



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

30Q151

School Name:

MARY D. CARTER

Principal:

DR. SAMANTHA B. MAISONET

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Mary D. Carter School Number (DBN): 30Q151
School Level: Elementary Grades Served: PK-5
School Address: 50-05 31 Avenue, Woodside, NY 11377
Phone Number: 718/728-2676 Fax: 718/545-2028
School Contact Person: Diane Costello Email Address: dcostello@schools.nyc.gov
Principal: Dr. Samantha B. Maisonet
UFT Chapter Leader: Sandra Rodriguez
Parents' Association President: Elizabeth Lugo
School Leadership Team
Chairperson: Diane Costello
Student Representative(s): _____

District Information

District: 30 Superintendent: Dr. Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 718/391-8323 Fax: 718/391-6147

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: CFN 202 Network Leader: Nancy Di Maggio

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:

1. 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*.
2. 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.**
3. 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)
Dr. Samantha B. Maisonet	*Principal or Designee	
Sandra Rodriguez	*UFT Chapter Leader or Designee	
Elizabeth Lugo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lourdes Cordero	Member/Teacher	
Diane Costello	Member/Teacher/Chairperson	
Pamela Lopez	Member/Parent	
Xochitl Monroy	Member/Parent	
Amal Salameh	Member/Parent	
Maria Teti	Member/Parent	
Alexandra Traegler	Member/Teacher	

**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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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:

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

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **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.

Quality Review Findings

1.1) CURRICULA

- Curricula across the school are aligned to the Common Core Learning Standards (CCLS) with all students engaged in rigorous learning. Students are expected to demonstrate high order thinking skills through classroom activities, assessments, and student work products.

1.2) PEDAGOGY

- Teachers use data to inform instruction and plan lessons that incorporate the use of dialogue and discussion align to the school's implementation of the Danielson Framework for Teaching.

2.2) ASSESSMENTS

- Common assessments aligned to curricula in ELA and Math provides actionable feedback and drives curricular and instructional adjustments to support the learning needs of all students.

3.4) HIGH EXPECTATIONS

- The school's CEP goals set high expectations for teacher and student learning which aligns to the Danielson Framework for Teaching (3b). Families are informed of student learning expectations and progress towards achievement.

4.2) TEACHER TEAMS

- Regularly scheduled professional collaboration time allows teachers to examine student data and work products using protocols and a process of inquiry. The school incorporates teacher input into professional learning and curriculum decisions.

PS151Q's mission statement is as follows: "The Global Communication and Foreign Language Magnet School celebrates the rich heritage of our students, builds their academic knowledge within a collaborative and challenging environment, and prepares them morally and ethically for global citizenship".

To ensure the success of PS151Q's vision, the school is working collaboratively with a variety of organizations and implementing an ELL initiative. These are listed below.

- **International Baccalaureate Organization**

PS 151Q is in the process of trying to obtain authorization as an International Baccalaureate (IB) World School. Our school has created six trans disciplinary, inquiry based units per grade which integrate the areas of Social Studies, Science and ELA. The IB philosophy incorporated in the units focuses on the whole child and highlights *attitudes and learner profiles*.

- **Middlebury Interactive Speech and Foreign Language Exposure Program**

Students in Grades 2 -5 are participating in an online Spanish course in the computer lab. All students are beginning to read and speak Spanish.

- **Social Emotional Developmental Health**
P.S. 151Q has the benefit of having Western Queens Consultation Center housed in our building. Students and families have access to mental health counselors and social workers to support them on a daily basis. Students and families also have access to our own Guidance Counselor and Social Worker. Our support staff has recently arranged for a Pet Therapy program to begin this school year to support our students' emotional needs.
- **Box Out Bullying Productions**
Students in grades K-5 will participate in the *Box Out Bullying Student Performance Presentation*. These interactive theater presentations will include study guides, lesson plans, two assembly presentations, and pre and post assembly student questionnaires. The presentations are age appropriate to lower and upper elementary students. All K-5 classes will also have a customized residency that will target group dynamics, skills, prevention, and intervention. The program will address this goal by presenting a clear definition of bullying, establish rules that will help prevent bullying, identifying bullying behaviors, differences between bullying and conflict, the recognition of cyberbullying, empowering bystanders, and creating and building empathy.
- **Adult Education Classes**
P.S. 151 has applied to OACE (Office of Adult & Continuing Education) for adult education classes on site. The focus will be to help parents to increase their written and spoken English skills and mathematical abilities. These skills will help them to become more effective partners in their children's education. Morning, afternoon, evening and Saturday classes will be offered during the week.
- **Learning Leaders**
During the 2014-2015 school year, P.S. 151 has contracted the *Learning Leaders* organization. This program engages families and communities to support student success. Learning Leaders instructs parents on how to support their children's educational experience by increasing their knowledge, skills and confidence. Our interactive family workshops inform parents about how the public school system works, ways to facilitate learning at home, and how to further their own personal and educational development.

