



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LOU GEHRIG ACADEMY/I.S. 151
DBN (i.e. 01M001): 07X151
Principal: SOCORRO RIVERA
Principal Email: SRIVERA22@SCHOOLS.NYC.GOV
Superintendent: YOLANDA TORRES
Network Leader: BEN SOCCODATO

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
Socorro Rivera Julia LaMar	*Principal or Designee	
Maritza De Jesus	*UFT Chapter Leader or Designee	
Katrina Smith	*PA/PTA President or Designated Co-President	
Carmen Rosario	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shawnette William	CBO Representative, if applicable	
Carlos Lopez	Member/ Parent	
Victoria Wailes	Member/ Parent	
Ciria Fernandez	Member/ Parent	
Gloria Carrasquillo	Member/ Guidance Counselor	
Analane Tangente	Member/ Teacher	
Crystal Salisbury	Member/ Teacher	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be an increase of 5% on the number of ELLs attaining the level of proficiency as measured by the NYSESLAT.

Comprehensive Needs Assessment

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

ELA:

In the 2012-2013 school year, 99% of our ELL population scored at levels 1 and 2 in ELA. 90.5% scored a level 1 and 6.7% scored a level 2. There was a 1% decrease of the total ELL population scoring at levels 1 and 2 as compared to the data from the 2011-2012 school year.

1% of the ELL population scored a level 3. 0% of the ELL population scored a level 4. There was a 1% increase of the total ELL population scoring at a level 3.

Math:

In the 2012-2013 school year, 81% of the ELL population scored at Levels 1 in Math (64 students out of 79 students). 11% of ELL population scored a level 2 in Math. There was a 4.2% decrease of the total ELL population scoring at levels 1 and 2 as compared to the data from the 2011-2012 school year.

1% of ELL students scored at Level 3. 0% of the ELL population. There was a 13% decrease of the total ELL population scoring at levels 3 and 4 as compared to data from the 2011-2012 school year.

I.S. 151 is identified as a school In Good Standing (with Local Assistance Plan). As per the NYC Progress Report 2012-13 our school has an overall grade of B (with an overall score of 64.6). ELL performance in ELA has declined in the past year and ELL performance in Math scores have declined in the past 2 years.

According to the 2012-2013 NYSESLAT data, 38% of students performed at the beginner level, and 22 % of students performed at the intermediate level. The goal is to achieve a higher percentage of students at the advanced and proficient level. According to the data, 41% of the students performed at the advanced level, and 0% of students performed at the proficient level.

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

The following components will be implemented through all content areas: debates, paired reading, shared reading, guided reading, independent reading, projects across

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

There will be a written technology plan that will be monitored for implementation so that the full integration of technology into student assignments and projects occurs. PD will be given on the uses of SMART Boards to enhance the delivery of instruction to allow students to interact with multimedia tools and activities, and all students should be able to access their progress reports through Engrade Pro.

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

Extended day will include reinforcement of skills and strategies and will be rigorously monitored for impact. The school schedule will be adjusted to include advisory instructional groups for ELL students during the day, and instructional support will align with classroom instruction. Therefore, extended day and content area teachers will have articulation time in order to align instruction, and extended day teachers will communicate regularly with the school based support team on students who continue to be at-risk. Those students identified as "at-risk" will be provided social-emotional counseling.

There will be common meeting time for the guidance department, special service providers and ELL teachers to meet and articulate concerns and develop solutions for student and family issues. Additional support will be provided. The Parent Coordinator will conduct parent meetings in order to inform and educate parents on the resources available to them and to keep them informed of student progress.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

To achieve this goal, we will provide opportunities for ELL students to meet the State's proficient and advanced levels of student academic achievement. I.S. 151 will continue to increase the number of leveled libraries in ELL classrooms to provide our students with the opportunity to increase reading and writing volume, fluency and comprehension. We will provide our students with ongoing assessments in all the components of literacy instruction. Periodic re-evaluation of assessment will be performed by teachers, coaches, data specialist, instructional cabinet and Inquiry Team members. The evaluation of the assessments will allow the staff to conduct

research, establish and implement new and innovative instructional methodologies, and utilize effective instructional tools and strategies. By doing so, we will be able to meet the different learning styles of our students, and align our curriculum and instruction to the standards. The staff will also be given the opportunity to plan the curriculum units collaboratively with the facilitation of expert coaches, lead teachers and consultants, as thus sharing their expertise with one another and creating a curriculum that differentiates instruction in meeting the needs of all ELL students. With the implementation of the new curriculum (CODEX), we will ensure its alignment to the Common Core Learning/State Standards.

Reducing the teacher-student ratio will personalize instruction and reduce classroom management issues. Teachers will be able to create a more student-centered instructional environment that is conducive to learning. As an iZone 360 school, the creation of personalized learning plans is one of the strands in its performance-based system. We will implement effective methods and instructional strategies that are based on scientifically-based research that will: (i) increase the amount and quality of learning time, such as before- and after-school programs, Saturday Academy, and summer school programs (using materials and resources for language development, such as Rosetta Stone, among others); (ii) help provide an enriched and accelerated curriculum for the students who are performing at appropriate levels; (iii) meet the educational needs of ELLS (iv) address the social and emotional needs of ELL students. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

We will continue implementing instructional strategies and activities that may be instrumental in increasing the student achievement in ELA. We have established a Professional Learning Team in literacy, the task of which is to assess, monitor and plan units of studies that encompass all learning processes to include the special/specific needs of the ELL population. We have re-grouped our bilingual classes according to their English Language proficiency levels to help differentiate instruction and meet their immediate needs. Consultants and support specialists are also part of our academic team so that teachers are developed professionally in the various areas of ELA instruction. The curriculum allows the teachers to align their lessons to the Common Core Learning/State Standards. Technology infusion is elemental in the delivery of instruction, and coaches from software programs, such as iLearn, Rosetta Stone and Achieve 3000, conduct PD and training sessions that will help our teachers become increasingly comfortable in using technology in their classrooms.

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

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

preparation, along with intensive training on ARIS, periodic test collection, evaluation, analysis and interpretation of data.

The 37 ½ minutes has also been utilized to target at-risk students and provide them with small group instruction. At-risk counseling and resource instruction are provided to targeted low achieving students. There are a number of after school offerings for supplemental help in literacy, and priority is given to students who are struggling academically. Moreover, the extended period on Thursdays is scheduled for teacher team meetings, with the purpose of conducting interdisciplinary planning, whole staff PD or training, grade meetings or content area/subject meetings.

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

- Use of leveled libraries – teachers, paraprofessionals, staff developers (Lead Teacher, PIC, Demonstration Teacher), Gen. Ready consultant
- Analysis and interpretation of data – teachers, paraprofessionals, data analyst, administrators
- Creating curriculum units using UDL – teachers, staff developers (Lead Teacher, PIC, Demonstration Teacher), Gen. Ready consultant, administrators
- Differentiating instruction - teachers, staff developers (Lead Teacher, PIC, Demonstration Teacher), Gen. Ready consultant, administrators
- Reducing the teacher – student ratio to personalize instruction – administrators
- Small-group instruction for skill reinforcement (practice and application) – teachers, paraprofessionals, coaches, staff developers, administrators
- Goal setting for the creation of personalized learning plans – administrators, teachers, students, parents, staff developers
- Before- and after- school programs, Saturday Academy, Holiday School – teachers, administrators, guidance counselor, SES staff
- Establishing Professional Learning Teams - teachers, staff developers, administrators, Network support staff, consultants
- Technology infusion into the lessons – Tech coach/iLearn coach, teachers, administrators
- Ongoing, rigorous and systemic professional development – CSD Superintendent, Network support staff, Administrators, Lead Teacher, Technology Coach, PIC, Demo Teacher, DOE Teacher Effectiveness Support Staff, consultants

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

- Use of leveled libraries – teachers and students
- Analysis and interpretation of data – teachers and students
- Creating curriculum units using UDL – teachers (for aligned lesson plans to NYS Learning Standards and new curricula, CODEX and CMP3)
- Differentiating instruction – teachers and students
- Small-group instruction for skill reinforcement (practice and application) – teachers and students
- Goal setting for the creation of personalized learning plans – teachers and students
- Before- and after- school programs, Saturday Academy, Holiday School –teachers and students
- Establishing Professional Learning Teams - teachers
- Technology infusion into the lessons – teachers and students
- Ongoing, rigorous and systemic professional development –teachers and students

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

- Use of leveled libraries – September 2013 to June 2014

- Analysis and interpretation of data – September 2013 to June 2014
- Creating curriculum units using UDL – Summer 2013 to April 2014
- Differentiating instruction – September 2013 to June 2014
- Small-group instruction for skill reinforcement (practice and application) –September 2013 to June 2014
- Goal setting for the creation of personalized learning plans – September 2013 to March 2014
- Before- and after- school programs, Saturday Academy, Holiday School –September 2013 to April 2014
- Establishing Professional Learning Teams - September 2013 to June 2014
- Technology infusion into the lessons – September 2013 to June 2014
- Ongoing, rigorous and systemic professional development – September 2013 to June 2014

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

- Use of leveled libraries – Title I instructional materials and programs --- Fountas and Pinell kits, guided reading/independent reading materials, Achieve 3000 online texts, Title III LEP and Title III Immigrant instructional supplies and materials (Spanish books)
- Analysis and interpretation of data – data analyst (ARRA), Title 1 Achieve 3000 and Study Island, CFN Support Specialists, iZone/iLearn 360 grant, District Support
- Creating curriculum units using UDL – Title I PD (Generation Ready consultant), Title I per session for staff & administrators
- Differentiating instruction – Title III PD per session, software, textbooks/workbooks, after-school program, Saturday Academy, CFN Support Specialists
- Small-group instruction for skill reinforcement (practice and application) – Title III LEP, Title III Immigrant per session, supplies & materials
- Goal setting for the creation of personalized learning plans – iZone/iLearn 360 grant, CFN Support Specialists
- Before- and after- school programs, Saturday Academy, Holiday School –Title III per session allocation, materials and supplies
- Establishing Professional Learning Teams - CFN Support Specialists, Title I PD (Gen. Ready consultant), TIF Support, District Support
- Technology infusion into the lessons – iZone/iLearn 360 grant, Title I supplies (equipment), Title III LEP & Title III supplies and materials (Rosetta Stone)
- Ongoing, rigorous and systemic professional development – Title I PD (Gen. Ready consultant), CFN Support Specialists, District Staff, TIF, Central Support

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2013-14 school year, the PA has an elected president and other officials who are actively involved in reaching out to the parents in the school community. With the Parent Coordinator, the PA has begun to develop a yearlong calendar of events that will promote increased parental involvement. Some strategies are, as follows:

- Conduct PA and SLT meetings every 3rd Wednesday of each month.
- Offer and conduct training (ARIS access, word processing, PPT, bullying/cyber bullying, among others) and professional development (homework assistance and monitoring, health habit issues, study habits, etc.).
- Commend parents in Honor Roll breakfasts or lunches, "The Woman/Man I Respect Night" at Yolanda's, raffle drawings, etc.
- Hold parent-teacher conferences during which the parent compact will be discussed as it relates to the individual child's progress, performance and achievement.
- Provide parents with frequent reports on their children's progress via Progress Reports that are distributed quarterly.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Donations from sponsors and benefactors; iZone 360 Initiative funds											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 10% of the students with special needs will achieve a minimum of one year progress in ELA and Math as measured by the NY State assessments.

