



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

32K151

School Name:

THE LYNDON BAINES JOHNSON ELEMENTARY SCHOOL

Principal:

JAYNE M. HUNT

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Lyndon Baines Johnson School Number (DBN): 32K151
School Level: Elementary School Grades Served: Pre-Kindergarten – 5th Grades
School Address: 763 Knickerbocker Avenue, Brooklyn, NY 11207
Phone Number: 718-326-6360 Fax: 718-326-6364
School Contact Person: Jayne M. Hunt Email Address: JHunt2@schools.nyc.gov
Principal: Jayne M. Hunt
UFT Chapter Leader: Valerie Lashley
Parents' Association President: Kathy Taveras
School Leadership Team
Chairperson: Maria Bambina
Student Representative(s): _____

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue, Brooklyn, NY 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: (718) 574 – 1245

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Christopher Groll
Network Number: 412 Network Leader: Daisy Concepcion

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jayne M. Hunt	*Principal or Designee	
Valerie Lashley	*UFT Chapter Leader or Designee	
Kathy Taveras	*PA/PTA President or Designated Co-President	
Isabel Harinarain	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Bambina	Member/ Chair Person/ Teacher	
Cinthia Diaz	Member/ Teacher	
Leocadia Corniel	Member/ Parent	
Marilyn Rodriguez Estrella	Member/ Parent	
Wendy Rodriguez	Member/ Parent	
Elizabeth Rodriguez	Member/ Parent Association/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 151K, the Lyndon Baines Johnson Elementary School, is located in the neighborhood of Bushwick, Brooklyn. Our community is comprised of Hispanic-Americans, African-Americans and immigrants from the Caribbean, Central America and Asian countries such as Yemen. The student body includes, 337 Pre-Kindergarten through Grade 5 students of which, 17.4% English Language Learners, and 20.6% of Students with Disabilities, and 95% receive free lunch. Boys account for 49.7% of students enrolled and girls account for 50.3%. The average attendance rate for the school year 2013-14 was 92.2%.

Our mission is to create an inquiry-based learning environment where all students feel safe, respected, and encouraged to maximize their strengths as they strive towards academic excellence. We are committed to the development of collaborative, innovative citizens and to sustainability in this century and for centuries to come. Our school wide instructional focus is strengthening students' use of evidence in writing and discussion across all disciplines to promote college and career readiness.

Our instructional philosophy is built upon on our proven strength in the Sciences and employing a hands-on/inquiry-based approach to learning. Our 2014 4th grade NYS Science exam demonstrated that this approach was a successful methodology. We will employ this best practice to address the areas of need identified in the 2014 New York State Math and ELA assessment. Furthermore, we will strengthen our balanced literacy program by incorporating additional science (non-fiction texts) into our common core state standards (CCSS) ReadyGen Curriculum. We are refining our literacy block to focus on the use of evidence grounded in speaking and writing across all subjects. We will accomplish this by incorporating activities such as debate in both science and social studies. This will align with our school wide instructional foci of:

- Sustainability and to support students to acquire a solid foundation in science, technology, mathematics, literacy and the arts from which to build upon and continue enhanced learning in any area of study.
- Students will develop responsibility, which has environmental, economic and social implications and encompasses the concept of stewardship, the responsible management of resource use.
- Strengthening students' use of evidence in writing and discussion across all subjects to promote college and career readiness.

We will encourage students to develop the art of using evidence-based arguments to uphold their positions in discourse across all educational disciplines and subjects, which will prepare them for college as well as career development. In these ideals, we believe: "Educate, Excel, Empower";

- Educate: Provide social, moral and intellectual instruction.
- Excel: Encourage, establish and maintain an environment where students are driven to become proficient and strive to perfect skills in all areas of study and discourse. And,
- Empower: Provide a safe, nurturing environment that promotes confidence and affords students the ability to control their actions and thereby their destiny.

We recognize that there are multiple pathways to educate our Students with Disabilities (SWDs) and English Language Learners (ELLs). Therefore, we are launching a number of special initiatives this academic school year that will support the manner in which our SWDS and ELLs learn. We support the Arts through a special collaboration with The Bronx Arts Ensemble Instrumental and Inside Broadway Theater Programs. We offer special initiatives for fitness and wellness through our Ballroom Dancing, Volleyball and Basketball afterschool. To further support our ELLs in grades K-2 we have partnered with the Read Alliance Program. To support our ELLs in grades 3-5, we host a Reader's Café afterschool. To target the needs of our young males in grades 1-5, we have partnered with the Boy Scouts of America Afterschool Program.

To increase community involvement and to extend opportunities for parents to become career and college ready, we host an English as a Second Language (ESL) Program and a General Education Diploma (GED) course through the Office of Adult and Continuing Education. Our Parent Association and Parent Coordinator collaborate and are highly invested in increasing parental involvement through monthly workshops, meetings, family night and student activities. We partnered with Cornell University to provide our parents a series of Nutrition and Health Workshop.

