-wide positive attitudes reinforce our students' social and emotional development.

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	x	Title IA		Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SAPIS Counselor, Western Queens Counseling Services Grant, Federal Magnet Grant											
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	x	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).							
JIT 2011-2012 – page 6: The school should inform parents in their native language how to support student learning. Student progress reports should also be given to parents in their native languages, as well as English.							
JIT 2011-2012 – page 6: The school leader should work with the parent coordinator to regularly canvas parents so that the school can better meet the needs of all students and their families.							
Review Type:	NYSED/NYCDOE Joint Intervention Team Report	Year:	2011-2012	Page Number:	6	HEDI Rating:	N/A

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.			
x	6.2 Welcoming environment	x	6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities	x	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, the school community will develop parent awareness of Common Core Learning Standards (CCLS), Danielson Framework for Teaching, International Baccalaureate attitudes and values, and NYS and NYC formative and summative assessments through weekly newsletters and participation in workshops. The attendance at monthly meetings and workshops will increase by 10%. The results of attaining this goal will be evidenced through attendance sheets, meeting agendas, surveys and feedback forms.

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
The parent community will have an increased awareness of the variety of available courses and activities such as:
<ol style="list-style-type: none"> 1. a. English classes for Parents b. workshops presented by both Parent Coordinator and Family Worker in both English and Spanish c. the establishment of a family room d. distribution of monthly calendar of events e. the use of school messenger automated service to inform families of attendance and relay messages of school events f. the development of a school-wide parental e-mail distribution list g. Anti-bullying Assembly h. ELL orientation i. distribution of interim progress reports 2. Magnet Open Houses/IB introduction 3. The parent coordinator will receive professional development during the fall and spring term by the network support team and school administrators. 4. The parent coordinator and School Principal will collaborate with the Parent Association during monthly meetings to increase parent awareness of student activities. 5. Teachers on each grade send out weekly newsletters to share information with parents about classroom activities and the Common Core Learning Standards (CCLS). 6. Translation services will be used to provide the information to parents in the home language.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Instructional Coach, Magnet Specialist, Parent Coordinator, Family Worker, Guidance Counselor, Social Worker and SAPIS Counselor - Resources: STOP Bullying series, ESL Teacher, Classroom Teacher 2. Magnet Specialist 3. Administration, Instructional Coach, Magnet Specialist and CFN 202 – Resources: Danielson Framework for Teaching 4. Administration and Parent Coordinator – Resources: Danielson Framework for Teaching

5. Classroom Teachers, Cluster Teachers, AIS Staff, ELL Teacher, Instructional Coach and Magnet Specialist – Resources: Ready Gen, Go Math, Performance Level Descriptor (PDL) of the PARCC rubric , i-Ready and Technology
6. The Classroom Teachers, Paraprofessionals, Parent Coordinator, Family Worker and SAT members who are multilingual

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

1. Parent participation in monthly workshop as evidenced by attendance sheets
2. Parent completion of informal surveys and new enrollment
3. Parent completion of formal and informal surveys related to the CCLS, PARCC, NYS ELA and Math assessments, Danielson Framework for Teaching and IB units of study evaluating the workshops provided by the Parent Coordinator as a result of the professional development
4. Parent participation in monthly workshop as evidenced by attendance sheets
5. Teachers will communicate weekly with parents regarding their child’s academic successes through progress reports and/or phone calls. Additionally, newsletters are distributed weekly relaying information as to the availability of programs and activities that their child can participate in.
6. The effectiveness of the strategies/activities will be evident through feedback from the 2013 – 2014 Environmental Survey, where it will indicate whether there has been growth and development since the previous Environmental Survey (2012 – 2013).

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

1.
 - a. Monthly - English classes for Parents
 - b. Monthly - workshops presented by both Parent Coordinator and Family Worker in both English and Spanish
 - c. September 2013 - the establishment of a family room
 - d. Monthly - distribution of monthly calendar of events
 - e. Daily - distribution of monthly calendar of events
 - f. October 2013 - the development of a school-wide parental e-mail distribution list
 - g. Semi-annually - Anti-bullying Assembly
 - h. September 2013 (as needed per new enrollment) - ELL orientation
 - i. Semi-annually - distribution of interim progress reports
2. Quarterly - Magnet Open Houses/IB introduction
3. Semi-annually - The parent coordinator will receive professional development during the fall and spring term by the network support team and school administrators.
4. Monthly - The parent coordinator and School Principal will collaborate with the Parent Association during monthly meetings to increase parent awareness of student activities.
5. Weekly - Teachers on each grade send out weekly newsletters to share information with parents about classroom activities and the Common Core Learning Standards (CCLS).
6. September 2013 – June 2014 - Translation services will be used to provide the information to parents in the home language.

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

1. Workshops will be conducted by Parent Coordinator, Guidance Counselors, members of Western Queens, SASF Family Worker and other highly qualified staff members.
2. Monies are spent specifically to implement International Baccalaureate Concepts and Ideals which have been embedded into all core content areas and integrated throughout each school program. Magnet funds support curriculum development, professional learning and all student activities. The overall expectation is that Federal Magnet funds support school development, student social and emotional growth, academic achievement and college and career-bound readiness.
3. Parent activities will be funded by 1% set aside of Title I SWP funds.
4. Parent activities will be funded by 1% set aside of Title I SWP funds
5. Ongoing communication with parents will support the success and sustainability of these programs. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. A variety of after-school courses and activities will support student interest and motivate student engagement.
6. Teacher teams will receive effective feedback from providers of professional development to enhance and maintain student interest and motivate student engagement.