Comprehensive Needs Assessment

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

MATH:

In the 2012-2013 school year, 80% of our Special Education population scored at a level 1 in ELA and 12% scored a level 2.

2% of the Special Education population scored a level 3 while 1% of the population scored a level 4.

ELA:

In the 2012-2013 school year, 78% of the Special Education population scored at Level 1 in ELA. 20% of Special Education population scored a level 2 in ELA.

1% of Special Education students scored at Level 3, and 1% of the Special Education population scored a level 4.

I.S. 151 is identified as a L.A.P. school in Good Standing and as per the NYC Progress Report 2012-13 our school has an overall grade of B (with an overall score of 64.6).

In relation to curriculum development, we are cognizant of the areas that should be redesigned and strengthened, which can be achieved through increased support from the Network in the implementation of the school's ELA and Mathematics curricula that will align to NYS P-12 Common Core Learning Standards. Teachers and administrators will be involved in PD on how to plan and implement the curriculum units with rigor, as well as delivery methods that are student centered. The curricula will be used in the formation of assessments that measure individual student mastery of state standards, with materials and resources (that reflect NYS Standards) differentiated by grade and skill levels. Supplemental resources in Mathematics will be used for reinforcement of skills and review of concepts. Teachers' lesson plans will reference specific NYS Standards and align to the NYC DOE Citywide Expectations.

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

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

The major area of concern at I.S. 151 is the low academic achievement of many of its students, particularly the students with special needs, as measured by results on State standardized assessments and city periodic assessments. Based on an examination of longitudinal and disaggregated data and all other related data, we have identified the following priority student needs and explicit school needs: (a) more than 90% of our students scored in levels 1 and 2 on State and City ELA and Mathematics assessments; (b) there is little evidence of technology being used in more effective ways that extend and enrich the teaching-learning process; (c) teachers have limited opportunities to apply best practices, such as interdisciplinary instruction, project-based learning (PBL), constructivist mathematics, and the use of manipulative and hands-on materials in the classroom; (d) there is low percentage of parent involvement in the children's education (family support for learning at home is limited, if not nil); and, (f) teachers are not given adequate staff development on data driven instruction that include the use of multiple forms of assessment in the various components of instructional practice.

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

In order to meet our needs, we continue to implement the iZone 360 principles, and we have formed collaboration with Achieve 3000 to provide us with effective external technical support and assistance in technology integration through project-based instruction/learning, a school improvement strand that can boost the effectiveness of other strands, such as Data Analysis, Planning and Review, Classroom Assessment, and Instructional Quality in ELA and Mathematics. This will supplement, not supplant, school programs already being implemented at IS 151. The supplemental resources will help us implement the specific research-based strategies we have chosen to address our specific needs for a successful school reform. These needs point to school improvement through technology integration applied in project-based instruction and learning. Improvement in student performance will be measured through formative and summative assessments, student achievement will be assessed through the NY state assessments in ELA and Mathematics. Having the goal of *Children First* in mind, I.S. 151 will ensure careful alignment of curriculum, instruction and assessment, and implementation of an interdisciplinary approach to learning with teachers in all grades and content areas sharing responsibility and accountability for student learning.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA and Math instructional program for all students with special needs:

- Implementation of the constructivist thinking approach with parallel instruction in all self-contained special education classes

<ul style="list-style-type: none"> • Intensive professional development in all areas of teachers' needs in order to implement common core aligned units • Use of data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities • Curriculum mapping, creating pacing calendars and unit planning using UDL • Opportunities for teachers to plan collaboratively, align instructional assessments and examine and assess student work • Integration and application of literacy strategies during content area instruction • Infusion and integration of technology into their instruction, as well as interactive/collaborative technology • Integration of common core standards in their lessons, activities, or projects to help student make connections across curricula • Active participation in grade meetings, content area meetings, inquiry teams, professional development and training sessions • Before- and after- school programs, Saturday Academy, Holiday School
<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity • Implementation of the constructivist thinking approach with parallel instruction in all self-contained special education classes – teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape • Intensive professional development in all areas of teachers' needs in order to implement common core aligned units – teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, Teacher Ambassador, ARIS, Teachscape • Use of data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities - teachers, paraprofessionals, guidance counselors, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, data specialist, administrators, ARIS, Engrade Pro • Curriculum mapping, creating pacing calendars and unit planning using UDL - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, Teacher Ambassador, administrators • Opportunities for teachers to plan collaboratively, align instructional assessments and examine and assess student work - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, Teacher Ambassador, administrators • Integration and application of literacy strategies during content area instruction - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, Teacher Ambassador, administrators • Infusion and integration of technology into their instruction, as well as interactive/collaborative technology - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, software (EDGENUITY, Achieve 3000, Study Island, Discovery, etc.) • Integration of common core standards in their lessons, activities, or projects to help student make connections across curricula - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, Teacher Ambassador, Advance, Teachscape • Active participation in grade meetings, content area meetings, inquiry teams, professional development and training sessions - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, Teacher Ambassador, administrators • Before- and after- school programs, Saturday Academy, Holiday School – teachers, administrators, paraprofessional, guidance counselor
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity • Implementation of the constructivist thinking approach with parallel instruction in all self-contained special education classes – teachers, paraprofessionals and students • Intensive professional development in all areas of teachers' needs in order to implement common core aligned units – teachers and paraprofessionals • Use of data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities – teachers and students • Curriculum mapping, creating pacing calendars and unit planning using UDL - teachers • Opportunities for teachers to plan collaboratively, align instructional assessments and examine and assess student work – teachers and students • Integration and application of literacy strategies during content area instruction – teachers, paraprofessionals and students • Infusion and integration of technology into their instruction, as well as interactive/collaborative technology – teachers, paraprofessionals and students • Integration of common core standards in their lessons, activities, or projects to help student make connections across curricula – teachers, paraprofessionals and students • Active participation in grade meetings, content area meetings, inquiry teams, professional development and training sessions – teachers and paraprofessionals • Before- and after- school programs, Saturday Academy, Holiday School – teachers and students
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates

- Implementation of the constructivist thinking approach with parallel instruction in all self-contained special education classes – September 2013-June 2014
- Intensive professional development in all areas of teachers' needs in order to implement common core aligned units – September 2013-June 2014
- Use of data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities – September 2013-June 2014
- Curriculum mapping, creating pacing calendars and unit planning using UDL – Summer 2013 – June 2014
- Opportunities for teachers to plan collaboratively, align instructional assessments and examine and assess student work – September 2013-June 2014
- Integration and application of literacy strategies during content area instruction – September 2013-June 2014
- Infusion and integration of technology into their instruction, as well as interactive/collaborative technology – September 2013-June 2014
- Integration of common core standards in their lessons, activities, or projects to help student make connections across curricula – September 2013-June 2014
- Active participation in grade meetings, content area meetings, inquiry teams, professional development and training sessions – September 2013-June 2014
- Before- and after- school programs, Saturday Academy, Holiday School – September 2013 – May 2014

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

- Implementation of the constructivist thinking approach with parallel instruction in all self-contained special education classes - CFN Support Specialists, Title I PD (Gen. Ready consultant), TIF Support, District Support
- Intensive professional development in all areas of teachers' needs in order to implement common core aligned units - CFN Support Specialists, Title I PD (Gen. Ready consultant), TIF Support, District Support
- Use of data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities - data analyst (ARRA), Title 1 Achieve 3000 and Study Island, CFN Support Specialists, iZone/iLearn 360 grant, District Support
- Curriculum mapping, creating pacing calendars and unit planning using UDL - CFN Support Specialists, Title I PD (Gen. Ready consultant), TIF Support
- Opportunities for teachers to plan collaboratively, align instructional assessments and examine and assess student work - CFN Support Specialists, Title I PD (Gen. Ready consultant), TIF Support
- Integration and application of literacy strategies during content area instruction - CFN Support Specialists, Title I PD (Gen. Ready consultant), TIF Support, supplies and materials (including software)
- Infusion and integration of technology into their instruction, as well as interactive/collaborative technology - iZone/iLearn 360 grant, Title I supplies (equipment and software)
- Integration of common core standards in their lessons, activities, or projects to help student make connections across curricula - CFN Support Specialists, Title I PD (Gen. Ready consultant), TIF Support, District Support
- Active participation in grade meetings, content area meetings, inquiry teams, professional development and training sessions - CFN Support Specialists, Title I PD (Gen. Ready consultant), TIF Support
- Before- and after- school programs, Saturday Academy, Holiday School - Title I per session allocation, materials and supplies

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2013-14 school year, the PA has an elected president and other officials who are actively engaged in reaching out to parents in the school community. With the Parent Coordinator, the PA has begun to develop a yearlong calendar of events that will promote increased parental involvement. Some strategies are, as follows:

- Conduct PA and SLT meetings every 3rd Wednesday of each month.
- Offer and conduct training (ARIS access, word processing, PPT, among others) and professional development (homework assistance and monitoring, health habit issues, study habits, etc.).
- Invite parents to scheduled curriculum nights (Family Night, Literacy Night, etc.), Book Fair, Field Days, Learning Festival, Multicultural Fair, sports events, etc., field trips as chaperones, and student performances (drama presentation, debates, fashion shows, dances, etc.).
- Commend parents in Honor Roll breakfasts or lunches, "The Woman/Man I Respect Night" at Yolanda's, raffle drawings, etc.
- Hold parent-teacher conferences during which the parent compact will be discussed as it relates to the individual child's progress, performance and achievement.

- Provide parents with frequent reports on their children’s progress via Progress Reports that are distributed quarterly.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.
- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

Budget and Resource Alignment

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

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

Donations from sponsors and benefactors; iZone 360 Initiative funds

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, all students will demonstrate improved achievement in ELA as measured by a 3% increase in students scoring a level 3 or 4 on the New York State ELA assessment.

Comprehensive Needs Assessment

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

In the 2012-2013 school year, 52% of the General Education population scored at Level 1 in ELA.

39% of Special Education population scored a level 2 in ELA.

7% of Special Education students scored at Level 3, and 2% of the Special Education population scored a level 4.

I.S. 151 is identified as a L.A.P. school in Good Standing and as per the NYC Progress Report 2012-13 our school has an overall grade of B (with an overall score of 64.6). ELL performance in ELA has declined in the past year and ELL performance in Math scores have declined in the past 2 years. Our school, which underwent a JIT review in March 2011, has been identified as a non-performing school in English Language Arts for the past 8 years. I.S. 151's historic performance on the NYS ELA exams is low. Furthermore, I.S. 151 did not meet its AYP in both ELA and Mathematics as per the NYS School Report Card. Increasing teacher effectiveness may impact student achievement.

With 95% of our students economically disadvantaged and 5% in temporary housing, as well as the lack of parental involvement, I.S. 151's performance in ELA has declined in the past 3 years. In relation to curriculum development, there should be more support from the Network in the development of curriculum units in English language Arts and mathematics that will align to NYS P-12 Common Core Learning Standards; teachers and administrators should be involved in PD on how to plan and implement the new curricula with rigor, as well as delivery methods that are student centered; the curricula should be used in the formation of assessments that measure individual student mastery of state standards; materials and resources that reflect NYS Standards should be differentiated by grade and skill levels; classroom ELA resources should be organized by reading level and genre to allow the students to independently select appropriate and culturally responsive texts; and, all lesson plans should reference specific NYS Standards. We will address all the aforementioned findings in order to increase student achievement in ELA.