The DTSDE Tenet in which our school has made the most growth during the 2013-14 school year is Tenet 2.4 School Leaders use of Resources and Decisions; by establishing the feedback cycle to teachers using the Danielson Framework for Teaching (DFT). We are strengthening this practice by routinely providing teachers, including those new to the profession, with feedback via email and through one-on-one conferences. Teachers are furthering their practice through targeted professional development, collaborations, cycles of inquiry and inter-class visitations. Another accomplishment is Tenet 5.5 School Social-Emotional Learning through the use of Positive Behavior Intervention & Support (PBIS) system to improve the culture of academic and social-emotional learning expectations for all students. Parents receive notification on the praises their child receives as evidenced by the “Grades K-5 Progress Report 2013-14,” child’s progress from the teachers supporting the PBIS philosophy. Additionally, the guidance counselor addresses student and family concerns regarding social emotional issues. As a result, teacher teams and parents are informed of student behavior and are working towards building sustained relationships to ensure high expectations and feedback is consistently provided and embraced by the whole school community. In addition, we are celebrating school-wide “themes” (i.e. Crazy Hat Day, Spirit themes, Hero Day, Bully Prevention, and Cancer Awareness) on a weekly basis to build community and awareness among all constituents of our school community.

The DTSDE Tenet that we are placing a strong emphasis upon throughout the 2013-14 school year is 3.3 Units and Lessons Plan. We provide teachers planning opportunities during the school day and during the city-wide Professional Learning (PLC) time. A school-wide DFT and Citywide Instructional Expectation (CIE) aligned planning template is provided to ensure that they incorporate essential questions, Universal Design for Learning (UDL) strategies and learning targets tied to grade-specific units of student and performance tasks. Currently, unit plans are developed by the teacher grade level teams to include performance based assessments that require higher order thinking skills and explicitly provide access for ELLs and SWDs. The vertical teacher team members ensure that the school-wide inquiry foci are cohesive to monitor student achievement and to guide grade level team to shape the unit and lesson planning. As a result, teachers are engaged in the process of planning across grades and subjects for all groups of students.

32K151 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K .01,02, 03,04, 05	Total Enrollment	332	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.4%	% Attendance Rate			91.8%
% Free Lunch	95.6%	% Reduced Lunch			3.1%
% Limited English Proficient	16.7%	% Students with Disabilities			27.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			19.3%
% Hispanic or Latino	74.2%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	6.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.11	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			8.39
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4			13.7%
Science Performance at levels 3 & 4 (4th Grade)	68.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A

% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers develop collaboratively unit and lesson plans that meet the demands of CCSS and grade-level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) and address student achievement needs in all grades and subject areas.

Teachers will prepare and implement student portfolios. Teachers are providing students with CCSS in Math and ELA and rubrics in order to self-assess, critique the work of their peers and identify their next learning steps to improve learning and understanding. Students will be able to communicate with their peers and engage in discourse using evidence to support their ideas.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will receive professional development to develop content unit and lessons with on-going assessments focusing on reading, writing and speaking grounded in evidence to meet the demands of the common core state standards (CCSS) which will include adequate scaffolds, interactive activities, etc. to challenge the thinking of all students including English language learners (ELLs) and students with disabilities (SWD) as evidenced by meaningful student work products in their portfolios. PFQR 1.2/DTSDE 3.3A

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change: <ul style="list-style-type: none"> The school will implement the ReadyGen and Go Math! CCSS aligned curriculum across all subjects and disciplines. Select teachers will attend the Curriculum PD, ESL PD, etc. Those teachers will meet, share and turn-key to their grade level colleagues to ensure continuity and coherence across classrooms. Teacher teams will meet twice monthly to discuss and examine student work to backward map to refine unit plans. 	All Students	September 2014 – June 2015	Classroom Teachers, Grade Facilitators, Administrators
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH): <ul style="list-style-type: none"> Teachers use the ReadyGen and GoMath! CCSS aligned curriculum Tier 2 and Tier 3 strategies to address ELL and SWD students. Teacher Teams collaborate to set multiple entry points for sub-groups to expose students to grade level text using Webb’s Depth of Knowledge (DOK) to post higher order questions to encourage student led-discussion by citing text evidence to support their arguments. Teachers use other data such as Running Records, 2014 NYS Item-Analysis and the MOSL aligned Traits to inform grouping of students and adjust or realign unit and lesson plans. Teachers involved in the READ Alliance Afterschool Program are incorporating the skills and strategies during school-day student grouping. Teachers are introducing technology into their classrooms and into their lesson plans 	ELLs, SWD	September through December 2014, January - March, April – June 2015	Classroom Teachers, Grade Facilitators, ESL and SETSS Teacher, and Administrators
Strategies to increase parent involvement and engagement. <ul style="list-style-type: none"> Teachers communicate with parents via e-mail and telephone calls during the allotted weekly Parent Engagement period; The Parent Coordinator with select Teachers and/or Administrator conduct monthly academic professional development and theme-night sessions. Provide parent workshops on the new common core state standards (CCSS) for their child’s grade. 	All groups	September 2014 through June 2015	Parent Coordinator, Teachers, and Administrator
Activities that address the Capacity Framework element of Trust : <ul style="list-style-type: none"> Teacher representatives across school committees initiate 	All groups	September 2014	Teachers, Parent Coordinator and

<p>communication with Administration to suggest various types of educational opportunities for all constituents.</p> <ul style="list-style-type: none"> The Principal provides open door policy where all constituents are welcomed and confidentiality is maintained. The Principal actively communicates with staff on upcoming events and professional learning opportunities through weekly newsletter to teachers and staff. 		through June 2015	Administrators
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher per diem (approximately 2 substitute teachers are hired) to provide coverage for classroom teachers for parent workshops during the school day 9-11 am and to adjust teacher schedules to accommodate for common planning time, inter-visitations, and professional development workshops.

Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

School wide reading level assessments will be tracked and monitored 4 times a year: September, 2014, November 2014, March 2015 and June 2015.

School wide student performance assessments in ELA and Mathematics will be tracked and monitored 4 times a year in September 2014, January 2015, March 2015 and June 2015.

Select teachers will attend various professional development opportunities 3 times a year in October 2014, December 2014, and February 2015 in NYC ReadyGen and/or Go Math! PD and/or IEP –CCSS aligned writing PD; and the ESL academic support PD and/or Read Alliance PD.

Administrators will meet with teachers bi-monthly to support teachers setting benchmarks for all students and with student portfolios.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school is implementing the Positive Behavior Intervention & Support (PBIS) system to improve the culture of social-emotional learning (SEL) expectations for all students. The teachers provide weekly thematic SEL instruction and morning meetings during the designated SEL period. Each week, a student of the week is acknowledged for demonstrating the highlighted behavior. Additionally, the guidance counselor addresses student and family concerns regarding social emotional issues. As a result, teacher teams and parents are informed of student behavior and are working towards building sustained relationships to ensure high expectations and feedback is consistently provided and supported by the whole school community. The School Quality Snapshot reflects that 85% of the teachers feel that order and discipline are maintained at this school. The PBIS Matrix is displayed throughout the building to support, guide and improve student SEL to positively impact student academic achievement.

To continue the progress we will develop a plan to support teachers on collecting and analyzing data to support teacher development and address student academic and social and emotional development in order to increase student academic achievement.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, members of the entire school community will use Jump-Start Project EXSEL Program and data from school-wide information system (SWIS) to address, monitor and strengthen students' social-emotional development as

evidenced by a decrease of student occurrences by 15% reflected by the online occurrence reporting system (OORS).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> • The entire school staff will engage in professional learning sessions to become familiarized with the school-wide PBIS Matrix, NYCDOE PBIS-Bully Prevention, Jump-Start program, Project EXSEL Program • The PBIS Tiers 2 and 3 members will engage in professional learning sessions to collaborate to identify next steps and resources to create and implement visual aids, schedules, etc. for individual students as necessary. 	All Students	September 2014 through June 2015	Teachers, Guidance Counselor, Parent Coordinator and Administrator
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> • To engage all staff members on supporting students in the social-emotional and academic behaviors adaptations and modifications we will use the Check-In and Check-Out Sheets, Visual Aides, Pre-Referral Intervention Manual, Anecdotal, PBIS Gotcha Tickets, PBIS Celebration, and Child Study Referral and Functional Assessment Interview Tool (FAIT) Tools 	Tier 2 and Tier 3 students	September 2014 through June 2015	PBIS Tiers 2 and 3 Members, School Psychologist, Social Worker, Guidance Counselor, Teachers and Administrator
Strategies to increase parent involvement and engagement <ul style="list-style-type: none"> • Teachers communicate with parents via e-mail and telephone calls during the allotted weekly Parent Engagement period and the Parent Coordinator with select Teachers and/or Administrator conduct bi-monthly academic professional development sessions. 	All Students	September 2014 through June 2015	Administrator, Parent Coordinator, PBIS Tier 3 Members
Activities that address the Capacity Framework element of Trust <ul style="list-style-type: none"> • Create and maintain a trusting environment and develop stronger family-community relationships. • Teachers and Parents are included in the Student of the Month and PBIS Celebrations 	Select Students	September 2014 through June 2015	PBIS Tier 1 Members, Parent Coordinator, Parent Association, and Administrator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher per diem to provide coverage for classroom teachers for parent workshops during the school day 9-11 am.

Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm.

The cost of incidentals and material involved in the evening events for Parents and Family Members.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In September and in January 2015, Teachers and students were/will be given PBIS school wide survey on school safety. By June 2015, the PBIS Tier 3 Team will have supported classroom teachers with the Academic Personal Behavior Rubric and SEL Teacher strategies to support student academic and personal behavior.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school is in the beginning stages of developing a system of common assessments and making timely adjustments to curricula. The school has implemented periodic assessments such as Running Records, Advance's Measure of Student Learning, in addition to the end of unit assessments in ReadyGen and Go Math! The focus will be on creating and using a coherent student monitoring rubric across grades to use as data to inform effective revisions to lessons and academic tasks to meet students' academic needs are not consistently executed across the school. This will provide our teachers the ability to make effective and timely adjustments to ensure the needs of all learners are met.