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	x	Title IA		Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Federal Magnet Grant, Western Queens Counseling Services Grant											
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 ELT	x	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

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	RTI Plan (See attached) Extended day small group tutoring for levels 1 & 2 After-school program for Title 1 students (supplemental for levels 1 & 2) i-Ready	Whole Class Core instruction (tier 1 RTI) Small group instruction (tier 2 RTI) Small group tutoring Individual instruction (tier3 RTI) Small group instruction Small group instruction Small group instruction	During the school day After school After school During the school day & After school
Mathematics	Utilize a multi-modality /manipulative approach incorporating a UDL and multiple entry point approach to learning math through exploration i-Ready	Small group instruction (tier 2 RTI) Individualized instruction (tier 3 RTI)	During the school day & ELT
Science	Utilize a hands on approach to science exploration and discover through experiments	Small group instruction	During the school day & After school
Social Studies	Utilize New York City Core Curriculum(Grade 4), Ready Gen, differentiated support for Students with Disabilities and ELL students, document-based lessons/differentiated instruction using picture cues, graphs, diagrams and maps as needed throughout curriculum	Small group instruction	During the school day and After school
At-risk services (e.g. provided by the	The Guidance Counselor (with	One-to-one, small group	During the school day

<p>Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>parental consent) provides at-risk counseling for students who are having difficulties in the school or home environment, assists parents to find support agencies for their child when needed and provides peer intervention and conflict resolution.</p> <p>.</p> <p>The School Psychologist (with parental consent) provides at-risk counseling for students who are having difficulties in the school or home environment and provides support to classes in Grades 3 – 5 in the areas of socialization and conflict resolution.</p> <p>The Social Worker (with parental consent) provides at-risk counseling for students who are having difficulties in the school or home environment and provides support to classes in Grades 3 – 5 in the areas of socialization and conflict resolution.</p> <p>Our Speech therapists work with students identified by their classroom teachers as at-risk students.</p> <p>The Substance Abuse Prevention Intervention Services (SAPIS) representative counsels at-risk students on how to deal with issues in “real life” situations.</p> <p>Clinic Plus from Western Queens Consultation, an outside organization, offers counseling services for students (with parental consent) and their families at our school.</p>	<p>One-to-one, small group</p> <p>One-to-one, small group</p> <p>Small group</p> <p>One-to-one, small group</p> <p>One-to-one</p>	<p>During the school day</p>
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

All elements of the *All Title I Schools* section must be completed*.

1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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)	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.
P.S. 151 follows NYCDOE policies for recruitment, retention, assignments and support including high quality professional development that ensures staff is highly qualified. In order to implement all school programs, P.S.151 employs certified teachers who are willing to learn new ideas and strategies. New strategies and programs are researched and approved by the instructional team. When new programs are implemented by the staff, professional development is provided so that teachers can successfully implement these programs and strategies into their classrooms. Administrators, coaches, and mentors will work with teachers so that they become proficient in using the Pearson Ready Gen Reading Program which allows students to reach high standards in all English Language Arts areas. All teachers participate in staff development opportunities so they will be trained in aligning instruction to the Common Core Standards. Outside consultants are invited into the school to provide teachers with new strategies and programs to address students' learning needs.

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).
Teachers will have opportunities to grow as professionals. Through this work they will: -develop skills in describing and analyzing student learning using evidence and example - identify learning gaps among NCLB student populations and create plans of action to address student learning needs -self assess and identify professional learning required to become more effective -develop strong questioning techniques and skill in asking questions in multiple ways to provide multiple pathways for students to engage in rigorous academic tasks - develop skill and understanding in the principles of universal design -develop skills in improving professional practice around teacher effectiveness related to the practice of designing coherent instruction

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.).
As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL, and other available resources to implement activities and strategies to reach our goal.

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.).
During Open House with the community members and families, the staff will share the school's approach to meeting the needs of all students and the school's goals for students and staff. Family members of older elementary school students are invited to participate with the goal of providing insight into how to prepare the children for school. Pre-Kindergarten Family Worker and the Parent Coordinator will make direct contact with families by phone to share school contact information. Open houses and pre-enrollment classroom visits for parents and children are available. The school supplies Kindergarten Teachers with class lists in June so they can contact the families of their incoming students. The use of the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) ensures regulation compliance and high quality early childhood education. During

inquiry time and grade conferences, the Pre-K teachers along with the Administration and Instructional Coach revised and updated a Pre-K progress report to ensure alignment with CCLS, which is shared with the parents. The final report will be provided to the Kindergarten teacher. Pre-K students are provided with early intervention services, as needed, through speech services, occupational therapy services, physical therapy sessions and Special Education Itinerant Teachers.

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.

- A MoSL committee was selected in June 2013, which then in September 2013, decided on the state and local measures for Advance.
- Based on the New York City recommendations, Schoolnet Baseline was selected for grades 3 – 5.
- After each grade met to review the MoSL and Schoolnet Baseline, they collectively decided to use the unit tests from Ready Gen and Go Math.
- Additionally, based on meetings with the Instructional Coach, each grade also agreed upon continuing with TCRWP.

During grade conferences with the Administration and the Instructional Coach, there is ongoing professional development that will enable the teachers to create various methods to regularly and collaboratively look for evidence of growth and gaps in student work and teacher practice in order to make adjustments. This will ensure that teacher teams will regularly be able to:

- Make evidence-based adjustments to their units, lessons, and teaching practices based on assessment results
- Share successful instructional practices based on positive assessment results.

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.

**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 30	Borough Queens	School Number 151
School Name Mary D. Carter		

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 Samantha Maisonet	Assistant Principal Anthony Bentivegna
Coach Lauren Mora	Coach type here
ESL Teacher Kathy Drakopoulos	Guidance Counselor Vicky Fernandez
Teacher/Subject Area Diane Costello / AIS	Parent
Teacher/Subject Area Sandy Abbruzzesse	Parent Coordinator Naida Ryans
Related Service Provider Maysa Ismail	Other type here
Network Leader(Only if working with the LAP team) Nancy DiMaggio	Other type here

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
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	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	6	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	415	Total number of ELLs	74	ELLs as share of total student population (%)	17.83%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	0	0	1	1	1								4
self-contained	0	1	1	1	1	1								5
Total	1	1	1	2	2	2	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	29	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	45	0	7	29	0	15	0	0	0	74
Total	45	0	7	29	0	15	0	0	0	74

Number of ELLs who have an alternate placement paraprofessional: 1

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	5	7	9	7	12	20								60
Chinese	1			1										2
Russian														0
Bengali		1	1		1	1								4
Urdu	1					1								2
Arabic	1	1				1								3
Haitian														0
French														0
Korean														0
Punjabi	1		1			1								3
Polish														0
Albanian														0
Other														0
TOTAL	9	9	11	8	13	24	0	0	0	0	0	0	0	74

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)	2	0	3	3	3	4								15

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)	0	5	6	3	6	8								28
Advanced (A)	7	4	2	2	4	12	0							31
Total	9	9	11	8	13	24	0	0	0	0	0	0	0	74

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					0
4	10	1	0	0	11
5	18	2			20
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									0
4	7		3						10
5	17		4						21
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	3		10		6		0		19
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.