STRENGTHS, ACCOMPLISHMENTS, GROWTH & FOCUS

- The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. (Integrated Intervention Team(IIT) Effective Rating)
- All school stakeholders' work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision. (IIT Effective Rating)
- The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional

developmental health needs. (IIT Effective Rating)

- Growth - (1.1). Ensure engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. (Quality Review (QR) Proficient Rating)
- Growth - (3.4). Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. (QR Proficient Rating)
- Growth - (4.2). Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (QR Proficient Rating)
- Focus - (1.2). Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. (QR Developed Rating)
- Focus - (2.2). Align assessments to curricula, use an on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. (QR Developed Rating)

30Q151 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	434	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	85.0%	% Attendance Rate		90.8%	
% Free Lunch	84.8%	% Reduced Lunch		5.6%	
% Limited English Proficient	15.6%	% Students with Disabilities		22.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American		15.4%	
% Hispanic or Latino	60.5%	% Asian or Native Hawaiian/Pacific Islander		15.6%	
% White	7.6%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.85	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.7%	Mathematics Performance at levels 3 & 4		22.7%	
Science Performance at levels 3 & 4 (4th Grade)	89.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (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	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES	
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		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
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	NO				
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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> 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. 		
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.	D
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
<p>Part 1b. Needs/Areas for Improvement:</p> <ol style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. 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. 		
<ul style="list-style-type: none"> Ensure that lesson and unit planning is consistently aligned to the CCLS. Inventory current resources and obtain leveled texts aligned to the CCLS and based on the needs of the students. Monitor planning to ensure that all lessons include materials and questioning strategies that provide rigor and access to higher-order thinking skills. Continue to provide Professional Development (PD) opportunities to support all staff in effectively using Data Driven Instruction (DDI) strategies when writing unit and lesson plans designed to meet the needs of all students. Provide PD to support staff in using data to develop appropriate groupings of students and to provide instruction that is scaffold to bridge the gap between what students know and what they need to know. Provide specific opportunities for interdisciplinary collaboration within and among grades; provide additional PD and expertise, as indicated. Provide PD designed to improve teacher use of assessments and feedback to ensure student ownership of learning and improve student achievement. 		

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, 50% of Grade 2 – 5 students will meet and/or exceed end of year grade level expectations based on Teachers College Reading and Writing Project (TCRWP) running 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> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. 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>1. Teacher teams analyze student results using TCWRP to determine levels of comprehension, fluency, decoding, voice, vocabulary, and skills needed to comprehend text using a variety of strategies. Curricula is developed and maintained that is aligned to the CCLS. Small group instruction is informed by assessment data. Teachers identify goals for groups of students (posted in rooms); provide instruction or scaffold support; engage in ongoing practice and enrichment for groups of students. Teacher teams have received professional development on the expectations of collaboration and professional learning. They use this information to establish norms and select goals for their team meetings. To continue to be committed to the improvement of P.S. 151’s classroom collaboration, all teachers will participate in <i>Team teaching Professional Development</i>. This training will be provided to the staff to engage them in the work of Friends and Cook on <i>Collaborative Team Teaching</i>. This professional learning will take place on three consecutive Monday afternoons beginning December 15, 2014. Teachers will learn the various approaches to team teaching including station teaching and alternative teaching.</p>	<p>Gr. 2-5</p>	<p>Sep 2014 – June 2015</p>	<p>Classroom Teachers, Cluster Teachers, AIS Staff, ELL Teachers, Teacher Center, Specific PD Providers</p>
<p>2. In order to meet the needs of diverse learners, teachers are supported in their lesson planning to develop methods and locate materials to meet the learning needs</p>	<p>SWD, ELL Population Gr. 2-5</p>	<p>Sep 2014 – June 2015</p>	<p>Classroom Teachers, Cluster</p>

<p>of students by providing multiple points of access for Special Needs and English Language Learners (ELLS). Teachers model, incorporate small group learning, facilitate discussions, and plan effective learning sequences to provide access points to diverse learners. Scaffolding, as well as other methods of differentiation is used to support diverse learners, including Special Education and ELL students to explain and justify their thinking. Additionally, small group instruction is being provided in a 10:1 ratio during two After School Programs. The programs run simultaneously and consist of 4 classes each, with one program specific to English Language Learners and both programs available to Students with Disabilities (SWD). A program coordinator will provide supervision and certified teachers will provide instruction applicable to the specific program.</p>			<p>Teachers, AIS Staff, ELL Teacher, Teacher Center, Administrator</p>
<p>3. The dedicated use of Parent Engagement Time allows for information to be dispersed to parents by all staff members. The parent coordinator, in order to inform the community, will receive professional development during the fall and spring term by the network support team and school administrators. Translation services will be used to provide the information to parents in the home language.</p>	<p>Parents</p>	<p>Sep 2014 - June 2015</p>	<p>Classroom Teachers, Cluster Teachers, AIS Staff, ELL Teachers, Administration, Parent Coordinator, CFN 202, Teacher Center</p>
<p>4. The parent coordinator and principal collaborate with the Parent Association during monthly meetings to increase parent awareness of student activities. Teachers on each grade send out weekly newsletters to share information with parents about classroom activities and the Common Core Learning Standards (CCLS). To work toward the shared goal of improving student outcomes and preparing students for success in school and beyond, the School Leadership Team (SLT) agreed to provide the community with the <i>Learning Leaders Program</i>. This program began in November 2014 and is training those parents who wish to develop as leaders within the academic school community.</p>	<p>Parents, Gr. 2-5</p>	<p>Sep 2014 - June 2015</p>	<p>Classroom Teachers, Administration, Parent Coordinator, Parent Association, SLT, Learning Leaders Staff</p>