We will develop and provide professional development for analyzing student data to inform planning and to provide targeted and actionable feedback so that teachers make informative instructional decisions that address the needs of all students and so students start to take ownership of their learning. QR 2.2

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will have completed 4 cycles of inquiry looking at student work in order to create and adjust student grouping and differentiated instructional strategies to include all learners as evidenced by clear focus of skills/strategies taught, use of rubric and feedback to accelerate the learning potential of all students, including ELLs and SWDs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> Support professional learning communities using videos, and off-site professional development through the office of ELL, District 75, etc. Create a double prep periods to meet with the teachers to provide targeted PD on LASW and creating strategies to incorporated in instructional planning 	SWD and ELL subgroups	December 2014 – June 2015	Grade level teachers, Grade Facilitators, Administrators and Select students.
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> There will be 4 sessions of teachers presenting data results on student progress; There were will be monthly vertical planning by grade facilitators There will be on-site peer visitations and instructional demonstrations by model teachers such as the ESL and SETSS providers 	SWD and ELL Subgroups	January 2015 through June 2015	Grade Level Teachers and Grade Facilitators
Strategies to increase parent involvement and engagement <ul style="list-style-type: none"> Parent communication during the allotted Parent Engagement and Parent Teacher Conferences Parents will participate in the afterschool program to experience the “See Your Child in Action” which affords the parents the close look at the experience of their children in the scaffold sessions 	Parents of subgroups	December 2014 – June 2015	Teachers
Activities that address the Capacity Framework element of Trust <ul style="list-style-type: none"> Afterschool Reading program will be provided to select ELL students of grade K-2 and 3-5 for reading, speaking and writing from December 2014 through April 2015; AIS program will be created to target specific 3rd, 4th and 5th grade students to increase their speaking, reading and writing practices in ELA and Mathematics from February 2015 through April 2015. 	Subgroups	December 2014 – June 2015	5 Teachers for K-5 ELL program and 6 Teachers for 3-5 AIS ELA and Math program and Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher per diem to provide AIS for K-5 students in ELL program and AIS for 3-5 students in ELA and Math from December 2014 through April 2015;
 Teacher per diem to provide coverage for classroom teachers for parent workshops during the school day 9-11 am and

Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

In September, December and April Teachers will submit the unit plan for the following quarter;
 In October Teachers graded student baseline assessments including running records and MOSL; In December Teachers selected 3 students each to target for inquiry;
 Teachers are expected to share their strategies and inquiry findings on Jan 26, 2015, March 2, 2015, on April 13, 2015 and on June 1, 2015 during the Monday PD allotted time.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School leaders will conduct observations of teachers’ practices using Danielson Framework for Teaching (DFT) to capture teachers’ strengths and areas of need. Teachers will be provided with feedback via email and one-on-one conferences. School leaders are in the beginning stages in providing connected next steps to teachers to create opportunities to improve question and discussion techniques. The school leaders are starting to provide consistent support for teacher development and reflection through classroom observations and professional development.

School leaders will analyze teacher observation data to inform focused professional development for teachers in order to ensure impact in teacher development

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will attend the grade level meeting focusing on the 4 inquiry cycles to provide actionable feedback on teaching practice to the staff based on student feedback and to provide support to their practice by providing targeted professional development and/or off-site PD opportunities resulting in instructional growth and pedagogical coherence across the school as evidenced by pre- and post-observation records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • Strengthen planning and implementation of the new CCSS aligned ReadyGen and Go Math! Curriculum across all subjects and disciplines; • Create opportunity for teachers to meet and look at student work (LASW) from the baseline MOSL assessments; create double prep periods once a month to provide teachers with targeted PD on LASW and creating strategies to incorporated in instructional planning; and • Grade level planning during Tuesday PD time and vertical planning by grade facilitators once a month. • Select teachers will attend the Curriculum PD, ESL PD, etc. Those teachers will meet, share and turn-key to their grade level colleagues to ensure continuity and coherence across classrooms. • Teacher teams will meet twice monthly to discuss and examine student work to backward map to refine unit plans. 	<p>All Teachers and Paraprofessionals</p>	<p>October 2014 – June 2015</p>	<p>Teachers, Grade Facilitators and Administrators</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Targeted Professional Development for identified teachers to improve teaching practices. • Adherence to a two-week feedback cycle to teachers using the Danielson Framework for Teaching (DFT). • We are strengthening this practice by routinely providing teachers, including those new to the profession, with feedback via email and through one-on-one conferences. • Teachers are furthering their practice through targeted professional development, collaborations, cycles of inquiry and inter-class visitations. 	<p>Teachers and Paraprofessionals</p>	<p>October 2014 – June 2015</p>	<p>Teachers and Administrators</p>

<p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> Weekly Parent Engagement workshops that include parent-teacher communications via telephone and/or conferences. Bi-monthly academic and technology workshops to provide opportunities for parents to engage their children to further their learning and student achievement. 	Parents and Family	October 2014 – June 2015	Administrators
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> Administration and staff collaborate with parents during parent engagement time to address the students' academic and social emotional needs Administration will support teacher pedagogical growth through cycles of observations and feedback aligned with DFT. 	All Teachers, Staff, Parents, Students and Administration	October 2014-June 2015	Administration and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher per diem to provide coverage for classroom teachers for parent workshops during the school day 9-11 am and Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In October Teachers were given PD on how to grade student baseline assessments and PD on looking at student data; In December Teachers were given PD on Portfolio Planning; in December Teachers were given opportunity to meet, LASW and selected 3 students each to target for inquiry; Teachers will be provided support and opportunity to share their strategies and inquiry findings on Jan 26, 2015; on March 2, 2015, on April 13, 2015 and on June 1, 2015 during the Monday PD allotted time.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Opportunities for collaboration among faculty, teachers and parents were limited and hindered the school’s ability to use data to drive instruction, limiting the support that can be provided to all students.