Since it is important to assess ELLs in literacy, our school uses several different methods in which to gather data in the early childhood grades. For our ELLs, we begin by using the LAB-R and the NYSESLAT to determine their ESL level. Once students are placed in a class the teacher then uses TCRWP to monitor reading progress. Students are reassessed ever six weeks using TCRWP system. This data shows that ELLs lag behind their English proficient peers in many aspects of early literacy. While ELL students can identify letters these students have more difficulties with letter sound relationships than native speakers. This includes trouble with beginning and ending sounds as well as rhyming words. We have just implemented the Fundatations in grades K-2 to promote phonics skills. Data shows the weak areas of our students that teachers need to concentrate in their planning. Based on the data, we will provide extra support in reading comprehension through AIS.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Through data analysis of the LAB-R and the NYSESLAT, we have found the majority of our lower grade ELL student are either at the beginner or intermediate levels in their English language development. In kindergarten, 22% of the ELLs are beginners, while 78% are advanced. In first grade, 20% are beginners, 40% intermediate and 40% are advanced. In second grade 19% are beginners, 62% intermediate and 19% advanced. In third grade 37.5% are beginners, 37.5% intermediate, and 25% advanced. In fourth grade 30% of ELLS are advanced while 23% are beginners and 47% are intermediates. In fifth grade, 17% are beginners (all of these are students with special needs and newcomers) 33% are intermediate and 50% are advanced. With further analysis of the modalities, it has been concluded that our ELL students need to work on reading and writing skills. The majority of our students (76%) score either advanced or proficient in the listening/speaking subsections of the NYSESLAT while most of these same students (73%) scored in the beginner or intermediate level on the reading/writing subsections. Since it is critical to advance these students in reading and writing, we address this need in several ways. In our lower grades, we use the On Our Way To English series which promotes both reading and writing skills for ELL students. In the upper grades, the ELLs are our targeted students and receive supplemental instruction in reading and writing during the extended day program.

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](#))

The data demonstrates that our ELLs are in need of more targeted assistance to acquire the skills necessary to make significant increases on the ELA exam. The annual measurable achievement objectives dictate that we continue to provide students with intensive instructional support in a small group or personalized settings to make instructional delivery effective and result oriented. Student programs will be monitored continuously and instruction modified as needed.

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?

The ELL coordinator views and analyzes the results of the interim ELL assessments with the administration. They, then, use this information to help classroom teachers provide appropriate instruction on their proper ELL proficiency level. We use the data from this test to refocus our instruction to better serve the needs of these students. These tests show that students need to become more proficient in reading and writing. We are addressing this issue by targeting these students in our extended day and AIS programs using varied instructional approaches based on their proficiency levels. The ELL Periodic Assessment has become a valuable tool to determine the progress of ELLs. All eligible ELLs take the ELL Periodic Assessment numerous times a year. Results are analyzed to determine current student strengths and weaknesses, which help teachers plan instruction and tailor instruction to the individual needs of their students. This helps the students determine what goals they have to set to improve. The results are shared with our school leadership team, classroom teachers, and related service providers. The analysis of the test results will illuminate any differences between student classroom performances and test scores. The results allow teachers to recognize students test taking skills and analyze their situations before standardized exams and give teachers the opportunity to prepare ELLs effectively.

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](#).)

We determine whether students are benefiting from an instructional program within a reasonable time. his is done using the data such

as: TCRWP, ELL Periodic Assessment, as well as classroom curriculum. As data is collected, a more effective instructional program for students who are not benefiting is put in place. We, then, compare the efficacy of different forms of instruction and individualized instructional programs. This has reduced inappropriate referrals. RTI is enforced in the ELL population tier 2 and tier 3. Tier 2 is a pull out homogeneous group of approx. 5 students. The group is pulled out 3 to 5 times a week by an ELL teacher. Tier 3 is comprised of a small homogeneous group approx. 3 students. Instruction is targeted towards students' specific needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Teachers review the proficiency level on the NYSESLAT and plan according to the student's level of proficiency. For example; if a student scores at a beginning proficiency level, it is recommended that the student needs increase vocabulary instruction accompanied by visuals and modeling. The weakest modality in all grades was writing/reading. Patterns across NYSESLAT modalities indicate the necessity to modify and strengthen instruction in the weakest modalities. We will continue to provide students with intensive instructional support in a small group or personalized setting to make instructional delivery effective and result oriented. Student programs will be monitored continuously and instruction modified as needed.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- In order to evaluate the success of our ELL programs, we look at many different aspects of student learning. First the results of the NYSESLAT are taken into account. We have seen an increase in students scoring at the proficient level over the past several years. This indicates that we have made progress with our ELL students. However, most of these gains were made in the general education population. We still need to address our ELL-SWD population. We are working on this by including them in our extended day and Expanded Learning Time (ELT) programs. We assess the progress made by the students on NYS tests in the upper grades and TCRWP assessments in the lower grades. Following this assessment, a plan to implement an AIS program with our ELLs will be put in place. We also evaluate our success through the analysis of student data portfolios, student and teacher interviews and parental satisfaction. The success of our ESL program is evaluated regularly based on NYSESLAT scores, improvement and progress in proficiency level, as well as student scores in all state assessments and grades. The ELL Periodic Assessment has become a valuable tool to determine the progress of ELLs. All eligible ELLs take the ELL Periodic Assessment numerous times a year. Results are analyzed to determine current student strengths and weaknesses, which help teachers plan instruction and modify instruction to the individual needs of their students. This helps the students determine appropriate goal setting. The results are shared with our school leadership team, classroom teachers, and related service providers. The analysis of the test results will illuminate any differences between student classroom performances and test scores. The results allow teachers to recognize students' test-taking skills and to prepare effectively for the NYS assessments.