Part 4 – Resources Needed

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

Teacher teams analyze student results using TCWRP to determine levels of comprehension, fluency, decoding, voice, vocabulary, and skills needed to comprehend text using a variety of strategies. Professional development is conducted by the Teacher Center and Administration on a weekly basis throughout the school year, Network CFN 202 on a bimonthly schedule, and monthly meetings with *The Collective NYC* (an educational consultant), in the following areas: Response to Intervention (RTI), curriculum development, CCLS, assessment alignment, instructional shifts, Universal Design for Learning (UDL), multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS. Bimonthly parent meetings are conducted with instruction in CCLS and IB (International Baccalaureate) units. These meetings give the parent community the tools necessary to support their children’s learning. Title I Priority/ Focus SWP funds have been allocated to the school for the purpose of closing the learning gap and providing growth to tenets of the Diagnostic Tool for School and District Effectiveness. The school monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. Ongoing professional development implemented by the Teacher Center and the Administration is provided to teachers for program implementation and instructional support. Monthly progress reports are completed for parents. End of year reports and teacher surveys will be conducted to evaluate student growth and program effectiveness. Pre and post assessments are provided to all students. Post exam analysis will be provided prior to NYS Exams. The results of the NYC Measure of Student Learning Performance Tests (MoSL), NYS ELA assessments and TCRWP analysis resulted in the purchase of decoding and encoding materials for grades K-3, and word study materials for grades 4-5.

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.

No additional sources utilized.

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.

1. The grade level inquiry teams will analyze the results of the January running records to determine the percentage of students who have met or exceed the TCRWP grade level benchmark expectation.
2. January 2015

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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.	D
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.	E
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.	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.

- The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.
- The school leader has put in place overarching systems designed to react to, support, and sustain student social and emotional developmental health needs.
- The school has systems in place that support student social and emotional developmental health needs, addressing barriers for academic and social success.
- The school leader has provided support to a school community that is safe and fosters systems for identifying the social and emotional developmental health needs of all students.
- All school stakeholders are able to describe how the school is a safe and supportive learning environment that meets the social and emotional developmental health needs of all students.
- The school leader, in collaboration with teachers and student support staff, works to respond to student social and emotional developmental health needs. Consequently, this has increased student opportunities to become academically and socially successful.
- Collaboratively develop or select a program to fully support the teaching of social and emotional developmental health; provide ongoing training for staff so the program can be successfully implemented.

SEDIIT April 2014

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, all students in grades K – 5 will participate in anti-bullying lessons monthly to foster a safe school community and sustain social and emotional developmental health as evidenced by student attendance sheets and evaluation forms.

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> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. 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>1. Students in grades 3 – 5 participated in bimonthly anti-bullying lessons from STOP Bullying series and “Respect for All” as defined in the Consolidated School & Youth Development Plan, 2014 - 2015. The lessons provided involve: safety, respect, harassment/bullying and good/bad touches. Teachers are instructed on how to look out for and report these issues. Additionally students in grades K-5 will participate in a <i>Box Out Bullying Student Performance Presentation</i>, which is an evidence based program that meets state bullying prevention initiatives. These interactive theater presentations will include study guides, lesson plans, two assembly presentations, and pre and post assembly student questionnaires. The presentations are age appropriate to lower and upper elementary students. All K-5 classes will also have a customized residency that will target group dynamics, skills, prevention, and intervention. The program will address this goal by presenting a clear definition of bullying, establish rules that will help prevent bullying, identifying bullying behaviors, differences between bullying and conflict, the recognition of cyberbullying, empowering bystanders, and creating and building empathy.</p>	<p>Gr. K-5</p>	<p>September 2014-June 2015 Weekly (SAT team) & Daily lessons (Classroom Teachers</p>	<p>Administrators, Guidance Counselor, School Psychologist, School Social Worker, Classroom Teachers, Paraprofessionals, <i>Box Out Bullying Production</i> members</p>

<p>2. Western Queens Counseling Services provides (as per needed) at-risk interventions and individual counseling sessions to improve students' mental health and self-esteem as per teacher and/or parent request. This is an early-recognition screening program designed to identify student needs and detect interferences in the early stages of student development. The student support staff work closely with this outside agency, which also collects and disseminates data to the school's student support staff, to provide additional support for students' social and emotional developmental health and academic needs. Counselors are multi-lingual and conduct sessions with parents in their native language or with translator. Information is available in the school's main office through the bilingual parent coordinator.</p>	<p>SWD, ELL Population Gr. K-5</p>	<p>Sept. 2014 - June 2015</p>	<p>Administration, Guidance Counselor, School Psychologist, Social Worker, Teachers, Paraprofessionals, Western Queens Counseling therapists, Parent Coordinator</p>
<p>3. The school pedagogical leadership team has implemented a "Strengths and Struggles Checklist" that is used whenever a staff member takes note of a student in need. The checklist is disseminated and monitored by both the school leader and the assistant principals. School leaders, teachers and support staff agree that the checklist is used to inform parents of concerns the school has and of interventions available to support the student. Workshops are provided for the parents by the SIT Team and Western Queens along with the parent coordinator. <i>The Box Out Bullying Student Performance Presentation</i> includes parent workshops that will turn parents into partners with the Administration, address bullying on all levels of the student experience, give parents simple tools they can use to build their child's resiliency and promote a safe and supportive home environment.</p>	<p>Parents</p>	<p>September 2014 - June 2015</p>	<p>Administration, Guidance Counselor, School Psychologist, School Social Worker, Classroom Teachers, Paraprofessionals, Parent Coordinator, Western Queens Counseling therapists, <i>Box Out Bullying Production</i> members</p>
<p>4. During interviews with the IIT, parents stated that they always feel welcome in the school and are encouraged to spend time volunteering in the cafeteria, the hallways and in the entranceway to the building. Parents also disclosed that they know of the student referral system and how to get support for</p>	<p>Parents, Gr. K-5</p>	<p>September 2014 - June 2015</p>	<p>Administration, Guidance Counselor, School Psychologist, Social Worker, Classroom</p>