We will develop and implement a family professional development plan to foster communication with families on the expectations of student achievement. Teachers, Guidance Counselors, etc. will analyze student data to help plan guidelines, tips and tools that focus on student academic and social-emotional learning and development and career and college readiness.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, members of our school constituencies will routinely build partnerships with parents (for a minimum of 10 sessions), in order to strengthen family-school relationships and foster high expectations for student academic achievement as evidenced by the results of agendas, parent surveys and feedback forms.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> To increase community involvement and to extend opportunities for parents to become career and college ready, we host English as a Second Language (ESL) Program and a General Education Diploma (GED) course through the Office of Adult and Continuing Education. Our Parent Association and Parent Coordinator collaborate and are highly invested in increasing parental involvement through monthly workshops, meetings, family night and student activities. We partnered with Cornell University to provide our parents a series of Nutrition and Health Workshop. 	Parents	September 2014 through June 2015	Teachers, Parent Coordinator, Parent Association, Parent Events Committee and Administrator
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> To enhance language access for all parents of English Language Learners (ELLs), the school has collaborated with the Office of Adult and Continuing Education to offer weekly English as a Second Language (ESL) courses. Tier 3 Members invite Parents of SWDs and students in need of tier 3 strategies as part of the PBIS Wraparound communication and implementation process. Teachers communicate with parents via e-mail and telephone calls during the designated weekly Parent Engagement period and the Parent Coordinator with select Teachers and/or Administrator conduct bi-monthly academic professional development sessions and Parent Association provides monthly Evening events. 	Parents	September 2014 – June 2015	Administration, Parent Coordinators, Teachers, Parent Association, Guidance Counselor and Social Worker
Strategies to increase parent involvement and engagement <ul style="list-style-type: none"> Outreach to parents include monthly news calendars, flyer highlighting special events, emails, and texts. Parent Association Evening Events honoring Student of the Month Marking Periods Academic Celebrations and PBIS Ceremonies 	Parents	September 2014 through June 2015	Administration, Parent Association, Teachers and Parent Coordinator, Guidance Counselors
Activities that address the Capacity Framework element of Trust <ul style="list-style-type: none"> Administration provides multiple means for parents to communicate and address concerns Extracurricular afterschool programs for students 	Parents	September 2014 through June 2015	Administration, Parent Association, Teachers and Parent

<ul style="list-style-type: none"> • Evening Programs for Parents • Parent Coordinator and Parent Association day and evening events 			Coordinator, Guidance Counselors
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher per diem to provide coverage for classroom teachers for parent workshops during the school day 9-11 am and Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm.

The cost of incidentals and material involved in the evening events for Parents and Family Members.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

School administration will monitor parental engagement/participation and alter parental engagement opportunities accordingly through the collection and examination of attendance sign-in sheets, agendas, parent surveys and feedback forms.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Running Records, ReadyGen Assessments, and Baseline Assessments	Tier 2 and Tier 3 strategies from ReadyGen and MOSL Inquiry	Small Group	During the school Day
Mathematics	Go Math! Assessments and Baseline Assessments	Tier 2 and Tier 3 strategies from Go Math! And MOSL inquiry	Small Group	During the school Day
Science	Interdisciplinary Literacy Science content writing tasks	Tier 2 and Tier 3 strategies from ReadyGen, Go Math! and MOSL Inquiry	Small Group	During the school Day
Social Studies	Interdisciplinary Literacy Social Studies content writing tasks	Tier 2 and Tier 3 strategies from ReadyGen, Go Math! and MOSL Inquiry	Small Group	During the school Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Social Worker SETSS Teacher and School Psychologist		One-to-one, peer pairing and small group	During the school Day

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

A survey was provided to the Teachers at the beginning of the school year to provide the administration with the teachers' self-assessment as to the areas to improve upon their teaching practices. They are supported in becoming effective and highly effective teachers through the use of frequent cycles of observation and feedback, as well as provided professional development, as well as mentoring and one-to-one coaching.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Administrators have monthly meetings provided by the Network that support the DOE's initiatives, as well as providing us with methods and means to look at school-wide student data for the purposes of making informed decisions about systems and structures that need improving and those that are proving effective. All teachers are provided weekly on-site PDs by Administration, Teacher/colleagues, Consultants and/or Network Achievement Coach. Select teachers attend off-site professional development to which they turn-key to their colleagues.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention

services, etc.).

Our Universal Pre-Kindergarten Teachers uses the New York State Common Core State ELA, Math and Social Studies Standards. Additionally, our Pre-Kindergarten will be evaluated by the Early Childhood Environment Rating Scale (ECERS) which will inform us as to our strengths and areas we need to change to ensure that we meet compliance to ensure our preschoolers are prepared and ready for Kindergarten. Our Pre-Kindergarten Teacher attends Professional Development and collaborates with our Kindergarten Teachers on curriculum planning and share inquiry findings. Parents are invited to the orientation in the beginning of the school year and monthly events.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are given the opportunity to participate in the Measure of Student Learning (MOSL) assessment process and deciding as to which MOSL assessment our students will be administered. Additionally, Teachers collaborate with their grade level team teachers to review, decide and select the CCSS curriculum’s unit assessments and other CCSS aligned materials to be administered to our students. Additionally, grade level facilitators meet monthly to discuss the skills that the grades will be teaching and share their findings on the impact of student achievement. These findings are also shared at grade level conferences and at Staff Professional Development/meetings.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$348,370	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$88,188	X	
Title II, Part A	Federal	\$165,189	X	
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200	X	
Tax Levy (FSF)	Local	\$1,909,558	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 151K, The Lyndon Baines Johnson Elementary School, 32K151**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 151K, The Lyndon Baines Johnson Elementary School, 32K151**, will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