Part IV: ELL Identification Process

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

- 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](#).) Parents/guardians of all new entrants are given a Home Language Identification Survey (HLIS) to complete as part of the registration process. This survey determines English LAB-R (Language Assessment Battery-Revised) eligibility. If the HLIS

indicates the home language is other than English, a certified ESL teacher or a bilingual pedagogue, who is part of the intake team, will conduct an informal interview in the native language (where applicable) and in English. The members of the intake team are Ms. Drakopoulos (ESL Teacher), Ms. Ryans (Bilingual Parent Coordinator) Ms. Ismail (Bilingual IEP Teacher), Mr. Carias (Bilingual Social Worker) and Ms. Fernandez (Bilingual Guidance Counselor). An initial screening and informal oral interview (in English and the native language) is conducted by certified ESL teachers or a qualified interpreter (which may include bilingual staff or an interpreter from the Translation Unit) via phone if needed. If the Home Language Survey and interview process shows that the child may be eligible for ESL services, then we proceed to step two. In step two, within ten days of enrollment, an initial assessment (LAB-R) is administered by one of our eight licensed ESL teachers listed above. Students that score at the beginner, intermediate or advanced level are then identified as Limited English Proficiency (LEP). Spanish-speaking students who do not receive a level of proficiency on the English LAB-R are also given the Spanish LAB. At this stage of the LEP Identification Process, students are placed in the appropriate program. When a student is determined to be entitled to receive ELL services, entitlement letters are sent home in the home language indicated on the HLIS. The letter explains the three available program choices (Transitional Bilingual, Dual Language and Freestanding ESL) that are available to them. The letter, also, invites parents/guardians to an orientation where further information in their Home Language is provided on all three program choices. To determine the continued need for ESL services, all ELLs are annually administered an exit exam, the New York State English as a Second Language Achievement Test (NYSESLAT). The results of the NYSESLAT determine the continuation or termination of services for ELL students. The NYSESLAT exam is given in accordance with the directions contained in the teacher manuals for various grade levels. Students with modifications are administered the test in accordance to these specific requirements. The test materials are stored and locked in a secure location with access limited to authorized personnel that ensure the integrity of the testing process. The test is administered in a timely manner in all four modalities (Reading, Writing, Listening and Speaking). The information gathered from the exit exam will then be used for appropriate placement of those students who have not met proficiency levels for the following school year.

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.

At the start of each year, the parents of newly identified ELL students are invited to an informational session about the available programs for ELLs in our school. These sessions are given by the ELL teacher, Kathy Drakopoulos, and the Parent Coordinator, Naida Ryans. The parents are informed of all three program choices offered in New York City Department of Education. At this meeting, it is also explained that P.S. 151Q only provides free-standing ESL programs. The parents are informed of their rights to transfer if they are interested in a transitional bilingual program or a dual language program. Lack of student enrollment prevents the formation of a TBE class in our school. These informational parent meetings are offered throughout the school year whenever new ELLs are admitted. If parents are unable to attend these sessions, the parent coordinator and ESL teacher will contact the parent via letter or phone call in order to explain the program choices and their rights. An orientation meeting occurs within ten days of student enrollment. Parents are introduced to a description of the program choices available throughout the city. Information about the different ELL programs (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language) is provided. A video is shown in the native language or a translator will be provided. Parents are given a brochure in their home language, comparing the three different program choices, and are given the opportunity to ask questions about ELL services. At the end of each orientation, a survey is handed out, which gives the parents/guardians the opportunity to select one of the three programs. This form confirms that the parents/guardians have received all of the necessary information and that they have selected the appropriate ELL program for their child.

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 [\[see tool kit\]](#).)

To ensure that all parents receive the entitlement letters, the letter, and an invitation to attend a parent information meeting, is sent home. At this meeting, the parent survey and program selection forms are distributed, explained and collected. If a parent does not attend this meeting, the parent coordinator or ESL teacher contacts the parent/guardian to explain how to complete the appropriate forms. The forms are collected by the ESL coordinator and kept in a locked file in the ESL room. The ESL teachers ensure that all required forms and letters are sent home to parents in their native language, and returned when required. Based on the results on the NYSESLAT, non-entitlement letters or entitlement and continuous entitlement letters are sent home. Program selection forms are distributed and collected at the parent orientation. The forms are copied and placed in the child's cumulative folder, and are kept on file in the main office. Parent orientations are scheduled throughout the school year as new students are enrolled. We acknowledge the fact that parent schedules often conflict with these times, therefore, orientations may be set up at the request of

the parent. If a parent does not attend an orientation, or cannot be reached, a letter is sent home or a phone call is placed. The Transitional Bilingual Program will be the default program of choice as a result of the Parent Survey form not being submitted. Through an ATS report (BEDC) completed and unsubmitted forms are recorded. This data is maintained by the ESL coordinator and is reviewed on a regular basis.

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.

If a student is deemed to be an English Language Learner as a result of his/her LAB-R score, the parent is contacted. P.S. 151Q determines a student's eligibility based on his/her grade level and the New York State's LAB-R cut-off score for that grade. After determining that the student is eligible for ESL, the student is placed in our freestanding ESL program. However, if a parent has chosen to place their child in either dual language or a transitional bilingual class, the parent will receive assistance from the parent coordinator to find an appropriate program within our district. Continuation letters are given to students whose NYSESLAT scores indicate the need for continuation of ESL services. These letters are sent home with the student to be signed by the parent/guardian and collected by the classroom teacher. They are then given to the ESL coordinator and kept on file in the ESL room. Every effort is made to communicate in the native language of the student, letters are sent home in the requested language where available. We have several members of our staff who are multi-lingual. We call upon these staff members to assist in translating for parents when necessary.

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.

Our ESL coordinator prints out the RLAT report from ATS to determine NYSESLAT eligibility. The four components of the NYSESLAT are administered separately by the ESL Coordinator and Teachers. A schedule is put in place and adhered to throughout the time frame of the NYSESLAT.

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. [①](#)

We monitor the trends in the program choices the parents are given when their child enters the school. The majority of our parents request freestanding ESL services. This is the program offered in our school. The data that supports this trend is the Program Selection form. This data is reviewed to see if parent requests are being met in an efficient manner.