To strengthen the teaching and learning processes at I.S. 151, there will be increased PD in differentiated instruction, cooperative learning, targeted group instruction and classroom management. The teachers will organize classrooms and structure teaching so that several learning activities occur at the same time, which means that

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

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

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

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

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

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

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

• **Key personnel and other resources used to implement each strategy/activity**

- Increased professional development in all areas of literacy instruction - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape
- Implementation of learning centers or stations - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape
- Implementation of PBL (Project Based Learning) that involves cross-curricular instruction - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape
- Accountable talk (discourse, discussion, debates, etc.) will be embedded in all components of literacy instruction - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape
- Questions will require critical thinking and discussion (citing the text, elaboration and clarification, summarizing and rephrasing, among others) - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape
- Rubrics will be used for effective, immediate feedback, and the means to assess student performance - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape
- Infusion/Integration of technology and multimedia into instruction - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, software (EDGENUITY, Achieve 3000, Study Island, Discovery, etc.
- Use of data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities - teachers, paraprofessionals, guidance counselors, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, data specialist, administrators, ARIS, Engrade Pro
- Extended day program for skill reinforcement (small group instruction) - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape
- Academic Intervention Services (AIS) – - teachers, paraprofessionals, guidance counselors, Related Services staff, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape
- Teacher Team (Professional Learning Community) for common planning, goal setting, sharing best practices - teachers, paraprofessionals, PIC, Lead Teacher, Demo teacher, Network Support Staff, Gen. Ready consultant, administrators, ARIS, Teachscape
- Before- and after- school programs, Saturday Academy, Holiday School

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Increased professional development in all areas of literacy instruction – teachers and paraprofessionals
- Implementation of learning centers or stations – teachers and paraprofessionals
- Implementation of PBL (Project Based Learning) that involves cross-curricular instruction – teachers and paraprofessionals
- Accountable talk (discourse, discussion, debates, etc.) will be embedded in all components of literacy instruction – teachers, paraprofessionals and students
- Questions will require critical thinking and discussion (citing the text, elaboration and clarification, summarizing and rephrasing, among others) - teachers
- Rubrics will be used for effective, immediate feedback, and the means to assess student performance - teachers
- Infusion/Integration of technology and multimedia into instruction - teachers

- Use of data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities - teachers
- Extended day program for skill reinforcement (small group instruction) – teachers, paraprofessionals and students
- Academic Intervention Services (AIS) – teachers, guidance counselors, paraprofessionals and students
- Teacher Team (Professional Learning Community) for common planning, goal setting, sharing best practices – teachers and paraprofessionals
- Before- and after- school programs, Saturday Academy, Holiday School – teachers, paraprofessionals and students

• **Timeline for implementation and completion including start and end dates**

- Increased professional development in all areas of literacy instruction – September 2013 – June 2014
- Implementation of learning centers or stations – September 2013 - 2014
- Implementation of PBL (Project Based Learning) that involves cross-curricular instruction – September 2013 – June 2014
- Accountable talk (discourse, discussion, debates, etc.) will be embedded in all components of literacy instruction – September 2013 – June 2014
- Questions will require critical thinking and discussion (citing the text, elaboration and clarification, summarizing and rephrasing, among others) – September 2013 – June 2014
- Rubrics will be used for effective, immediate feedback, and the means to assess student performance – September 2013 – June 2014
- Infusion/Integration of technology and multimedia into instruction – September 2013 – June 2014
- Use of data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities – September 2013 – June 2014
- Extended day program for skill reinforcement (small group instruction) – September 2013 – June 2014
- Academic Intervention Services (AIS) – October 2013 – June 2014
- Before- and after- school programs, Saturday Academy, Holiday School – September 2013 – June 2014

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

- Increased professional development in all areas of literacy instruction – Title I PD (Gen. Ready consultant), CFN Support Specialists, District Staff, TIF, Central Support
- Implementation of learning centers or stations – Title I instructional materials and supplies, CFN Support Specialists, Central Support, TIF
- Implementation of PBL (Project Based Learning) that involves cross-curricular instruction – iZone /iLearn 360, Title I, Tax Levy, TIF, CFN Support
- Accountable talk (discourse, discussion, debates, etc.) will be embedded in all components of literacy instruction – Title I PD (Gen. Ready consultant), CFN Support, District Support, TIF Support
- Questions will require critical thinking and discussion (citing the text, elaboration and clarification, summarizing and rephrasing, among others) - Title I PD (Gen. Ready consultant), CFN Support, District Support, TIF Support
- Rubrics will be used for effective, immediate feedback, and the means to assess student performance - Title I PD (Gen. Ready consultant), CFN Support, District Support, TIF Support
- Infusion/Integration of technology and multimedia into instruction – iZone/iLearn 360, Title I supplies, equipment, software, CFN Support, Central Support, TIF Support, District Support
- Use of data derived from various forms of assessments to drive instruction, particularly in grouping and planning for differentiated instruction/activities –data analyst (ARRA), TIF Support, Central Support, District Support, CFN Support
- Extended day program for skill reinforcement (small group instruction) – Title I materials and supplies, CFN Support, TIF Support, District Support
- Academic Intervention Services (AIS) – Title I, Tax Levy, CFN Support, District Support, Central Support
- Before- and after- school programs, Saturday Academy, Holiday School – Title I per session allocation, materials and supplies

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2013-14 school year, the PA has an elected president and other officials who are actively engaged in reaching out to parents in the school community. With the Parent Coordinator, the PA has begun to develop a yearlong calendar of events that will

promote increased parental involvement. Some strategies are, as follows:

- Conduct PA and SLT meetings every 3rd Wednesday of each month.
- Offer and conduct training (ARIS access, word processing, PPT, among others) and professional development (homework assistance and monitoring, health habit issues, study habits, etc.).
- Invite parents to scheduled curriculum nights (Family Night, Literacy Night, etc.), Book Fair, Field Days, Learning Festival, Multicultural Fair, sports events, etc., field trips as chaperones, and student performances (drama presentation, debates, fashion shows, dances, etc.).
- Commend parents in Honor Roll breakfasts or lunches, "The Woman/Man I Respect Night" at Yolanda's, raffle drawings, etc.
- Hold parent-teacher conferences during which the parent compact will be discussed as it relates to the individual child's progress, performance and achievement.
- Provide parents with frequent reports on their children's progress via Progress Reports that are distributed quarterly.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Budget and Resource Alignment

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

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

Donations from sponsors and benefactors; iZone 360 Initiative funds

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, 80% of teachers will have demonstrated increased effectiveness based upon a research-based rubric as measured by their overall scores in comparison to their baseline scores.

Comprehensive Needs Assessment

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

I.S. 151 is identified as a L.A.P. school in Good Standing and as per the NYC Progress Report 2012-13 our school has an overall grade of B (with an overall score of 64.6). ELL performance in ELA has declined in the past year and ELL performance in Math scores have declined in the past 2 years. Our school has been identified as a non-performing school in English Language Arts for the past 8 years. I.S. 151's historic performance on the NYS ELA exams is low. Furthermore, I.S. 151 did not meet its AYP in both ELA and Mathematics as per the NYS School Report Card. With 95% of our students economically disadvantaged and 5% in temporary housing, as well as the lack of parental involvement, I.S. 151's performance in ELA and math has declined in the past 3 years. As thus, we did not meet our AYP in both ELA and Mathematics as per the NYS School Report Card. Increasing teacher effectiveness may impact student achievement.

The major area of concern at I.S. 151 is the low academic achievement of many of its students, as measured by results on State standardized assessments and city periodic assessments. Based on an examination of longitudinal and disaggregated data and all other related data, we identified the following priority student needs and explicit school needs: (a) more than 90% of our students are functioning in levels 1 and 2 on State and City assessments; (b) there is little evidence of technology being used in more effective ways that extend and enrich the teaching-learning process; (c) teachers have limited opportunities to apply best practices, such as interdisciplinary instruction, project-based learning (PBL), constructivist mathematics, and the use of manipulative and hands-on materials in the classroom; (d) there is

low percentage of parent involvement in the children's education (family support for learning at home is limited, if not nil); and, (f) teachers are not given adequate staff development on data driven instruction that include the use of multiple forms of assessment in the various components of instructional practice.

To strengthen the teaching and learning processes at I.S. 151, there will be increased PD in differentiated instruction, cooperative learning, targeted group instruction and classroom management. The teachers will be trained in organizing classrooms and structuring teaching so that several learning activities occur at the same time, which means that teachers will be trained on the implementation of learning centers/stations. During instructional periods, teachers will post the flow of the lesson with times so that the students clearly understand the expectations for them to be self-directed and personally accountable. Classroom rules and consequences will be posted and discussed, and they will be revisited regularly until routines are clearly established and followed. Procedures in the classroom will be established to address how students get teachers' attention, how the teacher will get the attention of the students, expectations for entering and leaving classrooms, and the process for getting materials. Teachers will move from whole group instruction, as much as appropriate, to interactive student assignments (i.e. project-based learning). The following components will be implemented through all content areas: debates, paired reading, shared reading, guided reading, independent reading, projects across the curriculum, and experiments. Questions that teachers ask will require students to support answers by citing the text, by elaborating on the answers of other students, and by summarizing and rephrasing new information. Their lesson plans will include pre-created questions that require critical thinking and discussions. For increased student accountability: teachers will use rubrics to give students effective, constructive feedback; rubrics will be created with the students for each type of assignment so that they fully understand what is expected of them; and, students will be trained to use rubrics to score their own work and the work of peers.

There will be increased training in the full integration of technology into students assignments and projects so that they are able to require that written assignments be consistently word-processed for them to be published. PD will be given on the use of software, SMART Boards and various forms of media to enhance the delivery of instruction, as thus giving the students the opportunity to interact with technology and multimedia tools and activities, as well as the ability to access their own progress reports in Engrade Pro.

Instructional Strategies/Activities

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

○ **Strategies/activities that encompass the needs of identified subgroups**

The administrators played a significant role in monitoring and evaluating teacher effectiveness in the classroom. We will concentrate seriously on the implementation of all the 22 components in the 4 domains in the Danielson rubric. All observations will be conducted with all teachers, ensuring that immediate feedback will be given to the teachers after lessons are observed in the classrooms. Recommendations for improved practice, as well as the next steps, will be discussed with the teachers during post-observation conversations or conferences. Follow-up and frequent visits will be made in order to assess if there is observed improvement in the teachers' instructional practice.

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

- School leaders will set up and follow a schedule for teacher observation and feedback, using a research-based rubric (Danielson) that is discussed and explained to the staff in September 2013 (MOSL and MOTP).
- School leaders and teachers will be encouraged to support one another in stages of staff development, with feedback and next steps from inter-visitations and analysis/interpretation of student work/data.
- Teachers will be involved in goal setting and effective action planning (pre-, mid-year and final) through outcomes of analyzing student data and existing instructional & organizational practices, so designed as to leverage in classroom practice that would accelerate student learning.
- Teacher teams will systematically analyze their own practice to reflect on areas where improvements could be made, and they will share findings with teacher peers in a Professional Learning Community setting (common planning and teacher team meetings).

- Professional development key leaders will develop and implement a coherent PD plan that integrates the selected components of a research-based rubric (Danielson).
- Individual professional development plans will be developed for teachers who are ineffective and developing based on the Danielson rubric, with delineated steps for progress and movement to the next level within the continuum.
- Teacher self-assessments and reflections on selected components of a research-based rubric will be reviewed, and feedback will be provided for improvement in areas of instruction in which improvement was needed.
- Needs assessment survey will be conducted to identify professional development priorities and design differentiated professional development for teachers.