PS 151K, The Lyndon Baines Johnson Elementary School, 32K151 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	362	Total number of ELLs	63	ELLs as share of total student population (%)	17.4%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In		1	1	1	1	1								5
self-contained	1													1
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	52	1	9	12	0	6					64

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	52	1	9	12	0	6	0	0	0	64
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	6	0	1	2	0								19
Intermediate(I)	2	3	4	3	4	0								16
Advanced (A)	8	1	6	5	7	3								29
Total	19	10	10	9	13	3	0	0	0	0	0	0	0	64

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 151K assesses the early literacy skills of ELLs by using the running records from the Teachers College Reading and Writing Project as well as informal and formal teacher observations. Third, Fourth, and Fifth graders are assessed in ELA and Math through the benchmark periodic assessment. The data collected from these assessments informs us how to plan, implement, and deliver our

instructional plan. It helps us to differentiate instruction and meet the academic needs of our ELL population.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Looking at the data for grades K-5, several pieces of information stand out; the first is P.S. 151K's success in advancing students through its ESL Program. Data indicates that the majority of the ELL population performed better in the 2013 NYSESLAT than in the 2012. When analyzing the results we came to the conclusion that there are less students scoring at the beginning level of English proficiency, and there has been an increase in the intermediate, advance, and proficient levels of English proficiency. Based on our data analysis the advance level of English proficiency shows an increase of fifty percent.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

At this time we do not have this information because NYS did not provide the modalities for the Spring 2013 NYSESLAT.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

When looking at test scores of ELLs who took exams in English as to those who took it in their native language we have analyzed that the difference in language doesn't affect the student outcome.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Data is used to guide instruction for ELLs at P.S. 151K within the Response to Intervention Framework. Classroom teachers are the first to provide academic intervention to ELLs that are not performing on grade level. Intervention strategies are provided in small group instruction (strategy lessons, guided reading, reteaching lessons, conferencing, and scaffolding) five times a week within a six to eight week time frame, assessments and benchmarks are used during that time. If the child does not show any progress then tier II interventions will take place. Tier II intervention is provided by out of the classroom teachers twice a week and they will focus on skills that are determined by extended day group needs and/or teacher inquiry team findings. The duration of Tier II is four to six weeks, and if still there's no progress then Tier III is implemented. Tier III is an Intensive Instruction Program. The skills are based on individual student needs, and contains a group size of three students. The duration for this tier is two to four weeks.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers of ELLs make sure that a child's second language development is considered in instructional decisions by assessing the student in reading, writing, and math. Teachers also take into consideration the proficiency levels in the NYSESLAT modalities, as well as informal observations.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

At this time we do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELLs at P.S. 151K are evaluated by using the proficiency scores of the NYSESLAT.

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](#).)

P.S. 151K – The Lyndon Baines Johnson School is an Elementary school in the Bushwick section of Brooklyn. There are currently

380 students enrolled at P.S. 151K in Pre-Kindergarten through grade five. Currently, P.S. 151K has 63 English Language Learners (ELLs), who are receiving ESL instruction through the Freestanding ESL Program. Out of the 63 ELLs, there are 15 students who have an IEP.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once the LAB-R is administered and the student is identified as an ELL, the student is then given an entitlement letter in English and in their native language to hand deliver to their parents, within ten days of enrollment, informing them of the three program choices (TBE, Dual Language, ESL) available to them, as well as inviting them to a parent orientation. At the time of the orientation, a video is shown in their native language discussing in detail the three program choices. After the video, the parents are given the opportunity to ask questions to help clear their understanding of the programs available.

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

parent's choice is available. The child will be temporarily placed in the school's ESL program until the transfer is completed. If the parent chooses to keep the child enrolled at the current school, then the parent must provide a written statement explaining why they made that decision. Once the child's program is determined, the school sends the parent a placement letter, in English and in their native language indicating the program in which their child has been placed.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

ESL instruction at P.S. 151K will be delivered using a push-in/pull-out program model. All utilized ESL program models follow the standards based instruction and assessments. ESL lessons are alligned to the CCLS and grade appropriate content, in order to encourage both language development and social adjustment.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

During the school year of 2013-2014 we are going to use the sample NYSESLAT that the state website provides as a baseline to evaluate all four modalities of English acquisition. This will determine the individual needs of the student and will be used to gear teacher instruction. We will also administer the exam again in March to see how much progress the students have made.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

The ESL teacher bases her lessons around the content-area standards and uses ESL methodologies and instructional strategies to deliver content-area lessons. Instruction is provided in the content areas using learning strategies such as graphic organizers, strategy charts,

essential and academic vocabulary. Ample time is allowed for discussion with students and makes language accessible across subject areas. Furthermore, where needed, the ESL teacher will employ Native Language supports to help make content comprehensible. In the freestanding ESL models, content-area instruction is delivered in English using ESL strategies along with Native language supports to enrich comprehension.