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])?
 - a. P.S. 151Q offers self-contained ESL in grades 1-5 general education. Grade K and special education ELL's are serviced by the pull out model as well as the push-in model.
 - b. The program models are heterogeneous in the ESL self contained classrooms and homogeneous in the pull-out model.

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 instructional models that are implemented at P.S. 151Q are: self-contained ESL classes and a Free-Standing ESL program using the push-in/pull-out models.

Self-contained – this model is implemented in grades 1 - 5. The teachers are certified in ESL and instruct the class in English in all subject areas. The workshop model (whole-small-whole) is the approach used as the primary instructional methodology. The teachers use ESL and scaffolding strategies to further enhance student's understanding. Visuals, such as word webs, word walls, graphs, graphic organizers, and charts are used to ensure academic success for ELL students. The required leveled libraries expose the ELL students to a variety of genres. The students are able to choose reading material on a level that he/she is comfortable with and which can then increase in difficulty. During the reading block, all ELL students are given 50 minutes of ESL instruction. In addition, intermediate students are given 50 minutes of ESL instruction during Inquiry Time. Also, the beginners are pulled out for 50 minutes of ESL with the ESL push-in teacher. Libraries are equipped with books of different cultural backgrounds, such as Spanish, Bengali, Chinese, etc., to promote cross-cultural acceptance and aid students in their native language. All content area subjects are taught in English using ESL methodology. At this time we are an International Baccalaureate Candidate school and are using inquiry based learning for all content areas.

Free-Standing ESL model- this model is implemented in grades 1 - 5 general education. The special education students are serviced by the pull-out model. P.S. 151Q abides by the language allocation policy of New York State Commissioner's Regulations Part 154. These regulations require the following time allotments:

- Beginning and Intermediate students receive 360 minutes of ESL per week.
- Advanced students receive 180 minutes of ESL per week.

A certified ESL teacher pushes in or pulls out students during reading and writing periods. ESL instruction, using language rich instruction geared to meet the ESL and ELA performance standards, is provided. This teacher works with classroom teachers using the Ready Gen Literacy Program. In collaboration with the classroom teacher, the push-in/pull-out teacher works towards ensuring proper understanding by the ELLs. In order to maximize English acquisition for ELL students, the ESL push-in/pull-out teacher and classroom teachers utilize common planning to align instruction. It is our goal that ELL students will become proficient by the end of the third year of services and meet the required score necessary on the NYSESLAT. All instruction is done in English. To ensure academic success, scaffolding strategies are utilized through the use of word walls, word webs, graphs, diagrams, etc. These students receive content area instruction in English, given by their classroom teacher. These teachers participate in ongoing planning with the ESL teacher on ESL methodology for instruction. . At this time, we are an International Baccalaureate Candidate school and are using inquiry based learning for all content areas.

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.

The Free-Standing model uses the Ready Gen literacy program along with scaffolding strategies in order to maximize English language acquisition. All instruction is done in English. Bilingual dictionaries are in classrooms as well as a buddy system. The classroom environment for the programs (self-contained and Free-Standing) is print rich and reflects evidence of rigorous instruction that highlights students' current work. This work is aligned to the New York State ESL Learning Standards. The following is evident:

- a. Flow of the day

- b. A technology center
- c. A listening center equipped with cassette/CD players, earphones, audio cassettes, CDs, books in bags, and read along books
- d. Leveled classroom libraries
- e. Word walls

The ESL teacher pulls-out during reading, writing and math.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Only the State Mathematics and Science tests are given in their native language as well as the LAB- R in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ELLs take the ELL Periodic Assessment in the Fall and Spring and the NYSESLAT in April. All of our classes are heterogeneous.
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).

In our self-contained and free standing ESL program all content area subjects are taught in English using ESL methodology. Teachers use visuals, scaffolding, word webs, graphs, diagrams, etc. In order to differentiate our instruction, based on the subgroups of our ELL population, we have the following plan of action in place:

SIFE - We have no SIFE students. Our plan for any SIFE student entering our school with interrupted , little or no formal schooling in their first language, is as follows: evaluate them when they arrive and place them in the age appropriate grade. In subjects for which they are lacking grade appropriate skills, differentiated instruction will be conducted in an appropriate grade classroom. These students will also attend an extended day program . They will work in small groups to develop skills, which will advance them up to grade level.

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

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

Long-Term ELLs (6+ years): As a Pre-Kindergarten – fifth grade school, it is highly unlikely that we would have any ELL students in this category. However, our plan for these students, besides the mandated ESL services, would include the addition of intensive work in ELA with the SETSS teacher and a possible evaluation for IEP services. As of this time, the only students in this situation have IEPs. We are using their IEP to provide appropriate instruction.

Former ELL's are encouraged to attend our Extended-Day Program. In this program, certified teachers target the student's weakest modality (based on NYSESLAT results) and provide instruction or review of instruction in smaller groups. After-school enrichment programs provide text in student's native language for classroom use. Former ELL's are still eligible for test accommodations (time and setting).

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?

ELL with Special Needs: Our ELLs with Special Needs are serviced as per their IEP's and the state-mandated units on ESL instruction. All of our Special Needs students are serviced by an ESL certified teacher, who pushes in/pulls out to support these students using ESL methodology. Ready Gen is used for reading in all our Special Education classrooms including those with ELLs. Beginner/intermediate students receive 360 minutes per week of ESL instruction, while advanced students receive 180

minutes of ESL and 180 minutes of ELA instruction per week. Students whose IEPs require bilingual instruction are provided an alternate placement paraprofessional (who speaks the student's native language) and receives ESL services as noted above. Our ELL-SWD are serviced by using the pull-out model using the Ready Gen guided reading program. Our ELLs with special needs (depending on their IEPs) are assigned paraprofessionals and have the use of assistive technology available. Paraprofessionals assist the teachers to individualize instruction and help students to learn successfully at their own pace. Those with IEPs receive all the necessary services and accommodations that the IEP dictates. P.S. 151 uses a content and general education curriculum that is Common Core Learning Standards based and adapted to meet the diverse needs of our students. The ELL and classroom teachers work collaboratively to provide the least restrictive environment. Team teaching, as well as the pull out model, is carefully integrated in order to provide accurate service. The use of smaller classes with adapted content materials in a blended model has also been implemented.