<p>their children. Parents who volunteer in the school stated that because of the new school leadership they can be active participants in the education of their children. To work toward the shared goal of improving student outcomes and preparing students for success in school and beyond, the SLT agreed to provide the community with the <i>Learning Leaders Program</i>. This program began in November 2014 and is training those parents who wish to develop as leaders within the academic school community.</p>			<p>Teachers, Paraprofessionals, Learning Leaders Staff, SLT</p>
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Part 4 – Resources Needed

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

Title I Priority/ Focus SWP funds have been allocated to the school for the purpose of closing the learning gap and providing growth to the tenets of the Diagnostic Tool for School and District Effectiveness. These funds have been allocated to P.S. 151 for the purpose of breaking down cultural barriers and providing an equitable education for all attending students. Monies are spent specifically to implement International Baccalaureate (IB) Concepts and Ideals which have been embedded into all core content areas and integrated throughout each school program. The funds support curriculum development, professional learning, all student activities and additionally the overall support of school development, student social and emotional growth, academic achievement and college and career-bound readiness. Guidance counselors and social workers support staff through classroom visits to discuss bullying, conflict resolution, hygiene, *Respect for All* and provide professional development for staff in regard to mandated reporting and child abuse. Anti-bullying initiatives have been implemented across the school to address social interactions and awareness using The Title I Priority/ Focus SWP funds to purchase *The Box Out Bullying Student Performance Presentation* and K-5 classroom residencies. Based on surveys provided at the anti-bullying assemblies and Parent Association meetings, the Guidance Counselor and Social Worker provide additional small group and one-on-one counseling which include peer interaction activities and conflict resolution strategies as needed. The school leadership team created and supports the use of an elected student council to collect input from students on their social and emotional developmental health needs. The school leadership team has also created a student behavior contract with regulations and disciplinary rules. Students are aware of all the behavior rules and also know what to do when they see another student breaking the rules. All students signed an “essential agreement contract” at the beginning of the year and each grade periodically reviews the contract. Discussions with parents at SLT, PA meetings and various workshops revealed that they are aware of the school’s commitment to meeting the social and emotional needs of students. Western Queens Counseling Services provides at-risk interventions and individual counseling sessions to improve students’ mental health and self-esteem. IB learner attitudes and trans-disciplinary themes integrate social and emotional needs into core curriculum instruction. Western Queens provides additional support for social and emotional issues that include suicide, trauma and family crisis. Professional development

is conducted by the pedagogical leadership team, International Baccalaureate Primary Years Program Coordinator, and the Administration in the areas of classroom lessons, International Baccalaureate attitudes, monthly awards and celebrations, project-based learning, Universal Design for Learning, teacher collaborations, team teaching and school-wide positive attitudes to successfully reinforce our students' social and emotional development.

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.

No additional sources utilized.

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.

1. The guidance counselor and social worker will conduct a mid-year analysis of the anti-bullying surveys provided to students and parents. Based on the results they will determine if students feel safe and supported in their environment.
2. January 2015

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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.	D
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.

- Provide PD to support staff in deepening their understanding of how to provide instruction that addresses the needs of each student, including ELLs.
- Establish school-wide expectations for setting long- and short-term goals for students; provide PD to support teacher implementation of the goal setting process, and monitor implementation.
- Continue to provide opportunities for teachers to collaborate on the implementation of CCLS-based instruction.
- Provide additional workshops and instruction based on Webb’s *Depth of Knowledge* model that will lead to improved questioning techniques and discussion of what the development of higher-order thinking skills requires.
- Inventory resources; and provide texts and materials that are leveled, challenging, and engaging for all groups of students.
- Provide PD for staff to support their ability to provide opportunities for active student participation in daily instruction and use strategies that ensure students feel intellectually safe in all classes.
- Provide PD to support teachers’ use of both formative and summative assessments to group students, adjust instructional plans to provide different points of entry as indicated, and to provide constructive and instructive feedback to students.

SEDIIT April 2014

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, as a result of teacher collaboration, 50% of students in grades 1 – 5 will complete math word problems with explanations that are clear, complete and demonstrate sound reasoning and understanding of key concepts as per the Go Math scoring rubric (for Extended Constructed Responses).

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>1. Math instruction has been revised for the 2014-2015 school year to ensure adequate time for students to engage in problem solving involving higher order thinking. H.O.T (higher order thinking) questions and performance tasks have become more of a focus in planning meetings. Teachers at the beginning of the year worked collaboratively across the grades using the Go Math Beginning of Year or Diagnostic Inventory in math to determine a child’s readiness for grade level CCLS math concepts and skills. Evidence of progress in developing student understanding of the major content areas in mathematics are reviewed weekly by the Administration through informal observations and grade conferences to determine if students are engaged in rigorous work that demonstrates deep understanding. In November 2014, the school began using a protocol for looking at student work in collaboration in the area of Problem Solving for Math. The data collected is analyzed to determine student growth in the area of deep understanding in the CCLS of mathematics. To continue to be committed to the improvement of P.S. 151’s classroom collaboration, all teachers will participate in <i>Team teaching Professional Development</i>. This training will be provided to the staff to engage them in the work of Friends and Cook on <i>Collaborative Team Teaching</i>. This</p>	<p>Gr. 1-5</p>	<p>September 2014 – June 2015</p>	<p>Classroom Teachers, Cluster Teachers, AIS Staff, ELL Teachers, Teacher Center, Administration, Specific PD Providers</p>