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

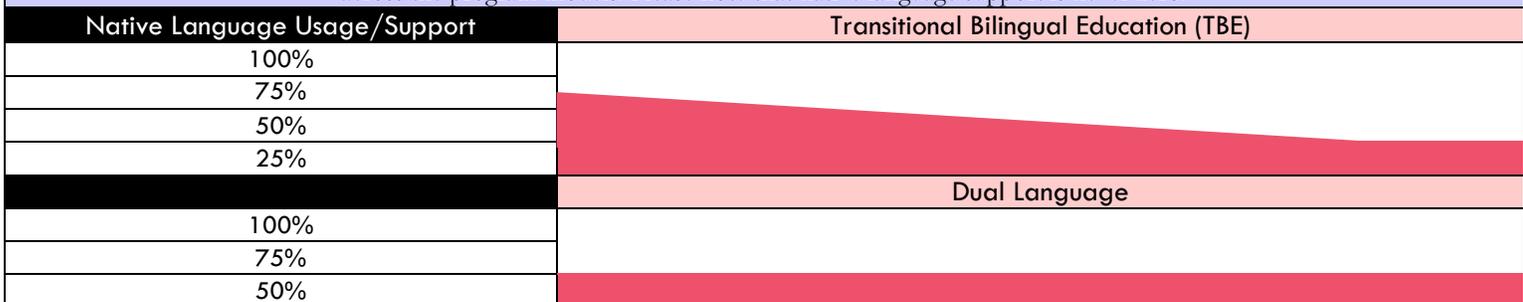
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
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 ELL instructional program at P.S. 151K aims to meet the individual needs of every student by providing targeted intervention programming for ELLs in ELA, math, and the content areas. Targeted intervention is provided in the second language for students in grades 3, 4, and 5 during extended day. Additionally some students in grades 3, 4, and 5 receive academic intervention services during the regular school day. Students in grades K-5 will continue to receive academic intervention through the Title III ESL Academy.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The Title III ESL Academy has proven to be effective and is meeting the needs of ELLs when taking the NYSESLAT. When analyzing the results of the NYSESLAT students in the current school year have shown great improvement when compared to previous years. It shows that we have more students in the advance and proficient levels of second language acquisition in comparison to previous years where we have had more students in the beginning and intermediate levels. However, we believe that there is a gap between the outcomes of the ELA and the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year there will be a self-contained ESL kindergarten classroom with a certified ESL teacher, providing ESL services for her students. There will also be two out of the classroom ESL certified teachers. One will provide services for grades 1-2, and the other will provide services for grades 3-5.
12. What programs/services for ELLs will be discontinued and why?
- At the moment there are no programs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs and former ELLs are a part of all extra curricular activities at P.S. 151K. They are invited to participate in Capoeira, Inside Broadway, Town Hall Residency and Ballroom Dancing. English Language Learners and Former ELLs in grades 3-5 are also a part of the extended day program which offers academic help in reading and math.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- At the moment we are in the process of purchasing content materials to support our ESL population (ReadyGen ESL component.) ESL students have access to several technology programs that are used school wide. The Programs are Starfall (phonics and decoding), Clifford, Spelling Blaster, Might Math, Reader Rabbit, and Mavis Beacon Typing.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL program, native language support is delivered by pairing students with classmates that speak English and the native language. Dictionaries are provided to students in their native language as well as content area glossaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELLs in the second grade receive support services from the alternate paraprofessional that provides academic support. The age and grade appropriate resource materials are provided through the reading and math programs as well as the benchmark reading levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- At the moment we don't have any activities that assist newly enrolled ELL students before the beginning of the school year or for ELLs who enroll throughout the school year.
18. What language electives are offered to ELLs?
- At the moment we do not have any language Electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- At the moment we do not have a dual language program.

C. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01

	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K151 School Name: Lyndon Baines Johnson

Cluster: 4 Network: 412

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Lyndon B. Johnson	DBN: 32K151
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Currently, P.S. 151K has 70 English Language Learners (ELLs) in grades K-5, and two New York State (NYS) licensed English as a Second Language (ESL) teachers that provide ESL instruction during the instructional school day. Instructional time is determined according to each student's individual level of proficiency as determined by the New York State Identification Test for English Language Learners (NYSITEL) and the corresponding guidelines under the New York State Commissioner's Regulation Part 154. Beginning and Intermediate level students receive the mandated 360 minutes of ESL instruction per week; advanced students receive 180 minutes per week. In our ESL program, Language Arts and content areas (Math, Science, and Social Studies) are taught utilizing ESL strategies and methodologies. The school's goal is to enable our ELL population to develop academic and linguistic proficiency by using evidence in argument. Through this, students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness. During common planning teachers are incorporating multiple formats to represent information and enhance student engagement.