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?

Our ELL-SWDs are included in all school activities. They use the same curricular as all other students. They use Ready Gen for literacy, Go Math for math and the IB inquiry for all other content areas. Teachers who work with these students, are trained to evaluate their progress and differentiate instruction as needed. Students are buddied up with advanced learners in the classroom. All classes are heterogeneously grouped.

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

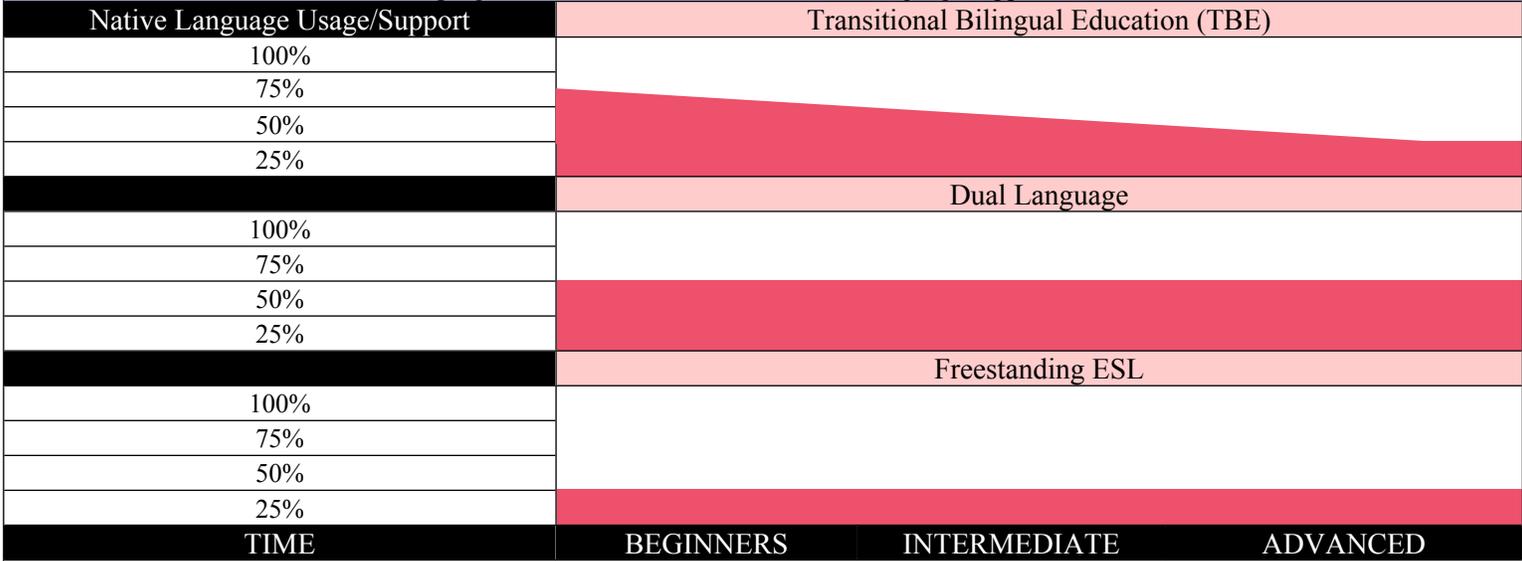
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Using the NYS ELA and Math scores, NYSESLAT, classroom data (conference notes and unit assessments), we target our ELL students by supporting learning in Math, Science, Social Studies as well as ELA. The ESL teacher works collaboratively with the classroom teachers to develop lessons that are appropriately geared towards ELLs. We break tasks up into smaller steps, with level-appropriate language. For math, we are using Go Math, in Science and Social Studies we are using the International Baccalaureate (IB) Inquiry Program. AIS services are provided in ELA as per the scale score requirements on the NYS ELA assessment. For ELA, our targeted students receive focused development with an AIS teacher. The i-Ready and Finish Line programs are being used to support our ELL AIS students. All intervention services are provided in English only.

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

Ready Gen and Go Math are new programs. Both programs have small components of ESL strategies. In addition to these programs, we will be supplementing the upper grades (3-5) with the Literacy By Design small group guided reading program. In the lower grades (K-2), we will be supplementing with the Wilson's Foundations word study. The Go Math unit tests are reviewed every month and reading levels are reviewed every 6 weeks.

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

Across the grades we have been using the new Ready Gen Literacy Program and applying the ELL scaffolding strategies suggested in the ESL hand book. In the upper grades the pull-out program uses the Literacy By Design small group guided reading program. We began using Go Math this year. Since these programs are new, we will not be discontinuing any programs this year.

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

The discontinued programs are Literacy by Design and On our Way To English for the ELL classrooms. However, we are still using the Small Group Guided Reading portion of the Literacy By Design program. These programs have been replaced with, the NYCDOE, recommended Ready Gen Literacy Program.

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

All of our ELL students are included in all school activities and programs. Many of our ELLs participate in our extended day program (150 minutes a week) and the Expanded Learning Time program, which concentrates on NYS test preparation and summer academies funded by the NYC DOE. The goal of these programs is to make sure all of our students including ELLs are meeting state standards. There is no difference in academic expectations for our ELLs. Academically rigorous work is expected from all of our students. Visuals and hands-on materials are used to support all students along with differentiated instruction. At P.S. 151, technology is used in every classroom. Teachers use SMART Boards to present mini-lessons and to research interesting topics. Laptops are available for each classroom. A NYS certified Computer Specialist, as well as trained classroom teachers, assist students with media skills. A plethora of computer resource programs are available. We continue to utilize the Imagine Learning English licenses that have been purchased for our students. Our ESL resource center is equipped with a LeapPad Library, a Leapster Portable Technology Center, and a LeapTrack Assessment and Instruction System, which is accessible to teachers and students as needed. Our state of the art school science lab is well equipped with the latest technological equipment. ELLs have access to the school library which has English and native language literature as well as graphic novels of varying reading levels. Teacher generated materials allow for further individualized instruction. ELL's are offered after-school clubs such as chess, robotics, dance, music and chorus in the spring.