<p>professional learning will take place on three consecutive Monday afternoons beginning December 15, 2014. Teachers will learn the various approaches to team teaching including station teaching and alternative teaching. Beginning in January 2015, K-5 students will be introduced to student friendly assessment criteria in the area of math. In grades K-2, the students will focus on non-verbal (visual representations) that align or point to learning expectations. In grade 3-5 students will use student rubrics with clear descriptors of learning. By May of 2015, students in K-5 will be able to assess the work of others and identify his/her next learning step. During the 2013-2014 school year, Promethean boards were installed in most classrooms. This technology allows teachers to plan for the diverse learners in their classrooms and promotes student engagement and participation. For the 2014-2015 school year, the <i>ActioExpression Learning Response System</i> is being piloted in six classrooms. A clicker is used as a way of engaging students and offering teachers another way of obtaining immediate data about their students. <i>ActioExpression</i> promotes classroom collaboration by allowing students and teachers to immediately view responses and to discuss them during the lesson. Promethean's newly enhanced device comes with a backlight screen that clearly displays responses and is designed to resemble a smart phone, creating instant familiarity and usability.</p>			
<p>2. In order to meet the needs of diverse learners, teachers work collaboratively across all grades during common preps. This time provides them with the planning that is needed to develop methods and locate materials to meet the learning needs of students by providing multiple points of access for Special Needs and English Language Learners (ELL). Teachers model, incorporate small group learning, facilitate discussions, and plan effective learning sequences to provide access points to diverse learners. Scaffolding, as well as other methods of differentiation is used to support diverse learners, including Special Education and ELL students to explain and justify their thinking. Additionally, small group instruction is being provided in a 10:1 ratio during two After School Programs. The programs run simultaneously and consist of 4 classes each, with one program specific to English Language Learners and both programs available to SWD's. A program coordinator will provide supervision and certified teachers will provide instruction applicable to the specific program.</p>	<p>SWD, ELL Population Gr. 1-5</p>	<p>September 2014 - June 2015</p>	<p>Classroom Teachers, Cluster Teachers, ELL Teacher, AIS Teachers, Teacher Center, Administration</p>

<p>3. The dedicated use of Parent Engagement Time allows for information to be dispersed to parents by all staff members. The parent coordinator, in order to inform the community, will receive professional development during the fall and spring term by the network support team and school administrators. Translation services will be used to provide the information to parents in the home language. Monthly progress reports, end of year reports and teacher surveys will be conducted and disseminated to parents to inform them of student growth and progress.</p>	<p>Parents</p>	<p>Sep 2014 – June 2015</p>	<p>Classroom Teachers, Cluster Teachers, AIS Staff, ELL Teachers, Administration, Parent Coordinator, CFN 202, Teacher Center</p>
<p>4. The parent coordinator and principal collaborate with the Parent Association during monthly meetings to increase parent awareness of student activities. Teachers on each grade send out weekly newsletters to share information with parents about classroom activities and the Common Core Learning Standards (CCLS). To work toward the shared goal of improving student outcomes and preparing students for success in school and beyond, the SLT agreed to provide the community with the <i>Learning Leaders Program</i>. This program began in November 2014 and is training those parents who wish to develop as leaders within the academic school community.</p>	<p>Parents, Gr. 1- 5</p>	<p>September 2014 – June 2015</p>	<p>Classroom Teachers, Administration, Parent Coordinator, Parent Association, Learning Leaders Staff</p>

Part 4 – Resources Needed

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

Teacher teams and the pedagogical leadership team views the results of Go Math Beginning of Year/ Diagnostic Inventory, Go Math Unit assessments and Grade 1 & 2 MoSL to gain a deeper understanding of pedagogical practices. These teams meet weekly and use the information to develop instructional plans of action, which focus on instructional shifts. Professional development is conducted by the Instructional Coordinator along with the Administration on a weekly basis throughout the school year, the Network CFN 202 on a bimonthly schedule and *The Collective NYC* (an educational consultant) monthly, in the following areas: RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS. Bimonthly meetings are conducted in order to instruct the parents in CCLS and IB units. These meetings give the parent community the tools necessary to support their children’s learning. Title I Priority/ Focus SWP funds have been allocated to the school for the purpose of closing the learning gap and providing growth to tenets of the Diagnostic Tool for School and District Effectiveness. The school monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met.

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.

No additional sources utilized.

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.

1. Analysis of the protocol for looking at student work in collaboration in the area of Problem Solving for Math and the results of the Go Math mid-year benchmark test.
2. January 2015

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

- Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
- 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).	D
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.	D
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.	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.

- Provide ongoing discussions with students of all grade levels about expectations included in the NYS performance levels and the content knowledge and skills they need to acquire to move from one level to the next.
- Review the disseminated SCEP goals with the parent and family community and explain what the goals mean to students.
- Use a variety of strategies to inform parents about initiatives in the SCEP and begin to provide supports to enable them to support the learning of their children.
- Provide all staff with PD on the strategies and materials needed to support the instructional needs of the ELL population.
- Provide staff feedback that is designed to include the strategies and practices necessary for improvement in planning and instruction; use observation outcomes to inform PD provided school-wide and for individual teachers.
- Establish systems that provide the school leader with ongoing access to classroom data binders; use the information to make decisions that will drive school improvement.

- Establish systems in which the school leadership team reviews student achievement and then discusses with staff the instructional strategies necessary to provide support to each student.

SEDITT April 2014

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, 70% of eligible teachers will achieve an effective or highly effective rating in component 3b of the 2013 Danielson Framework for Teaching as evidenced in the Advance Evaluation System.