The 10 percent Title I funds for professional development will be used to partially fund a Gen. Ready consultant for supporting the teachers in the effective implementation of different strategies and techniques in content area instruction. Extensive support will be provided to teachers and support staff on planning units of study based on rigorous curricula, modeling instructional strategies, utilizing data to inform instruction, and sustaining the work of Professional Learning Communities or Teacher Teams. In order to strategically approach the multiple areas of need in improving student achievement in ELA and math, we will develop two school-wide foci, both of which are closely linked to the expectations of NYC DOE in aligning instructional goals to the Common Core Learning Standards. The first focus involves the use of effective strategies in the development of student reading comprehension of complex texts (ACT - Analyzing Complex Texts), and the second focus ensures the development rigorous curriculum units that are aligned to the NYS standards in all content areas. For PD and training sessions, per session monies are allocated for all participating staff members.

Formal professional development sessions include study group sessions on Engage NY and ARIS Common Core Video Series, reading professional literature (*So What Do They Really Know?* by Cris Tovani, *How Children Succeed* by Paul Tough, *Classroom Instruction That Works with ELLs* by J. D. Hill and C. L. Bjork and *Collaborative Analysis of Student Work* by Georgea M. Langer, et.al.), modeling and practice of strategies, teacher discussions and reflections, and specific considerations for ELL and SWD instruction and assessment. Ongoing in-school PD focuses on the creation of subject-based lab sites, in which teachers implement strategies to improve reading, computation/calculation and analytical skills among the students. Teachers share their practice through video and/or interclass visits and meet to review lessons and look at student work, practice reflection and implement observation feedback.

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

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

Consultants, lead teacher and coaches are assigned to conduct one-to-one staff development with new or second-year teachers, which includes modeling strategies for effective instruction, and training is given by the data specialist on how to use data to plan or adjust lessons.

○ **Key personnel and other resources used to implement each strategy/activity**

- School leaders will set up and follow a schedule for teacher observation and feedback, using a research-based rubric (Danielson) that is discussed and explained to the staff in September 2013 (MOSL and MOTP). – Central Support, District Support, CFN Support, TIF Support, Gen. Ready Consultant, administrators and teaching staff
- School leaders and teachers will be encouraged to support one another in stages of staff development, with feedback and next steps from inter-visitations and analysis/interpretation of student work/data. - Central Support, District Support, CFN Support, TIF Support, Gen. Ready Consultant, administrators and teaching staff
- Teachers will be involved in goal setting and effective action planning (pre-, mid-year and final) through outcomes of analyzing student data and existing instructional & organizational practices, so designed as to leverage in classroom practice that would accelerate student learning. – Central Support, District Support, CFN Support, TIF Support, Gen. Ready Consultant, administrators and teaching staff
- Teacher teams will systematically analyze their own practice to reflect on areas where improvements could be made, and they will share findings with teacher peers in a Professional Learning Community setting (common planning and teacher team meetings). – Central Support, District Support, CFN Support, TIF Support, Gen. Ready Consultant, administrators and teaching staff
- Professional development key leaders will develop and implement a coherent PD plan that integrates the selected components of a research-based rubric (Danielson). – Central Support, District Support, CFN Support, TIF Support, Gen. Ready Consultant, administrators and teaching staff
- Individual professional development plans will be developed for teachers who are ineffective and developing based on the Danielson rubric, with delineated steps for progress and movement to the next level within the continuum. – Central Support, District Support, CFN Support, TIF Support, Gen. Ready Consultant, administrators and teaching staff
- Teacher self-assessments and reflections on selected components of a research-based rubric will be reviewed, and feedback will be provided for improvement in areas of instruction in which improvement was needed. – Central Support, District Support, CFN Support, TIF Support, Gen. Ready Consultant, administrators and teaching staff
- Needs assessment survey will be conducted to identify professional development priorities and design differentiated professional development for teachers. – Central Support, District Support, CFN Support, TIF Support, Gen. Ready Consultant, administrators and teaching staff

○ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- School leaders will set up and follow a schedule for teacher observation and feedback, using a research-based rubric (Danielson) that is discussed and explained to the staff in September 2013 (MOSL and MOTP). – administrators and teaching staff
- School leaders and teachers will be encouraged to support one another in stages of staff development, with feedback and next steps from inter-visitations and analysis/interpretation of student work/data. – administrators and teaching staff
- Teachers will be involved in goal setting and effective action planning (pre-, mid-year and final) through outcomes of analyzing student data and existing instructional & organizational practices, so designed as to leverage in classroom practice that would accelerate student learning. – administrators and teaching staff
- Teacher teams will systematically analyze their own practice to reflect on areas where improvements could be made, and they will share findings with teacher peers in a Professional Learning Community setting (common planning and teacher team meetings). – administrators and teaching staff
- Professional development key leaders will develop and implement a coherent PD plan that integrates the selected components of a research-based rubric (Danielson). – administrators and teaching staff

- Individual professional development plans will be developed for teachers who are ineffective and developing based on the Danielson rubric, with delineated steps for progress and movement to the next level within the continuum. – administrators and teaching staff
- Teacher self-assessments and reflections on selected components of a research-based rubric will be reviewed, and feedback will be provided for improvement in areas of instruction in which improvement was needed. – administrators and teaching staff
- Needs assessment survey will be conducted to identify professional development priorities and design differentiated professional development for teachers. – administrators and teaching staff

○ **Timeline for implementation and completion including start and end dates**

- School leaders will set up and follow a schedule for teacher observation and feedback, using a research-based rubric (Danielson) that is discussed and explained to the staff in September 2013 (MOSL and MOTP). – September 2013 – April 2014
- School leaders and teachers will be encouraged to support one another in stages of staff development, with feedback and next steps from inter-visitations and analysis/interpretation of student work/data. – September 2013 – June 2014
- Teachers will be involved in goal setting and effective action planning (pre-, mid-year and final) through outcomes of analyzing student data and existing instructional & organizational practices, so designed as to leverage in classroom practice that would accelerate student learning. – September 2013 – to April 2014
- Teacher teams will systematically analyze their own practice to reflect on areas where improvements could be made, and they will share findings with teacher peers in a Professional Learning Community setting (common planning and teacher team meetings). – September 2013 – June 2014
- Professional development key leaders will develop and implement a coherent PD plan that integrates the selected components of a research-based rubric (Danielson). – September 2013 – June 2014
- Individual professional development plans will be developed for teachers who are ineffective and developing based on the Danielson rubric, with delineated steps for progress and movement to the next level within the continuum. – September 2013 – June 2014
- Teacher self-assessments and reflections on selected components of a research-based rubric will be reviewed, and feedback will be provided for improvement in areas of instruction in which improvement was needed. – September 2013 – June 2014
- Needs assessment surveys will be conducted to identify professional development priorities and design differentiated professional development for teachers. – September 2013 – June 2014

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

- School leaders will set up and follow a schedule for teacher observation and feedback, using a research-based rubric (Danielson) that is discussed and explained to the staff in September 2013 (MOSL and MOTP). - Title I PD (Gen. Ready consultant), CFN Support Specialists, District Staff, TIF, Central Support
- School leaders and teachers will be encouraged to support one another in stages of staff development, with feedback and next steps from inter-visitations and analysis/interpretation of student work/data. - Title I PD (Gen. Ready consultant), CFN Support Specialists, District Staff, TIF, Central Support
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- Professional development key leaders will develop and implement a coherent PD plan that integrates the selected components of a research-based rubric (Danielson). - Title I PD (Gen. Ready consultant), CFN Support Specialists, District Staff, TIF, Central Support
- Individual professional development plans will be developed for teachers who are ineffective and developing based on the Danielson rubric, with delineated

steps for progress and movement to the next level within the continuum. - Title I PD (Gen. Ready consultant), CFN Support Specialists, District Staff, TIF, Central Support

- Teacher self-assessments and reflections on selected components of a research-based rubric will be reviewed, and feedback will be provided for improvement in areas of instruction in which improvement was needed. - Title I PD (Gen. Ready consultant), CFN Support Specialists, District Staff, TIF, Central Support
- Needs assessment survey will be conducted to identify professional development priorities and design differentiated professional development for teachers. - Title I PD (Gen. Ready consultant), CFN Support Specialists, District Staff, TIF, Central Support

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

I.S. 151 continues to strive in increasing parental involvement in the school. For the 2013-14 school year, the PA has an elected president and other officials who are actively engaged in reaching out to parents in the school community. With the Parent Coordinator, the PA has begun to develop a yearlong calendar of events that will promote increased parental involvement. Some strategies are, as follows:

- Conduct PA and SLT meetings every 3rd Wednesday of each month.
- Offer and conduct training (ARIS access, word processing, PPT, among others) and professional development (homework assistance and monitoring, health habit issues, study habits, etc.).
- Invite parents to scheduled curriculum nights (Family Night, Literacy Night, etc.), Book Fair, Field Days, Learning Festival, Multicultural Fair, sports events, etc., field trips as chaperones, and student performances (drama presentation, debates, fashion shows, dances, etc.).
- Commend parents in Honor Roll breakfasts or lunches, "The Woman/Man I Respect Night" at Yolanda's, raffle drawings, etc.
- Hold parent-teacher conferences during which the parent compact will be discussed as it relates to the individual child's progress, performance and achievement.
- Provide parents with frequent reports on their children's progress via Progress Reports that are distributed quarterly.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Budget and Resource Alignment

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

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

Donations from sponsors and benefactors; iZone 360 Initiative funds

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.
 - **Key personnel and other resources used to implement each strategy/activity**
1.
 - **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
 - **Timeline for implementation and completion including start and end dates**
1.
 - **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	<ul style="list-style-type: none"> - Great Leaps, Teen Biz (Achieve 3000) - Saturday Academy (ELA Skills Practice) - Fountas & Pinell (Running Records) - Extended Day (37 and a half minutes) - After-school ELL (ELA) Program - Test prep - Writing on Demand - Conferences - Close Reading, chunking, summarizing 	<ul style="list-style-type: none"> - small group, one-to-one (paraprofessionals, teachers) - small group, tutoring, one-to-one (selected teachers) - one-to-one (all ELA teachers) - small group, tutoring (selected teachers) - small group (selected teachers) - small group, tutoring (all content area teachers) - small group, one-to-one (all content area teachers) - small group, one-to-one (all content area teachers) 	<ul style="list-style-type: none"> - during the school day, after school - Saturday for 2 hours - during the school day, after school - after the regular school hours - after school hours for 1 and a half hours - during school day, after school
Mathematics	<ul style="list-style-type: none"> - Journaling - Extended Day 	<ul style="list-style-type: none"> - small group, one-to-one (all math teachers) - small group, tutoring 	<ul style="list-style-type: none"> - during the school day, after school - during the school day