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

Native language support is delivered to our Freestanding ESL program with materials such as dictionaries, novels, picture books, Versa Tiles and visual aids. ELLs are encouraged to buddy up and interact with others who speak the same home language and can assist and translate for them. Bilingual teachers, school aides, and other staff members also interact with students in their native language. Based on New York State testing guidelines, ELLs are given the opportunity to use a translated version of the NYS Math, Science, and Social Studies exams along with glossaries. Students who speak and read in a language that is not one of the translated languages provided by the state, are given the opportunity to use a bilingual glossary published by the Department of Education.

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

Native language is supported in our classrooms through peer translation. New students are buddied-up with an English fluent

student who is knowledgeable in the student's native language. This type of peer support helps to acclimate the new student to our school. We ensure that resources such as classroom libraries and software used are appropriate for the age and grade level of our ELLs. All ESL teachers deliver instruction to ELLs in English. Content and language objectives are clearly written for the students and the students are aware of their individual benchmark goals. Teachers choose content concepts that are age appropriate keeping in mind the educational background level of the students. Teachers use supplementary materials such as graphs, models/manipulatives and visual aids, to ensure that content areas are taught at the levels of student proficiency. Teachers also plan meaningful activities that incorporate lesson concepts providing opportunities for listening, speaking reading and writing. Teachers identify various ways to assess our students' progress using data such as, LAB-R, NYSESLAT, ELL Periodic Assessments, NYS ELA, NYS Math, Interim, Predictive and Informal Assessments to identify students' preferred learning styles, strengths and weaknesses and individual learning needs.

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

The students are placed in their age appropriate grade level in a free standing ESL class. The Free Standing Classrooms content areas are taught in English using ESL strategies. The pull-out Advanced level students will receive 180 minutes of ESL instruction. The beginner and intermediate students receive 360 minutes of ESL instruction.

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.

To assist newly enrolled ELLs, we encourage them to attend our non-mandated Title III Summer Enrichment Program. This program is taught by fully licensed ESL teachers. The goal of this program is to improve English language proficiency and advance content area learning as well and contextualized vocabulary and language development and academic achievement. This program also offers parental involvement activities..

18. What language electives are offered to ELLs?

We do not offer 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)?

N/A

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.

1. Our ELL teachers are provided with professional development sessions that are given throughout the city. Upon return to the school they turn-key and share new findings. New ELL teachers are also mentored by our ELL senior teachers. Office personnel such as secretaries and parent coordinators are given PD by Ms. Drakopoulos regarding but not limited to: Registration process for ELL's and periodic maintenance of ATS records for ELL students.

2. The Professional Development Program will focus on providing teachers, Assistant Principals, paraprofessionals, guidance counselors, psychologists, OTs, PTs, and Speech therapists with differentiated and scaffolding instruction strategies for English Language Learners. It will be long term and ongoing. It will focus on how to prepare ELLs to meet and exceed the Common Core Learning Standards and to achieve higher scores on the state exams. The sessions will be facilitated by Network ELL support staff and the ELL Coordinator. They will take place from September through June. Some topics that will be addressed are:

- Scaffolding across the disciplines
- Conferencing with students
- Strategies needed to prepare ELLs for the NYSESLAT
- A session will be devoted to mathematical instruction strategies to enhance student skills and performance on city and state tests.

Training on scaffolding instruction for ELLs is given throughout the year to incorporate ESL strategies in all subject areas. Additional support is given to enhance differentiated instruction, teaching reading and writing skills, transitioning students to English proficiency, aligning classroom rubrics and ESL rubrics together and working with newcomers. Constant collaboration is a standard practice between the ESL and classroom teachers. Teachers participate in routine professional development, including training in Wilson Foundations. All teachers, including ESL members attend weekly grade conferences held by their assistant principal. They also have monthly professional meetings with the Principal and Math/ELA coach. Curriculum, instruction, assessment and student work are discussed at these meetings. ESL teachers collaborate regularly with the teachers in whose classes they push-in to plan for ESL methodologies to use in their lessons, creating an environment for language acquisition in their classroom, identifying the stages of language acquisition, including newcomers in all classroom lessons, encouraging ELLs to participate, various ways to assist newcomers/beginners, program placement, testing, mandates, and grading ELLs. ESL teachers meet on a regular basis to discuss the progress of their students and share instructional strategies and resources.

3. We support and assist parents and ELL students as they move from our school to middle school by explaining their options. The guidance counselor has a meeting in November to explain the middle school process to the parents of ELLs. If students are newcomers we suggest the Newcomer School. All others are advised to check the middle school directory for schools with appropriate Bilingual/ESL/dual language programs. In the spring a meeting is held where students meet with middle school staff and tour the middle school to help them feel more comfortable. The specific activities the guidance counselor received are middle choice PD and other PD opportunities regarding transition. The Parent Coordinator works with the ESL teachers to make all staff aware of the supports available in the school and community that will assist students and families to succeed.

4. All staff, grades pre-kindergarten through grade five, will receive 7.5 hours (for general education teachers) or 10.5 hours (for special education teachers) of ELL training as per Jose P. This training will be provided by the CFN ELL coordinator. It focuses on developing students' abilities to read, discuss, and write academic text in English as part of their rigorous academic instruction. Additional ELL training is provided at grade meetings and monthly ESL/academic intervention staff meetings to ensure compliance of the 7.5 hours for new general education teachers and 10.5 hours for new special education 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?
 1. Our ELL Parents are informed of the different school functions through flyers in English, Spanish and Bengali. There are ELL orientations throughout the school year to inform parents of the ELL programs. They are also invited to attend workshops that will give them the opportunity to better assist in the education and learning of their children at home. Our Parent Coordinator is bilingual (English and Spanish) and serves as a translator when needed. Some topics that are specific to ELL parents are:
 - a. Homework tips
 - b. Becoming familiar with the learning standards and the NYSESLAT assessment
 - c. Parental choices for ELLs
 - d. Financial Planning and EmploymentThese workshops are given by the Parent Coordinator in conjunction with the ESL teachers. In addition to these workshops the family worker conducts on-going English classes for all parents who wish to learn English.
 2. Laguardia Community College provides ESL adult classes for parents.
 3. The Parent Coordinator sends out a survey at the beginning of the school year to evaluate what topics are most important to our parent community. She then plans workshops based on the information gathered. The Parent Coordinator acts as a liason between the parents and the administration. She is also facilitates and translates for parents when the need arises.
 4. In addition to the ELL workshops described above, the Parent Coordinator provides workshops and classes that are open to all parents in addition to the ELL parents. Some of those activities are nutrition classes , breast cancer awareness, stress management and CPR classes (given by FDNY). These workshops are a result of the parent survey conducted at the beginning of the school year.