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>
<p>1. The 2014-2015 Instructional Focus is “Members of the P.S. 151Q school community foster an engaging environment that encourages a focused discussion and deepens student understanding”. This focus supports component 3b and was highlighted as an area of growth within Advance last year. The school has implemented Advance providing teachers with feedback based on evidence and clear next steps to improve teacher practice. The school has expanded its 2013-2014 SCEP goal into the 2014-2015 instructional focus that aligns to component 3b - Questioning and Discussion Techniques of the Danielson Rubric. Using the Danielson Framework for Teaching, school leaders conduct a series of informal walk throughs that provide teachers with actionable feedback regarding teacher practice. Teachers plan lessons using criteria from the Danielson framework as well as the feedback from school leaders. As a result, lessons are structured and paced, with activities planned to engage students through discussion and targeted questioning. A variety of questions help students better understand the content, check for</p>	<p>Teaching Staff</p>	<p>September 2014 – June 2015</p>	<p>Classroom Teachers, Cluster Teachers, Instructional Coordinator, Administration</p>

<p>understanding, and engage in different levels of the learning process. During inquiry times and weekly grade level meetings, teacher teams, along with the Administration, will deepen their understanding of the Danielson Framework and its indicators by viewing videos of teachers in practice, providing low inference notes of teacher and student behavior, and identifying feedback that will improve performance. On a monthly basis, teacher teams will self-reflect on teacher practice and participate in differentiated professional development provided by the Administration and the Instructional Coordinator. This strategy/activity will improve individual teacher performance based on needs related to component 3b of the Danielson Framework for Teaching.</p>			
<p>2. In order to meet the needs of diverse learners, teachers are supported in their lesson planning to develop methods and locate materials to meet the learning needs of students by providing multiple points of access for Special Needs and English Language Learners (ELLS) in both ELA and Math. Teachers model, incorporate small group learning, facilitate discussions, and plan effective learning sequences to provide access points to diverse learners. Scaffolding, as well as other methods of differentiation is used to support diverse learners, including Special Education and ELL students to explain and justify their thinking.</p>	<p>SWD, ELL Population</p>	<p>September 2014 – June 2015</p>	<p>Classroom Teachers, Cluster Teachers, ELL Teacher, AIS Teachers, Teacher Center, Administration</p>
<p>3. As a Title 1 School, PS151 is required to conduct an annual meeting to inform parents of their right to know that their child receives a high quality education. This right is based on the federal <i>No Child Left Behind Act of 2001</i>. During this meeting, all parents have the opportunity to request in writing information about the certification status and professional qualifications of their child’s classroom teachers and all paraprofessional staff working with them. All Parent Right to Know notification letters are also available on the Department’s website. Completed request forms are submitted to the principal as each teacher’s service is rated every year by the principal using the Danielson Framework for Teaching Rubric. This evaluation covers content knowledge as well as overall teaching methods and abilities.</p>	<p>Parents</p>	<p>Open House Week</p>	<p>Administration, Pedagogical Instructional Team, Parent Coordinator, Parent Association Members</p>
<p>4. The school communicates with parents about learning through monthly class newsletters, weekly parent conference time, report cards, Pre-K progress reports, and workshops conducted by various staff members. The school also communicates with families on a daily basis</p>	<p>Parents</p>	<p>September 2014 – June 2015</p>	<p>Classroom Teachers, Cluster Teachers, ELL Teacher, AIS</p>

<p>via the parent coordinator and Pre-K family worker. These support staff members provide workshops for parents about social emotional learning; health; nutrition; and safety, all with the goal of promoting academic success. The <i>Learning Leaders Program</i> began in November 2014 and is training those parents who wish to develop as leaders within the academic school community.</p>			<p>Teachers, Teacher Center, Administration, Parent Coordinator, Parent Association Members, Learning Leaders Staff</p>
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Part 4 – Resources Needed

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

Title I Priority/ Focus SWP funds have been allocated to the school for the purpose of closing the learning gap and providing growth to the tenets of the Diagnostic Tool for School and District Effectiveness. These funds have been allocated to P.S. 151 for the purpose of breaking down cultural barriers and providing an equitable education for all attending students. Monies are spent to implement International Baccalaureate (IB) Concepts and Ideals which have been embedded into all core content areas and integrated throughout each school program. The funds support curriculum development, professional learning, all student activities and additionally the overall support of school development, student social and emotional growth, academic achievement and college and career-bound readiness. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example: Professional development is conducted by the Instructional Coordinator, Network CFN 202 and the educational consultant - *The Collective NYC*, in the following areas: RtI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS. Bimonthly parent meetings are conducted with instruction specific in CCLS including Danielson Framework for Teaching. These meetings give the parent community the tools necessary to support their children’s learning.

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.

No additional sources utilized.

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.

1. Teachers will conduct a self-reflection and discuss the results at a mid-year post observation meeting with administrators. Evidence of effective teaching practices in component 3b of the 2013 Danielson Framework for Teaching will be shown in individual observation reports along with school wide Advance Evaluation System graphs.
2. January 2015

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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.	D
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.	I
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.

- Provide opportunities for families to understand the testing processes and criteria used to evaluate their children; provide individual support to enable families to understand the academic expectations, assistance, and progress that their children are making.
- Consult with parents regularly about how the school can improve its communication strategies.
- Contact additional agencies, public and private, to provide additional services for families.
- Provide training and support for staff and parents on how they can better work together to support the academic development of students.
- Provide specific support and guidance for parents on interpreting and understanding data about student academic and social progress, so that parents can be better advocates for their children and support academic success.