	<ul style="list-style-type: none"> - Saturday Academy (Math Skills Practice) - Workshop Model components - After-school ELL Math Program - Problem of the Day, Math Blitz 	<ul style="list-style-type: none"> (all math teachers) - small group, tutoring (selected math teachers) - small group, one-to-one, tutoring (all math teachers) - small group (selected math teachers) - small group, tutoring (all math teachers) 	<ul style="list-style-type: none"> - Saturday for 2 hours - during the day, after school - after school for 1 and a half hours - during the school day, after school, part of Saturday lesson
<p>Science</p>	<ul style="list-style-type: none"> - Great Leaps, Teen Biz (Achieve 3000) - Saturday Academy (ELA Skills Practice) - Fountas & Pinell (Running Records) - Extended Day (37 and a half minutes) - After-school ELL (ELA) Program - Balanced Instruction Approach components - Writing on Demand - Conferences - Close Reading, chunking, summarizing 	<ul style="list-style-type: none"> - small group, one-to-one (paraprofessionals, teachers) - small group, tutoring (selected teachers) - one-to-one (all teachers) - small group, tutoring (all teachers) - small group (selected teachers) - small group, tutoring (all science teachers) - small group, one-to-one (all teachers) 	<ul style="list-style-type: none"> - during the school day, after school - Saturday for 2 hours - during the school day - after school hours - after school hours for 1 and a half hours - during school day, after school - during school day, after school

	<ul style="list-style-type: none"> - Science Blitz 	<ul style="list-style-type: none"> - one-to-one, small group (all teachers) - small group, one-to-one (all teachers) -small group, one-to-one (all science teachers) 	<ul style="list-style-type: none"> - during school day, after school - during school day, after school - during school day, after school
<p>Social Studies</p>	<ul style="list-style-type: none"> - Great Leaps, Teen Biz (Achieve 3000) - Saturday Academy (ELA Skills Practice) - Fountas & Pinell (Running Records) - Extended Day (37 and a half minutes) - After-school ELL (ELA) Program - Balanced Instruction Approach components - Writing on Demand - Conferences - Close Reading, chunking, summarizing 	<ul style="list-style-type: none"> - small group, one-to-one (paraprofessionals, teachers) - small group, tutoring (selected teachers) - one-to-one (all teachers) - small group, tutoring (all teachers) - small group (selected teachers) - small group, tutoring (all teachers) - small group, one-to-one (all teachers) - small group, one-to-one (all teachers) - small group, one-to-one (all teachers) 	<ul style="list-style-type: none"> - during the school day, after school - Saturday for 2 hours - during the school day - after school hours - after school hours for 1 and a half hours - during school day, after school

<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>- Counseling sessions</p>	<p>- small group, one-to-one provided by guidance counselors (bilingual, mandated and regular), SAPIS worker and social worker</p> <p>-small group (guidance counselors, speech teacher and SAPIS worker)</p>	<p>- during school day</p>
	<p>- Teaching for information</p>	<p>-small group, one-to-one (guidance counselors and SAPIS worker)</p>	<p>- during school day</p>
	<p>- Project-based counseling</p>		<p>-during school day</p>

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		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.

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

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

I.S. 151 attends all borough-wide recruitment events. The Human Resources Office of Recruitment identifies vacancies at the school and refers potential candidates for interview. I.S. 151 will focus on these areas to attract and retain highly qualified teachers: certification reform, professional development, compensation strategies, and support in all areas that the job entails. Our goal is to reduce barriers and increase standards, which means that teachers will be directed to diverse routes to being licensed, such as alternative certification for people entering the field of teaching. Ongoing, meaningful, systemic, and professional development will be provided so as to give teachers the opportunities to grow personally and professionally. Highly qualified teachers will receive recommendations to pursue higher education through programs that support their efforts with financial assistance and the advancement in their chosen fields of specialization.

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).

In response to current reform initiatives, educators are being asked to master new skills and responsibilities and to improve their practice. To meet these new expectations, everyone involved in the education of the students @ I.S. 151 needs to

deepen their content knowledge and learn new methods of teaching. They are given more time to work with colleagues, critically examine the Common Core State/Learning standards in aligning their lessons to them, and implement the new curricula. They have opportunities to develop, master and reflect on new approaches to working with students with varying levels of performance through peer coaching, modeling and intervisitations. All of these activities encompass professional development @ I.S. 151.

Professional development refers to processes and practices that improve the job-related knowledge, skills, values and attitudes of all the school constituencies. These skills, knowledge, values and attitudes should ensure the intellectual, physical, emotional and social development and well being of each student, including those with exceptional needs. We focus on student success, specifically increased achievement or improved performance. It is, therefore, imperative that practitioners --- teachers, paraprofessionals, administrators --- acquire new or improved skills and knowledge to bring about student success. The professional development process must be ongoing, interesting, and should meet the needs of all educators.

Significant improvement requires the support of all those who have a stake in the future of the students at I.S. 151. Administrators, teachers, parents, community leaders, school staff, and the students themselves work collaboratively towards the improvement of the entire school; together, we have become actively involved in the teaching-learning process.

In delivering effective professional development, the focus is on the core problems of teaching and learning. Strategies in our school address immersion, curriculum, examination of practice, collaborative work, and vehicles & mechanisms (common planning and teacher team meetings, workshops, institutes, courses, and seminars.) Everyone is given the opportunities to become intellectually engaged with their subject matter and to deepen their understanding of key concepts, as well as the opportunities to try new approaches in supportive environments. They have access to their colleagues and are encouraged to share, discuss, and reflect on their practice, and time is provided for these collegial activities. Most importantly, they are immersed to the Danielson rubric as they master the strategies that focus on developing awareness, building knowledge, helping themselves translate new knowledge into practice, practicing teaching, and providing opportunities to reflect deeply on the teaching and learning process.

The agreed major priorities are:

Whole School Priority 1 - Use of Data

- A. Assessment practices
- B. Goal Setting

Whole School Priority 2 - Improving learning

- A. The impact of instruction on student learning
- B. Behavior management
- C. Rigor and effectiveness of support (scaffolds)
- D. Quality of student work

Whole School Priority 3 - Parental Involvement

Professional development will be implemented to support the priorities listed above and will include information from needs assessments.

Models for professional development:

- **Individually guided/one-on-one**
- **Observation/Assessment, including inter-visitations**
- **Involvement in a Development/Improvement Process**
- **Training**

- Inquiry

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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

The following resources will be consolidated in the School-wide Program, namely: budget allocations for the school, participation in the CEI-PEA (PSO), school-based fundraising campaigns, and grants from various Federal, State and local funding agencies, such as Learning and Leadership Grants and Innovation or Initiative Grants. Sponsors from the private sectors, such as PENCIL, will also be sought. The aforementioned resources will be used to support the different areas in the implementation of I.S. 151's various programs for 2013-14 so that goals and objectives are achieved successfully. Funds needed to support or supplement these programs involving all constituencies will come from the above named resources to make them feasibly operational.

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.).

N/A

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.

As part of the school program, the teachers are given the opportunity to meet twice a week, one for common planning in the subject area and the other is the teacher team meeting by grade. At these meetings, teachers engage in conversations and discussions regarding different areas of curriculum, instruction and assessment. They look at student work and other artifacts, and they analyze and interpret the results so that they are able to determine appropriate materials and resources for all students in varied performance levels. Multiple ways of assessing student learning are decided by teachers, and they come up with an agreement as to the questions (close-ended or open-ended, for instance) and the process by which the tests will be administered (verbal or written, for instance), as well as the amount of time that the assignments/tasks will take (PBL tasks will, for instance, require more time than a response to literature). Key PD personnel, namely the principal, APs, coaches and consultants, provide training in using student data to improve the teaching-learning process.

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).

SCHOOL-PARENT COMPACT

Parent Involvement Policy 2013-14

I. General Expectations

I.S. 151 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. I.S. 151 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. From the school’s Leadership Team
 - b. From the Parent Association
 - c. Through the school’s website
 - d. Through communication with the school’s Parent Coordinator
2. I.S. 151 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. From the school’s Leadership team
 - b. From the Parent Association
 - c. Through the school’s website
 - d. Through communication with the school’s Parent Coordinator
3. I.S. 151 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- a. From the school's Leadership team
 - b. From the Parent Association
 - c. Through the school's website
 - d. Through communication with the school's Parent Coordinator
4. I.S. 151 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
- a. School Leadership Team
 - b. Parent Association
 - c. Matt Maestro en Casa
 - d. Parent Assistant Club
5. I.S. 151 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. I.S. 151 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Before and after school programs
 - ii. Saturday Academy
 - iii. In school lunch time tutoring
 - iv. Monthly website letter updates
 - v. Weekly school wide parent telephone calls
 - vi. Email messages.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Parent meetings
 - ii. Parent communication with the Parent Coordinator
 - iii. School Leadership communication
 - iv. Email communication
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - i. Learning Leaders
 - ii. Our school's Parent Book Club

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - i. Monthly translated letters updating school information
 - ii. Weekly translated school wide telephone calls
 - iii. Updated website information

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by I.S. 151 on December 1, 2014 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 5, 2014.

I.S. 151, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013- 14.

Required School-Parent Compact Provisions

School Responsibilities

I.S 151 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: **IS 151 will continue to enhance and enrich the skills of its teaching staff through continued differentiated professional development. Instructional materials will continue to be updated in order to remain aligned with the State standards.**

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: **in November and February.**
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Report cards will be distributed in November, February and April.**
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Staff will be available by appointment during the teachers' preparation periods.**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parents will contact the Parent Coordinator in order to volunteer or observe their child's class.**
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Come to class on time and prepared to fully participate in the instructional process
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
-

SIGNATURES:

_____ SCHOOL	_____ PARENT(S)	_____ STUDENT
_____ DATE	_____ DATE	_____ DATE

I.S. 151 COMPACT

THE SCHOOL WILL:

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

THE HOME WILL:

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

To be more specific:

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

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

I.S.151 Student-Teacher- Parent Contract 2013- 2014

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

As a student, I will be responsible for:

- Showing respect and cooperating with all adults at the school.
- Respecting the rights of others to learn without disruption.
- Showing respect for people and property by not using profanity, stealing or vandalizing.

- Coming to class on time, prepared to learn with all necessary materials every day, no excuses allowed. You must be in your assigned seat ready to work as soon as the instructional period starts. You must attend your classes. Good attendance is essential for success. Failure to attend any class is considered a cut. Cutting will result in a failing grade on your report card.
- Completing all assignments to the best of my ability every day. You are expected to participate in each subject class. Get involve -- respond when called upon and volunteer. You must earn a passing grade on your exams, including quizzes, tests, mid terms, finals and standardized exams. Exams evaluate whether you have learned the subject matter. Failure to earn passing grades on exams will result in a failing grade on your report card. You must complete all assigned projects (including exit projects). Projects are an integral part of the class. Failure to complete projects will result in a failing grade on your report card.
- You must wear your uniform daily. The uniform consists of the navy blue or white shirt, detailing your school's name/logo.
- Practicing the rules in the Code of Student Conduct, hereby called The Non-Negotiables, as well as all other school policies which includes no cell phones, no game boys or other electronic hand held devices.
- Spending time at home on doing homework, daily studying and reading at least 15 minutes a day. Complete all of your homework assignments on time. Doing homework is necessary in order to fully understand the subject matter. Absence is not an excuse for not doing homework. Failure to do homework will result in a failing grade on your report card.