In our afterschool program, P.S. 151 is going to implement a two part program to target two populations. Our struggling ELL readers in the lower grades and our upper grade ELLs who are performing below grade level in ELA and math. This afterschool program will be held Tuesdays, Wednesdays, and Thursdays beginning December 2, 2014 (45 sessions), during the hours of 2:30-5:00. The students' afterschool program will begin with a snack in the cafeteria. During this time, program teachers will include conversational English followed by a "read aloud", which ties in to the speaking and listening standards in the Common Core Literacy Standards. This program will build on the instructional course work from the school day. Our struggling ELLs in Kindergarten, first, and second grade will participate with our community based organization "Read Alliance Program", which will be overseen by our licensed teacher. The curriculum used during the tutoring sessions is the Reading for All Learners Program (RALP). Students are administered various RALP assessments throughout the program to track their progress. Testing and other performance information will be shared with our school. The tutoring program runs for 45 sessions, with three 60-minute one-to-one sessions per week. The program sessions are divided into two sixty minute segments, one for reading tutoring with RALP materials and one for homework help. Two of our NYS licensed teachers will provide literacy instruction to our third, fourth, and fifth grade ELLs. They will implement a "Reading Café Program" and NYSESLAT test preparation. To ensure cohesion and that each child receive expert instruction, and each teacher will make use of their

Part B: Direct Instruction Supplemental Program Information

areas of expertise and teaching experience to enhance their delivery of play-related and ELL-related curricular materials and instruction in our ELL after school program; one teacher will provide NYSESLAT test prep while the other is implementing the "Reading Café Program". The teachers will switch groups after an hour so that both groups have the opportunities to participate in each program. The "Reading Café" will provide the opportunity for students to listen, speak, read, and write in English through the use of plays and drama. The NYSESLAT preparation will give students the opportunity to practice, prepare, and be familiar for the upcoming exam in the spring of 2015. The materials to be used will primarily consist of books from Lee and Low publishing that are contemporary diverse stories that emphasize the richness of today's cultures and that all children could enjoy. The books are accompanied with extensive Teacher's Guides, interviews with authors and illustrators, and Common Core resources developed by Lee and Low publishing literacy specialists that comprise of strategies that include but are not limited to close reading and teaching vocabulary in layers. Title III will continue to 2015-2016.

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: Our ESL teachers will attend ESL workshops and trainings so that we can improve our teaching practice and disseminate the information to teachers and staff that provide instruction to our ELL population.

Teachers of ELLs will be provided with ongoing professional development through the use of webinars, in house workshops, as well as workshops offered from the office of OELL. This will ensure that ELLs are provided with all the support so that they can succeed.

Teachers will be provided with NYSESLAT training so that they can implement strategies into their daily routine to support our ELL population.

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

Part D: Parental Engagement Activities

Begin description here: Our ELL students will present several of their rehearsed plays to the parents throughout the course of the after school program. We will present plays written and produced by the students themselves. We expect our performances to take place both during our after school program and at a separate assembly when we present our play-acting and play-writing skills in a public performance in the spring. All of our ELL after school drama activities will involve performances by all of the students participating in the after school program. The rationale behind these activities is to increase our ELL students' familiarity with and use of the four modalities of listening, speaking, reading, and writing, while simultaneously promoting a sense of pride and accomplishment while increasing their self-confidence to perform before each other and a live audience. Our ELL students will also acquire a greater knowledge of and improvement in their overall English skills while attaining a greater confidence in reading, writing, and speaking as they increase their vocabulary, comprehension, and fluency in English. Parents will be notified of our ELL play productions by letters, phone calls, flyers, student word-of-mouth, and our parent coordinator's effective outreach of information to our parents, families, and the P.S. 151 community, in general. Additionally, our ESL teachers, Ms.J.Rivera and Ms.S.Martinez, communicate with our ELL parents and their families through frequent letters and flyers sent directly home to inform our parents of important ELL information and updates. Parental notifications are sent home at the beginning of the academic school year to our ELL parents and guardians in the form of Entitlement Letters, Continued Entitlement Letters, Non-Entitlement Letters, Parent Preferred Language Forms, Placement Letters, and ELL Parent Brochures in their home or preferred language. Parents of newly identified ELLs are also invited to P.S. 151 for a Parent Orientation and a viewing of the Parent Orientation Video explaining their options and rights as the parent or guardian of an ELL student. In the fall, the parents of ELLs will receive the Title III supplemental program information on November 18, 2014 during morning and afternoon meetings. The evening session will be during the Title I meeting which will be held on November 19, 2014. During these sessions parents will receive a letter explaining the supplemental services their child will receive as an ELL student, and the details of the after school program in which their child is invited to participate. Immediately following this meeting, parents of the ELL students will receive a Title 3 letter inviting their child to attend the afterschool program commencing December 2, 2014, that will contain a description of the instructional program and its benefits. Attached to the letter will be a permission slip form and an opt-out form, should they choose. In the Spring, letters are sent to the parents informing them of the upcoming NYSESLAT assessments, how it establishes their child's level of English proficiency based upon the results of the NYSESLAT, and the importance of their child's participation in the NYSESLAT. In addition, our parent coordinator facilitates parent workshops throughout the year to all parents, including the parents of the ELLs. Workshops are based on the needs of the students as well as the parents. These ELL Parent Workshops will commence in January 2015 to provide the parents the tools and strategies to support our student's reading while reading their independent reading level just right books and/or books of interests. Lastly, our ELL students will participate in culminating drama activities through their active involvement in and the excitement of live productions to be presented before students, parents, family members, and the P.S. 151K community. We anticipate the production of these performances in May and June, with specific calendar dates to be chosen closer to these actual upcoming months. We will hold both in-school and after-school performances to maximize the potential audiences ability to see these performances. Each performance will consist of three or four short plays performed by the ELL students

Part D: Parental Engagement Activities

on these future dates, with costumes and sets designed by the students with the help of parents. We expect to have parents participating at these events.

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	_____	_____