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.

Part VI: LAP Assurances

School Name: Mary D Carter

School DBN: 30Q151

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Samantha B. Maisonet	Principal		12/6/13
Anthony Bentivegna	Assistant Principal		12/6/13
Naida Ryans	Parent Coordinator		12/6/13
Kathy Drakopoulos	ESL Teacher		12/6/13
	Parent		12/6/13
	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		12/6/13
Lauren Mora	Coach		12/6/13
	Coach		12/6/13
Vicky Fernandez	Guidance Counselor		12/6/13
Nancy DiMaggio	Network Leader		12/6/13
	Other		12/6/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q151** School Name: **Mary D. Carter**

Cluster: **2** Network: **202**

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.

When a parent registers their child they fill out a Home Language Survey. This determines the language spoken at home. Part 3, questions 1&2 ask which language parents would like to receive information in. We use these responses to determine the languages for which we need to provide translations.

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

We have found that we need to provide translation services in different languages such as Spanish, Bengali, Arabic, Urdu, Punjabi, and Chinese. The majority request English but we have a large number of parents requesting Spanish.

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.

Important documents are sent to the parents in both English and Spanish. Translations are also available in Bengali, Arabic, Urdu, Punjabi, and Chinese. Staff members are available for verbal translation.

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.

Oral translations are provided by staff members who speak the language requested.

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>.

A sign is posted at the main door that indicates the interpretation services that are available. Parents are advised of their rights when they register their child at our school.

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: Mary D. Carter School

DBN: 30Q151

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school

After school

Saturday academy

Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 2

of content area teachers: 0

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:

P.S. 151Q Title III program provides English Language Learners with supplemental instruction in an ESL Program. The instructional program will service ELL's in grades 3-5 who score at the beginning, intermediate, and advanced levels on the NYSESLAT.

The After School Program will consist of two groups of 15 students, which will meet 3 days a week, Tuesday (3:30 p.m. – 5 p.m.), Wednesday (3:30 a.m. – 5 p.m.) and Thursday (2:30 p.m. – 5 p.m.) for approximately 52 sessions, beginning Dec. 2013 - May 2014. The after school program will be facilitated by two ESL certified teachers. The after school program will serve 30 students. The program will specifically address instruction in English Language Development. It will focus on improving literacy and math skills through scaffolding and differentiated instruction, with the goal being to improve the NYSESLAT scores and City and State Assessments.

Students will be grouped in levels of beginning, intermediate, and advanced, thus targeting each group's specific academic needs. Instruction will focus on literacy skills (reading, writing, phonics), and math skills (problem solving, computations, reading charts, analyzing graphs). All instruction will be done in English, using ELL methods and scaffolding strategies. The materials used are provided from Rally Education. Students will be provided with charts, graphic organizers, etc. to further their understanding of the content area. Additionally, there will be general instruction supplies provided (paper, chart paper, markers, crayons and pencils).

Part C: Professional Development

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

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

Begin description here:

The Professional Development Program will be provided by CFN 202 and will focus on providing the classroom teachers with differentiated and scaffolding instructional strategies for English Language Learners (ELL). A tentative schedule will be provided by the Network. It will focus on how to prepare

Part C: Professional Development

ELL's to meet and exceed the NYC Performance and Learning Standards to achieve higher scores on city and state tests. The targeted population will be the teachers who have ELL students in their classes. They will collaborate with the network ELL personnel as to current ELL practice. Some topics that will be addressed are:

1. Writing lesson plans based on the scaffolding and current ELL practices
2. Conferencing with students
3. Strategies needed to prepare ELL'S for the NYSESLAT

Additional PD provided in house will include:

1. Prometheus board training
2. Training for K-2 in the Journeys Literacy Program
3. Training in Go Math mathematics Program
4. Mathematical instructional strategies and lesson plan writing, to enhance student skills and performance on city and state tests.
5. Understanding the needs of an ELL student.

Teachers attending Professional Development will be paid training rate as per the contract. Facilitators will be paid per session. Cost depends on how many teachers attend. Per Diem substitute teachers will be provided for ELL Teachers attending Professional Development.

Below is the 2013 schedule for classroom teachers attending Professional Development:

Sept - 12; Oct - 8,25; Nov - 1, 5, 15; Dec - 5

The 2014 PD schedule is TBA

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:

Parent workshops will give the parents the opportunity to better assist in the education and learning of their children at home. Parent workshops will be conducted both during and after school. The duration

Part D: Parental Engagement Activities

of the workshops will be 1 hour.
 Below is the 2013 workshop schedule:
 Oct - 3, 30; Nov - 7, 30; Dec - 3, 6, 13, 16.
 Below is the tentative 2014 workshop schedule:
 Jan - 10, 24; Feb - 7, 28; Mar - 7, 21; April - 4, 11; May - 9, 23.
 These workshops will cover topics such as: (Homework Help, Navigating the NYC School System, The Common Core Learning Standards - Student Impact, Making Healthy Nutritional Choices, Asthma Awareness and ESL Parent Instruction). There will be additional workshops provided, based on the results of a needs assessment survey that the parents will fill out. These workshops will be held throughout the year. They will be provided by the Parent Coordinator, the Family Worker and the ELL teachers. Parents are notified about these activities through correspondence sent home in English and Spanish. Additionally, all parental activities are noted on the monthly school calendar.

Part E: Budget

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

Allocation Amount: \$11198

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		

Part E: Budget

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

Allocation Amount: \$11198

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		