Student's Signature: _____ Date: _____

As a teacher, I will be responsible for:

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

Homeroom Teacher's Signature: _____ Date: _____

Student's advisor's signature _____ Date _____

ELA Teacher's signature: _____ Date: _____

Math Teacher's signature: _____ Date: _____

Social Studies Teacher's signature: _____ Date: _____

Science Teacher's signature: _____ Date: _____

Native Language Arts Teacher's signature: _____ Date: _____

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

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

Our school, I.S. 151, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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;
2. 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 07	Borough Bronx	School Number 151
School Name Lou Gehrig Academy		

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 SOCORRO RIVERA	Assistant Principal ANTHONY LETT
Coach DEMETRIA HOUGHTON	Coach PAMELA MEYERS
ESL Teacher ESTELLE FRANCISCO	Guidance Counselor GLORIA CARASQUILLO
Teacher/Subject Area ROANMY FELIZ	Parent KATRINA SMITH
Teacher/Subject Area type here	Parent Coordinator CARMEN ROSARIO
Related Service Provider OLIVIA SANTOS	Other type here
Network Leader(Only if working with the LAP team) type here	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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	1	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	275	Total number of ELLs	74	ELLs as share of total student population (%)	26.91%
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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 checked="" type="checkbox"/>	No <input 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%)							18	22	28					68
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							2	4	1					7
SELECT ONE														0
Total	0	0	0	0	0	0	20	26	29	0	0	0	0	75

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	14
SIFE	14	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	13

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	42	11	0	9	1	2	3	0	6	54
Dual Language										0
ESL	2	1	1	9	0	6	10	0	6	21
Total	44	12	1	18	1	8	13	0	12	75
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	22	15					54
Haitian									1					1
Bengali									3					3
TOTAL	0	0	0	0	0	0	17	22	19	0	0	0	0	58

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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							17	22	15					54
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									3					3
TOTAL	0	0	0	0	0	0	17	22	19	0	0	0	0	58

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)							9	12	8					29

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)							4	3	6					13
Advanced (A)							10	12	7					29
Total	0	0	0	0	0	0	23	27	21	0	0	0	0	71

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					0
5					0
6	20	2			22
7	17	1			18
8	19				19
NYSAA Bilingual (SWD)	19		0		19

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	22		2						24
7	7	14	1	5		1	0		28
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	11		11		10				32
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.

To assess the early literacy skills of the ELLs at I.S. 151, we use the WRAP (a running record assessment, to assess phonemic awareness, knowledge of sight words and reading comprehension), Fountas and Pinnell (running record assessment used to determine independent and instructional reading levels), and the NYC Performance assessments for reading and writing. These assessments provide data that inform instruction. It gives the teachers the opportunity to identify the strengths and weaknesses of every student, as thus allowing them to design instruction that is tailored to specific needs.

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

As revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades, approximately 51% of the total bilingual student population at I.S. 151 is at "Beginner (B)" level of proficiency, 17% is at "Intermediate (I)", 31% at "Advanced (A)", and 11% at "Proficient (P)" level of proficiency.

Across grades 6th, 7th, and 8th for "Beginner (B) level of proficiency, the percentiles are 40%, 75%, and 40%. At the "Intermediate (I) level of proficiency, the percentiles for 6th, 9%; 7th, 19%; and 8th, 20%, and for the "Advanced (A) level of proficiency, 8th, 40%; 7th, 6%; and 6th, 55%.

New admits to our ELL Program that were administered the LAB-R were unable to respond to the questions. The 10 newly arrived students have nil or limited English language exposure. This means that we have to create separate units for our ESL students. Our data also reveals that our ELLs are struggling in reading comprehension and writing larger units of expression (paragraphs and essays).

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](#))

Not Applicable Section: State did not release the spring 2013 NYSESLAT scores in combined modalities.

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?

a. Across grade levels, at least 33% of ELLs in each grade level are performing at an Advanced level. The ELLs achieve higher scores in tests taken in their native language.

b. School leadership and teachers use the results of the ELL Periodic Assessments to collect data that will determine the type of intervention that each student needs for accelerated language development, to analyze the assessment results and use the data to plan for instruction, to determine individual students' learning goals, and to measure performance growth based on the endline assessment administered in spring.

c. Based on the results of the Periodic Assessments last year, the school is informed of the growth of each student in each language learning strand. Adaptations to the curriculum are applied where increased support of the native language is needed. Native language is used dramatically in word recognition, e.g. cognates, and moving to ascending levels of syntactic and semantic structures.

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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

In English language development, a child needs a great deal of scaffolding through various strategies to assist in the acceleration of learning the second language. Resources and materials used for instruction should be appropriate for the proficiency levels of the students in class, allowing the teachers to differentiate the activities or tasks for the students. Monitoring and evaluation --- i.e. participating in the common planning meetings, reviewing lesson plans, reviewing assessment data, among others --- is a process employed so as to ensure that the requirements in 2nd language development is met and implemented.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our programs for ELLs is evaluated by meeting AYP for ELLs (as per NYS Report Card), NYC School Progress Report, Periodic Assessments, classroom level assessments, school-wide assessments and NYSESLAT results.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
Initial identification of ELLs occurs during registration. The screening process for student identified as possible ELLs takes place within the first 10 days of enrollment at the school.

During the registration process, parents complete a Home Language Identification Survey (HLIS) that is translated in the parent's language so that we can determine what language the child reads at home. This process also includes an interview in the parent's home language if the parent's home language is Spanish. If and when necessary, translation services are requested for those parents whose language is other than Spanish.

If the HLIS indicates that a student may have limited English language proficiency, the student, if necessary, completes the LAB-R and the formal initial assessment. The Language Assessment Battery-Revised (LAB-R) is administered by a certified ESL pedagogue. Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish LAB to determine language dominance. Using both the LAB-R and the LAB assessments, we appropriately place students in a transitional bilingual class and/or provide ESL services.

The school's secretary, Ms. Vilma Acevedo, is responsible for the first step in the initial registration process: She inputs student and/or parent information into ATS and provides parent(s) with HLIS.

The school's Parent Coordinator, Ms. Carmen Rosario, conducts the screening process which includes a brief student interview, administering observation of the video and assisting parent(s) with completing the HLIS as well as providing an explanation of the program selection form.

All LAB-R testing is conducted by the licensed ELL teacher, Ms. Estelle Francisco.

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.

To ensure that parents understand all three program choice (Transitional Bilingual, Dual Language, Freestanding ESL), the parent coordinator and an administrator organizes and facilitates an ELL orientation (morning and evening sessions) for parents, which occurs at the beginning of the school year within the first ten day of school (and subsequent ELL identification occurs within 10 days of the registration of any new student where the parent is given one-to-one orientation of the three programs). Parents whose children have been identified in September (as ELL students) are required to attend the ELL orientation at I.S. 151. At this orientation, they complete a parent survey and program selection form and view a video explaining the three educational programs for ELLs. During this meeting, parents have the opportunity to further explore all three programs through a question and answer session.

Prior to the September orientation, parents of incoming students (6th graders) are invited to a summer open-house. During this open-house session, parents (who might have ELL students) are given an overview of the school's ELLs program and informational material explaining the September orientation for ELL parents.

For parents who are unable to attend the September orientation, the school's parent coordinator contacts these parents to schedule convenient times for them to complete the parent surveys and be informed about the programs through one-to-one orientation. This additional outreach occurs the day after the September orientation.

The school's outreach plan is to communicate with parents through the multiple sources: Parents are contacted by phone master message/direct phone call to the home, letters/informational flyers sent home or given to the child, emails to parents, and posted information on the school's website. In addition, the parent coordinator conducts workshops that provide parents with the opportunity to better support their ELL children academically, and a parent guide is made available explaining the three programs.

During the first week of school (in September), ELL parents are contacted by the parent coordinator/secretary regarding I.S. 151's back-to-school night (open-house). A portion of the open-house session is dedicated to informing these parents about the all three programs. Further outreach is done during September via phone to invite ELL parents in for additional orientation training (if possible). As new students are enrolled, parents are provided support/training about all three programs (and this process is completed within the allotted time period of 10 days). Every effort is made to inform parents about these programs even through phone conferences (if as a last option).

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

In order to ensure that entitlement letters are received, students are asked to sign a letter on school letterhead, stating that they have received the entitlement letter and that they will deliver the letter to their parents. The Assistant principal gives the entitlement letter to the student as soon as the student completes the LAB-R and/or the LAB and determines eligibility. The A.P. explains the meaning of the letter and allows the student the opportunity to ask questions. Student then signs the letter, stating that he/she has received the entitlement letter for the parent. In addition, the Parent Coordinator calls the parent to let them know to expect the entitlement letter and briefly explains the entitlement status.

In order to ensure that parents return the Parent Survey and Selection Form at the ELL orientation, we provide parents with an ELL parent brochure provided by the NYC DOE website. This brochure is provided to parents in the native language. We allow parents an opportunity to read the brochure and encourage them to list any questions that they may have. After this, we present the ELL video. Once the video is complete, parents are allotted an opportunity to ask questions. As an additional method to ensure the understanding of the three programs, we have also included the brochures in Spanish, French and Arabic on our school website. After the Q & A component of the ELL orientation, parents are asked to complete and sign the parent survey and program selection form in the native language. To ensure that we receive the selection forms, we ask parents to sign the selection form during the meeting unless the parent requests otherwise. For those parents who are unable to attend the ELL orientation, the Parent Coordinator calls home and requests another preferred meeting time. When parent attends, the ELL orientation is done, and the parent is asked to sign the selection form at this time.

Distribution of entitlement letter occurs during the initial registration of ELL parents, and parent survey and program selection forms are usually submitted at the time of registration whereby parent(s) complete these forms with the assistance of the school's parent coordinator. All documents once returned are placed in a secure administrative storage space in the main office.

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.

The following criteria are used to place identified ELL into bilingual or ESL instructional programs at I.S. 151. The school's secretary, parent coordinator and a certified ESL pedagogue each work to complete components of a checklist to ensure proper placement of students.

The school secretary assists parents with completing the parent survey. After this step, the school's parent coordinator assists the

parents and students in viewing the required video for choosing a program. Once the parent has selected a program, the designated assessor (a certified ESL teacher) is informed and conducts the LAB-R. At this point, the parent coordinator sends a "placement letter" if the student qualifies for the program. The parent coordinator also contacts parents, in the spring after the results of the NYSESLAT are analyzed, to inform them whether or not their child will continue in the program.

All consultation and communication activities with parents are conducted in the parent's native language. The Parent Coordinator or Guidance Counselor (who translates and interprets for the school) utilizes the parent related documents in the Parent Information Case. Parent's choice, coupled with program availability, determines the program placement for the ELLs. Individual meetings and the group orientation provide the parent with information about parent choices.

In the Spring, ELL parents are notified by school personnel (parent coordinator/secretary) via letter of continued entitlement or non-entitlement of service, and these records of continued entitlement or non-entitlement are stored in the main office, which can be accessed by administrators, parent coordinator/secretary if 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.

ELLs are evaluated annually using the NYSESLAT that is administered to ELLs in the spring. The school administrator (test coordinator) and ESL teacher are in charge in the preparation and management of the NYSESLAT. The test is administered by certified ESL teachers during a specific time frame for each component to be tested (as per NYC DOE testing calendar). The speaking component of the examination is administered on an individual basis, approximately 15 minutes for each student. The reading, writing, and listening are conducted in groups (4-8). Once the tests are completed, these exams are scored in-house by another certified ESL teacher (who did not test the students for which he/she is to score).

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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is 95% Transitional Bilingual. Parents of low frequency languages opt have opted for the ESL program since our program provides native language support with the use of online translation tools. This school year, 1 parent has expressed interest in the Dual Language Program, but inasmuch as we did not have 15 students to allow us to open a class in this model, we advised the parent to find a neighboring school that offers the program. The school's program is aligned with parents' requests, which is evident in the Program Selection forms.

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])?

Currently, I.S. 151 provides 2 language models --- Transitional Bilingual and Free-Standing ESL program. Transitional Bilingual classes are grouped heterogeneously for math, science, social studies, art, technology and NLA. During the literacy block, each grade is grouped homogeneously based on language and academic proficiency. Each of our ESL teachers work with a smaller group to deliver more tailored instruction: Group 1 - Beginners and Low Intermediate, Group 2 - Mid-High Intermediate, Advance/Former ELLs. Our TBE classes work with the ESL teacher during the literacy block for 180 minutes a day. In all the other courses, this is the model that we implement: Beginner/Intermediate: 1 unit using NL with ESL support and Advance: 1 unit using ESL with NL support.

ESL self-contained classes are also grouped heterogeneously for all subjects; however, ESL teachers also provide push-in and/or pull-out instruction to ELLs in mainstream classes. For ELA, our beginner/low intermediate students work with our ESL teachers during the literacy block for 90 minutes a day. Our Intermediate/Advance students complete 1 unit per week.

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 TBE program is in self-contained setting for both ELA and ESL. The monolingual students receive ESL services depending on the proficiency levels based on the NYSESLAT results (totaling 360 minutes for beginners, 360 minutes for intermediate and 180 minutes for advanced). Bilingual students receive 10 periods a week totaling 450 minutes. ELLs receive 4 periods of instruction in NLA weekly, totaling 180 minutes.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ELLs in all grade levels receive ELA/ESL sheltered instruction (SIOP model), small group instruction, literacy stations/centers, vocabulary enrichment and technology/media based instruction. English with Spanish support is used in Science, Math and Social Studies. A variety of scaffolds and supports, e.g. graphic organizers, reciprocal learning or ACT (Analyzing Complex Texts), gives our ELLs the opportunity to access the complex texts and demands of the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish speaking ELLs are assessed in their native language using the Spanish Lab exam.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The teachers work collaboratively in order to ensure that ELLs are appropriately evaluated in all four modalities of English language acquisition throughout the year. During instructional time, the students are exposed to the 4 strands of listening, speaking, reading and writing, and the teachers are required to assess student performance throughout the year so that they can effectively plan and prepare their lessons. Teacher assessment binders and conference logs, as well as student work, are reviewed regularly by school leaders in order to determine each student's growth.

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).

a. We currently have 12 SIFE students. For ELLs under this category, we conduct small group instruction in order to harness literacy skills in both their native language and English. Technology/media based lessons are provided, along with software (Achieve 3000, Rosetta Stone, etc.) that highly supports them in the language learning process. Dictionaries and glossaries are used as reference for daily instruction. We mandate Extended Day attendance, and we recommend after-school programs and Saturday Academy.

b. We currently have 42 newcomers, and for these ELLs we use leveled assessments to examine data in order to determine proficiency levels of all students in this category. Based on data, students are grouped heterogeneously or homogeneously depending on

target skills or strategies. Extensive vocabulary instruction, particularly academic vocabulary (Marzano's theory), is incorporated in the daily lessons. Teacher-directed instruction (with much scaffolding) that transitions to student-centered instruction is implemented in the classroom, such as read-aloud/think-aloud, shared and guided reading, use of literacy centers/stations that focus on grammar, phonetic and phonemic awareness and recognition, listening and speaking. Dictionaries and glossaries are used as reference for daily instruction. Technology hardware and software are used as tools to supplement instruction. We mandate Extended Day attendance, and we recommend after-school programs and Saturday Academy.

c. We currently have 8 ELLs receiving service 4-6 years. We use the NYSESLAT and the NYS ELA assessment outcomes to support content area teachers in designing lessons. Homogeneous small group instruction based on targeted skills and strategies is implemented. Technology hardware and software are used as tools to supplement instruction. Dictionaries and glossaries are used as reference for daily instruction. We mandate Extended Day attendance, and we recommend after-school programs and Saturday Academy.

d. We currently have 3 long-term ELLs. We provide individualized instruction in English using the pull-out model. Concentration is on the development of reading and writing, as well as test taking strategies that they can use for the NYSESLAT. Technology hardware and software are used as tools to supplement instruction. Dictionaries and glossaries are used as reference for daily instruction. We mandate after-school programs, and we recommend Saturday Academy.

e. We currently have 7 students who are ELLs in a self-contained Special Education classes. These students receive push-in ESL instruction 3 times per week through small group instruction based on identified learning needs. Bilingual Special Education students receive 10 periods of self-contained ELA/ESL instruction and 5 periods of SETSS. Technology hardware and software are used as tools to supplement instruction. Dictionaries and glossaries are used as reference for daily instruction. We mandate after-school programs, and we recommend Saturday Academy.

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?

Content area resources and materials appropriate for each grade level are modified for each child's instructional level. ELLs receive support in vocabulary instruction and context clues in order to develop their own strategies for reading comprehension. ESL teachers push in to the classrooms or pull out students in order to provide reinforcement in deeper understanding of grade-level material, offering extensive support in vocabulary development/building, use of correct grammar and writing. Classroom teachers have dictionaries and glossaries in their library that are available to all students. It has become a practice in our school to translate content area material into Spanish in order for parents to assist their children at home.

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?

ELLs and Students With Disabilities have very diverse learning needs. We use curricular, instructional, and scheduling flexibility to meet the needs of these learners. All students are assessed to determine their instructional levels in specific subject areas. For 2 years now, we have tried to implement the push-in model as opposed to pull-out. The push-in model allows the teacher to work inside the classroom, with the classroom teacher, rather than place the students in a more restrictive pull-out class. The push-in model allows the teacher to support the students with the curriculum material, offering ESL strategies that will lead students to independence when working with grade-level content. The ESL teacher's schedule was designed on the basis of the students' schedules and needs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

Science:	English/Spanish			
Art:	English/Spanish			
Physical Education:	English/Spanish			

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.



TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

ELA: Great Leaps, Words their Way, Push-in/Pull-out ESL instruction, Peer Pairing, reinforcement of reading skills in native language during NLA period, level centered activities focusing on phonemic awareness, vocabulary enrichment and writing conventions (NY Edits), technology-based programs (e.g. Achieve 3000, BrainPop), quick-writes/jrnal writing, conferencing, guided reading, Rosetta Stone. For SWD we use all of the above at appropriate level, and the curriculum is modified in order to adapt to ELL needs. For SIFE, we implement all of the above with additional support during the Extended Day program and Saturday Academy.

MATH: Sheltered Model of Instruction, push-in for our intermediate and advanced students, glossaries, translations of text, a large amount of native language support, peer pairing, conferencing, journal writing, tech-based programs. For SWD, we implement all of the above at appropriate skill level. For SIFE, we implement all of the above with additional support during Extended Day program and Saturday Academy.

SOCIAL STUDIES: Sheltered Model of Instruction, push-in for intermediate and advanced students, glossaries, translations of texts, a large amount of native language support, peer pairing, conferencing, journal writing, tech-based programs (EVC and Achieve 3000) and Rosetta Stone. For SWD, we implement all of the above at appropriate skill level. For SIFE, we implement all of the above.

SCIENCE: Sheltered Model of Instruction, push-in for intermediate/advanced students, glossaries, translations of texts, a large amount of native language support, peer pairing, conferencing, journal writing, tech-based programs (Achieve 3000), Rosetta Stone. For SWD, we implement all of the above at appropriate skill level. For SIFE, we implement all of the above.

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

Our ESL push-in model offers our ELLs increased opportunities in developing their language and content skills in all modalities. Our TBE program gradually increase (using ESL methodology) in all academic areas since teachers are planning lessons in which the concepts are taught in the native language and further reinforced in English, or vice-versa. Our ELLs are given the opportunities to listen to, speak, read and write words and larger syntactical structures in both their native language and English, the objective of which is fluency in both languages. English language development of our ELLs are further strengthened by participating in non-content areas such as art and P.E. In all learning activities, balanced literacy approach and scaffolding instructional strategies have been highly implemented.

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

For the upcoming school year, we will consider the following programs or improvements: block-scheduling that will allow for small homogeneously grouped students based on competency levels, additional ESL teacher, increased professional development on SIOP for all teachers, creation of Newcomers Academy (intervention program), increased resources and materials to supplement ELL instruction, e.g. level Spanish libraries, running records in Spanish, Spanish magazines and books, test prep materials, videos in represented languages, among others.

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

To improve ELL instruction at I.S. 151, we have to work more creatively on scheduling and programming so that we can group the students according to accurate proficiency levels. Also, we have to choose the appropriate intervention strategies for each of our ELLs in order to accurately address deficiencies and barriers in the language learning process.

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

All after-school programs are open to all ELLs. They have equal access to after-school academic programs, in which they are grouped according to grade and proficiency levels. This is also the same model for our Saturday Program.

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

The following instructional materials are used in supporting our ELLs: Achieve 3000 (translated texts in Spanish, vocabulary reinforcement and enrichment, audio guides --- can be accessed at home), Rosetta Stone (English language --- can be accessed at home), dictionaries/glossaries, online translation tools, test practice materials, books on tape, Time Magazine for Kids, Weekly Reader, EVC digital lessons, Discovery, iLearn platforms (since we are iZone360 school).

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

Native language support is delivered through the implementation of sheltered instruction in all content areas. For beginners, the push-in pull-out model supports the acceleration of language development. Language support materials and resources are used extensively, such as glossaries and dictionaries, iGoogle Translate via the Internet (accessed on laptops), peer pairing, print-rich classroom environment (where everything is labeled in both Spanish and English), NLA, Spanish trade books for science & social studies, novels in Spanish.

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

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

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.

Newly enrolled ELLs are assigned a school buddy who tours them around the school and introduces them to our staff. They also give them orientation on the school's standard operating procedures and non-negotiables. For a week or so, the school buddy works with the newcomer who needs to get acclimated to or assimilated with his/her new environment or community. Our bilingual guidance counselor meets with the students to help them transition to American culture in order to prevent "cultural shock" among these newcomers. This fosters a harmonious atmosphere/relationship in order for the newcomer to be comfortable in asking questions and sharing concerns. The administrators invite newly arrived students to have lunch with them so that they may feel warmly welcomed in their new "home" in NYC.

18. What language electives are offered to ELLs?

We offer a number of language electives through Rosetta Stone. Students are also exposed to French and sign language as part of the SASF after-school program. The Drama Club is also offered this year.

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. a. All teachers of ELLs meet for one common planning period per week, and in these meetings they share ELL best instructional practices, discuss individual student progress, look at/examine/analyze student work, and plan for interdisciplinary instruction.

b. Throughout the year, ELL teachers (including non-ELL teachers) are sent to various workshops offered by the NYC DOE for English Language Learners and by the network ELL support specialist, Luis Quan. Teachers then turnkey professional development sessions to all school personnel, including guidance counselors and service-related providers during our monthly faculty conferences.

c. All ELL teachers are required to participate in intervisitations with ESL teachers to observe best practices in language development instruction.

d. Our Professional Learning Team (ELL) conducts book studies, e.g. Gibbons' Learning to Learn in a Second Language (Chapters 3 and 7 specifically), and sharing of professional literature about ELL instruction.

e. Classroom teachers are directed to take online ELL PD webinars offered through Education Week, ARIS and ADVANCE, among others. Onsite training pertaining to ACUITY and ELL Periodic Assessments is also encouraged.

2. Teachers of ELLs (who practically are all of the teachers @ I.S. 151) are provided with professional development that focus on various areas of instruction, such as the development of an ILDP (Individualized Language Development Plan) for each students, how to assess ELLs' current levels of academic performance, how to identify ELLs' strengths and weaknesses using item analysis, development of short- and long-term goals, etc. Knowledge of each ELL in the classroom enables the teachers to address the appropriate strategies, approaches and methodologies that are applicable to instruction, which they will align to the Common Core Learning Standards. Teachers will receive training in the effective use of scaffolding strategies in vocabulary and language development, guided interaction, metacognition and authentic assessment, explicit instruction, meaning-based context and universal themes, modeling and use of graphic organizers & visuals. Additional support is provided by the Network (CFN 532) in form of workshops delivered by expert personnel on curriculum, instruction and assessment for ELLs aligned to Common Core Learning Standards.

3. For our 8th grade ELLs, we provide a great deal of support to them and their parents as they transition to high school. Our bilingual guidance counselor works closely with 8th grade ELLs in their selection of high schools. The counselor reviews with each student his/her progress reports, exam history, interests and goals. Along with parents, high school choices are finalized. Throughout the school year, the grade advisor and counselor meet for one-to-one goal setting conferences where high school expectations and standards are the main topics for discussion. In addition, we provide several high school walkthroughs or visits during the school year to help the students familiarize themselves with the high school setting.

4. All teachers participate in meetings devoted to ESL/ELL compliance issues, LAP review, and ELL/ESL best practices that are incorporated into every lesson. We meet for one hour monthly starting in November, each month with a specific focus:

November: LAP Review - group work, review, questions & answers, revisions

December: Data analysis of our ELLs

January: Mini-workshop/training on Accelerating Language Development (Harvard Study)

February: Best Practice: Language Learning Objectives/Goal Setting

March: Best Practice: How do we provide native language support to our ELLs? (technology-based PD)

April: Best Practice: Testing ELLs as a Genre - Strategies to Increase Stamina

May: Best Practice: Guided Instruction - Scaffolding Language and Scaffolding Learning

June: Reflective Practice - What Works, What Doesn't; Preparing our ELLs for Summer (Reading Lists, Summer School, etc.)

Activities/training are conducted in the format of group discussions, and these activities are logged into professional development binders for each session.

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. At I.S. 151 our parents are afforded ample opportunities to work with administrators, teachers and other school personnel. Throughout the school year we host a variety of assemblies that include award ceremonies, student and professional performances (in which parents are strongly encouraged to attend). We also host several school-wide events that guarantee high attendance rate of ELL parents, such as: The Woman/Man I Admire Night @ Yolanda's (in which students are asked to bring a parent/guardian for an Italian dinner on us, paid by one of our supporters), Scholar Dollar Auctions, Fall Harvest Dance, Harvest Breakfast for Parents, Coffee and Cake with Parents of Honor Students, Holiday Potluck, Spring Dance, Learning Festival, Family Literacy Night, and Field Day. In addition, we have an open-door policy, in which parents are encouraged to visit the school as often as they like.
 2. At I.S. 151 we have a large bilingual staff that provides parents with a great deal of guidance on educational, health, and immigration issues/concerns. Our school works closely with community agencies that provide various services to our parents and students. Some agencies we currently work with are: Lincoln Hospital, Montefiore Hospital, The Bronx Scan Center, Save Latin America, Bronx Works, SoBro Education Center Development, The Bronx Learning Center, PENCIL, Daffodils Project Program, NEAT Project, Hostos Community College, Project BOOST, Botanical Gardens/Bronx Zoo partnerships, Urban Advantage, and SASF (Sports & Arts in Schools Foundation).
 3. Through parent surveys and meetings, we are able to evaluate the needs of our parents (reflection sheets and conversations with school staff). Our parents are highly encouraged to provide input when completing the NYC DOE's annual Learning Environment Survey (for parents).
 4. Our Parent Coordinator is deeply involved with the parents of our ELLs. She makes regular phone calls and sets up monthly meetings based on the parents' concerns. Moreover, our parents are always invited to all our school events and activities. We ensure that invitations are sent out in the parents' native language, and instant messaging is done as well as a back-up. Through their participation in several school activities, our parents are empowered and valued. This year our goal is to host more workshops and training sessions for parents on varied topics, foremost of which is high stakes testing in this era of Common Core Learning Standards. Most important of all the above is the fact that parents can speak to any members of the school staff about anything, as we are developing a culture of family-like community.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Lou Gehrig Academy

School DBN: 07x151

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Socorro Rivera	Principal		1/1/01
Anthony Lett	Assistant Principal		1/1/01
Carmen Rosario	Parent Coordinator		1/1/01
Estelle Francisco	ESL Teacher		1/1/01
Katrina Smith	Parent		1/1/01
Roanmy Feliz	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Demetria Houghton	Coach		1/1/01
Pamela Meyers	Coach		1/1/01
Gloria Carrasquillo	Guidance Counselor		1/1/01
Ben Soccodato	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X151 School Name: Lou Gehrig Academy

Cluster: 5 Network: 532

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.

I.S. 151 will continue to use the Home Language Identification Survey forms. Our population is mainly Hispanic and African-American. Since English and Spanish are the predominant languages spoken by the families of our students, we provide fully bilingual services at the main office during registration.

A pedagogue gives the new admit the HLIS and a copy with the results is immediately provided to the ESL teacher. If the student's home language is other than English, all documentation that is sent home is translated into his/her language. Many of these letters are found on the samples published on the NYC DOE Office of English Language Learners website. Also, we have bilingual staff members who can serve as translators if and when needed. Parents who need translated copies of all school documents, e.g. Bill of Rights and Responsibilities (which includes the parents' rights regarding translation and interpretation services), Faculty Handbook, etc., are given downloaded hard copies of requested documents, or they are advised to access the documents online.

The ELL parent orientation and selection program meetings are conducted in the parents' native languages to ensure full understanding of the selections being made for their children's educational placement.

Appropriate school signage and forms in the languages required are available to assist parents in filling them out properly.

We ensure that the teachers who do not speak Spanish but have Spanish-speaking students in their classes all get translators (found mainly among our own staff) so that they can successfully communicate with parents. School documents are translated in a timely way through the assistance of staff members who speak, read and write the languages. The school has also identified support staff that can provide translations in a timely manner.

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.

Of the seventy-four ELLs enrolled in our school, one student in 8th grade speaks Arabic and this is the language used at home, one student in 7th grade speaks French and this is the language used at home, and all the rest speak Spanish and this is the language used at home.

A list of all ELLs in the school with their language proficiency levels, years of ESL services and language spoken/used at home is distributed among the staff at a faculty conference, followed by a detailed explanation.

The school community will be given copies of Chancellor's Regulation A-663 on TRANSLATIONS, followed by a thorough explanation of what it mandates.

Our teachers, parent coordinator and administrators communicate frequently to ensure that everyone is kept abreast of information regarding the school's student make-up.

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.

- a. All written communication is translated into Spanish, Arabic or French.
- b. All written interpretation services for the parents are provided by the school staff. If school staff is unavailable, parent volunteers are asked to translate and/or interpret.
- c. Parents will be informed that translations are posted on the school website, and all other relevant/important information will be in the Parent Handbook.

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.

- a. All oral communication is translated into Spanish, Arabic or French.
- b. All oral interpretation services for the parents are provided by the school staff. If school staff is unavailable, parent volunteers are asked to translate.
- c. Parents will be informed that translations are posted on the school website, and all other relevant/important information will be in the Parent Handbook.

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. All oral and written communication is translated into Spanish, Arabic or French.
- b. All oral interpretation services for the parents are provided by the school staff. If school staff is unavailable, parent volunteers are asked to translate.
- c. Parents will be given the opportunity to rely on an adult friend/companion or relative for language and interpretation services.
- d. Parents will be informed on the school website, and all other relevant/important information will be in the Parent handbook.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

Start Date: November 3, 2012

End Date: April 20, 2013

of students to participate: 45

-17 Beginners (of which 1 is SIFE)

-11 Intermediates (of which 7 are SIFE)

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

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

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

Components of Supplemental Program:

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

Part B: Direct Instruction Supplemental Program Information

2. Explicit instruction of reading skills:

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

3. Language Practice:

- oral
- reading
- writing

4. Teacher Feedback through frequent 1:1 conferences

Rationale for each component:

1. We will use formative assessments to focus on individual student needs. Formative assessments will be used to drive classroom and individual instruction, provide peer learning groupings, and to set learning goals for both content mastery and language development.
2. Research on successful reading programs for ELLs have determined that these components are essential for accelerated language development. Language instruction for our middle school students is limited by time as we have our students for only three years. Therefore, it is critical that through our Saturday Academy program, we are able to target each of the components for language development in a small group setting.
3. Providing ample opportunities for language practice is essential for language acquisition. Students need to be part of a learning community in which they feel comfortable in practicing/applying social and academic oral language and growing as English language readers. Our program will provide these opportunities in a warm and inviting learning atmosphere where students practice language while having fun!
4. Frequent teacher feedback will be used for setting and meeting goals. Students are to be able to clearly define the areas where they need help so that we can determine the scaffolding strategies to use in the instructional process.

Activities:

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

Part B: Direct Instruction Supplemental Program Information

automaticity of sight words, reading fluency --- The goal is to monitor early literacy skill development and oral fluency.

2. Explicit instruction on phonemic awareness ---- Use of drill and practice to build automaticity of letters and sight words.

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

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

-Social and academic vocabulary development.

5. Explicit instruction of reading comprehension strategies.

For oral language practice:

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

- Using audio scripts for modeling oral language

- Use of Rosetta Stone program

For reading language practice:

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

-Teen Biz, Accelerated Reader

-Administration of running records.

- 1 to 1 conferencing

Materials:

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

-Brain Pop, Discovery Learning

-TeenBiz

-Fountas & Pinnel Reading running record assessments

2. Smart Board & projector

- Brain Pop Jr.

Part B: Direct Instruction Supplemental Program Information

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

Long Term ELLs:

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

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

Part C: Professional Development

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

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

Begin description here:

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

Part C: Professional Development

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

All ESL and content area teachers of ELLs participate in weekly school based professional learning periods. This school year we participated in a teacher's retreat which focused on using online learning tools (e.g. iLearnNYC, Razkids, Teen Biz, Rosetta Stone, Study Island, NBCLearn, Discovery, etc.) to monitor progress and set up teacher websites for individualized instruction. The following PDs are also part of this school year's plan:

- Teaching Phonics: Great Leaps Program (aside from other available materials and resources) will be used, and the Principal will provide the training to all teachers
- Unit planning using Understanding By Design framework: teachers received turnkey training on UBD from their colleagues, including the Lead Teacher (Ms. Meyers)
- Understanding UDL (Universal Design for Learning): training was provided by Principal
- Analyzing Common Core Learning Standards: ongoing training is received from AUSSIE consultant, Lead Teacher, AP Lett and Principal
- Practical Guide for Accelerating Language and Literacy Development: resource for teacher effectiveness in providing ELL instruction
- Developing lessons align to the Competency Matrix: ongoing training is received from AUSSIE consultant, Lead Teacher, AP Lett and Principal
- Developing formative assessments and analyzing student work: work done with colleagues collaboratively
- Book Study, Learning to Learn In a Second Language: training to be provided by Principal

Part D: Parental Engagement Activities

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

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

Begin description here:

Interested parents of those participating in our Title III program will receive Rosetta Stone accounts to work on building English language skills. They will be allowed to use the school's computer lab to work

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