SEDIIT April 2014

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, the school community will develop parent awareness of Common Core Learning Standards (CCLS), Danielson Framework for Teaching, International Baccalaureate attitudes and values, and NYS and NYC formative and summative assessments through weekly newsletters and participation in workshops. The attendance at monthly meetings and workshops will increase by 10% from the 2013-2014 meetings, as measured by attendance sheets, meeting agendas, 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: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. 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>
1. The parent community will have an increased awareness of the variety of available courses and activities provided by P.S. 151 that will include the following: <ul style="list-style-type: none"> - CCLS - Danielson Framework for Teaching - NYS/NYC assessments - English classes for parents - workshops presented by parent coordinator and family worker in English and Spanish - the establishment of a family room - distribution of monthly calendar of events - the use of school messenger automated service to inform families of attendance and relay messages of school events - the development of a school-wide parental e-mail distribution list - <i>Box Out Bullying Student Performance Presentation</i> - <i>Respect for All</i> - <i>Stop Bullying Series</i> - English Language Learners (ELL) orientation - distribution of interim progress reports - Magnet Open Houses/IB introduction 	Parents	September 2014 – June 2015	Classroom Teachers, Cluster Teachers, AIS Staff, ELL Teachers, Teacher Center, Parent Coordinator, Administration, Parent Association, SLT, Specific PD Providers
2. School and parent programs are conducted in a language the parents can understand (translation and interpretation needs shall be communicated prior to	Parents	September 2014 – June 2015	Classroom Teachers, Cluster

meetings or events). The Individualized Education Plan Coordinator is available on a daily basis to provide informational services to parents of students with disabilities.			Teachers, AIS Staff, ELL Teachers, Teacher Center, Administration, Specific PD Providers
3. The dedicated use of Parent Engagement Time allows for information to be dispersed to parents by all staff members. The parent coordinator will receive professional development during the fall and spring term by the network support team and school administrators. The parent coordinator and principal collaborate with the Parent Association during monthly meetings to increase parent awareness of student activities. Regular communication is sent to parents to invite them to events at the school, to participate in interest surveys, and to inform them of training that is available.	Parents	September 2014 – June 2015	Classroom Teachers, Cluster Teachers, AIS Staff, ELL Teachers, Teacher Center, Administration, Specific PD Providers
4. The school's participation in the Title I Schoolwide Program (Title I SWP) requires all parents to be informed and involved in decision-making and activities that support student achievement. As a result, the joint review, planning and improvement of the School Comprehensive Educational Plan will be conducted with the parent representation on the School Leadership Team. This representation will provide feedback to the community and will help identify and address any barriers to parent involvement.	Parents	September 2014 – June 2015	Classroom Teachers, Cluster Teachers, AIS Staff, ELL Teachers, Teacher Center, Administration, Specific PD Providers

Part 4 – Resources Needed

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

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

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.

No additional sources utilized.

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.

1. SLT will conduct a mid-year review of Parent Association/workshop attendance sheets; parent surveys and feedback forms to determine if attendance has increased by 5%.
2. January 2015

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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)	New York State Education Department (NYSED) recommendations state that students who have a score below proficient (Level 3) on State assessments in ELA or Math have been required to receive AIS	RTI Plan After-school program for Title 1 students (supplemental for levels 1 & 2) Target Intervention	Whole Class Core instruction (tier 1 RTI) Small group instruction (tier 2 RTI) Small group tutoring Individual instruction (tier3 RTI) Small group instruction Small group instruction	During the school day After school During the school day
Mathematics	NYSED recommendations state that students who have a score below proficient (Level 3) on State assessments in ELA or Math have been required to receive AIS	Utilize a multimodality /manipulative approach incorporating a UDL and multiple entry point approach to learning math through exploration	Small group instruction (tier 2 RTI) Individualized instruction (tier 3 RTI)	During the school day
Science	NYSED recommendations state that students who have a score below proficient (Level 3) on State assessments in ELA or Math have been required to receive AIS	Utilize a hands on approach to science exploration and discover through experiments	Small group instruction	During the school day
Social Studies	NYSED recommendations state that students who have a score	Utilize New York City Core Curriculum (Grade 4), Journeys, differentiated support for Students with	Small group instruction	During the school day

	below proficient (Level 3) on State assessments in ELA or Math have been required to receive AIS	Disabilities and ELL students, document-based lessons/differentiated instruction using picture cues, graphs, diagrams and maps as needed throughout curriculum		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		The Guidance Counselor (with parental consent) provides at-risk counseling for students who are having difficulties in the school or home environment, assists parents to find support agencies for their child when needed and provides peer intervention and conflict resolution.	One-to-one, small group	During the school day
		The School Psychologist (with parental consent) provides at-risk counseling for students who are having difficulties in the school or home environment and provides support to classes in Grades 3-5 in the areas of socialization and conflict resolution.	One-to-one, small group	During the school day
		The Social Worker (with parental consent) provides at-risk counseling for students who are having difficulties in the school or home environment and provides support to classes in Grades 3-5 in the areas of socialization and conflict resolution.	One-to-one, small group	During the school day
		Our Speech therapists work with students identified by their classroom teachers as at-risk students.	One-to-one, small group	During the school day

		<p>Clinic Plus from Western Queens Consultation, an outside organization, offers counseling services for students (with parental consent) and their families at our school.</p>	<p>One-to-one, small group</p>	<p>During the school day</p>
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Section 7: Title I Program Information

Directions:

9. All schools must indicate their Title I status in Part 1
10. All elements of the *All Title I Schools* section must be completed in Part 2
11. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
12. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
13. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
14. 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.
<p>P.S. 151 follows NYCDOE policies for recruitment, retention, assignments and support including high quality professional development that ensures staff is highly qualified. In order to implement all school programs, P.S.151 employs certified teachers who are willing to learn new ideas and strategies. New strategies and programs are researched and approved by the instructional team. When new programs are implemented by the staff, professional development is provided so that teachers can successfully implement these programs and strategies into their classrooms. Administrators, instructional coordinators, and mentors will work with teachers so that they become proficient in using the Houghton-Mifflin JOURNEYS Reading Program which allows students to reach high standards in all English Language Arts areas. All teachers participate in staff development opportunities so they will be trained in aligning instruction to the Common Core Standards. Outside consultants are invited into the school to provide teachers with new strategies and programs to address students' learning needs.</p>

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).
<p>Teachers will have opportunities to grow as professionals. Through this work they will:</p> <ul style="list-style-type: none"> • develop skills in describing and analyzing student learning using evidence and example • identify learning gaps among NCLB student populations and create plans of action to address student learning needs • self-assess and identify professional learning required to become more effective • develop strong questioning techniques and skill in asking questions in multiple ways to provide multiple pathways for students to engage in rigorous academic tasks • develop skill and understanding in the principles of universal design • develop skills in improving professional practice around teacher effectiveness related to the practice of designing coherent instruction

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.).

During Open House with the community members and families, the staff shares the school's approach to meeting the needs of all students and the school's goals for students and staff. Family members of older elementary school students are invited to participate with the goal of providing insight into how to prepare the children for school. Pre-Kindergarten family worker and the parent coordinator will make direct contact with families by phone to share school contact information. Open houses and pre-enrollment classroom visits for parents and children are available. The school supplies Kindergarten teachers with class lists in June so they can contact the families of their incoming students. The use of the Early Childhood Environment Rating Scale - Revised Edition (ECERS-R) ensures regulation compliance and high quality early childhood education. During inquiry time and grade conferences, the Pre-K teachers along with the Administration and Instructional Coach revised and updated a Pre-K progress report to ensure alignment with CCLS, which is shared with the parents. The final report will be provided to the Kindergarten teacher. Pre-K students are provided with early intervention services, as needed, through speech services, occupational therapy services, physical therapy sessions and Special Education Itinerant Teachers.

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.

- A MoSL committee was selected in June 2014, which then in September 2014, decided on the state and local measures for Advance.
- After teacher teams on each grade met, they collectively decided to use the unit tests from Journeys and Go Math.
- Additionally, based on meetings with the Instructional Coordinators, each grade also agreed upon continuing with TCRWP.

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

This will ensure that teacher teams will regularly be able to:

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

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	2,333	X	14, 18, 24, 28 & 33
Title I School Improvement 1003(a)	Federal	0	NA	
Title I Priority and Focus School Improvement Funds	Federal	103,274	X	14, 18, 24, 28 & 33
Title II, Part A	Federal	161,545	X	14, 18, 24, 28 & 33
Title III, Part A	Federal	11,200	X	14, 18, 24, 28 & 33
Title III, Immigrant	Federal	0	NA	
Tax Levy (FSF)	Local	2,025,273	X	14, 18, 24, 28 & 33

¹**Explanation/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)

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. **[P.S. 151Q, Mary D. Carter]**, 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. **[P.S. 151Q, Mary D. Carter]** 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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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: Mary D. Carter School	DBN: 30Q151
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: 44
Grades to be served by this program (check all that apply):
<input 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: P.S. 151Q Title III program provides English Language Learners with supplemental instruction in an ESL

Program. The instructional program will service ELL's in grades 1-5 who score at the beginning, intermediate, and advanced levels on the NYSESLAT.

The After School Program will consist of three groups up to 15 students, which will meet 2 days a week, Wednesday (2:30 p.m. – 4:30 p.m.) and Thursday (2:30 p.m. – 4:30 p.m.) for approximately 25 sessions, beginning December 2014 - April 2015. The after school program will be facilitated by three ESL certified teachers. The after school program will serve 44 students. The program will specifically address instruction in English Language Development. It will focus on improving literacy and math skills through scaffolding and differentiated instruction, with the goal being to improve the NYSESLAT scores and City and State Assessments.

Students will be grouped in levels of beginning, intermediate, and advanced, thus targeting each group's specific academic needs. Instruction will focus on literacy skills (reading, writing, phonics), and math skills (problem solving, computations, reading charts, analyzing graphs). All instruction will be done in English, using ELL methods and scaffolding strategies.

The materials used are provided from Continental Press. Students will be provided with charts, graphic organizers, etc. to further their understanding of the content area.

Additionally, there will be general instruction supplies provided (paper, chart paper, markers, crayons and pencils).

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here: The Professional Development Program will be provided by CFN 202 and The Collective-NYC, an outside agency. It will focus on providing the classroom teachers with differentiated and scaffolding instructional strategies for English Language Learners (ELL).

The schedule provided by the Network is Dec 12, 2014 and Feb 6, 2015. It will focus on how to prepare ELL's to meet and exceed the NYC Performance and Learning Standards to achieve higher scores on city and state tests. The targeted population will be the teachers who have ELL students in their classes. They will collaborate with network ELL personnel as to current ELL practice.

Some topics that will be addressed are:

- Writing lesson plans based on the scaffolding and current ELL practices.
- Universal Design for Learning and Vocabulary.
- Strategies needed to prepare ELL'S for the NYSESLAT.
- Language Acquisition or Learning Disability

On November 3 & 4, The Collective -NYC, a outside agency will provide Professional Development for the staff . The targeted population will be the teachers who have ELL students in their classes.

Some topics to be addressed are:

- How to create lesson and unit plans reflect knowledge of ESL pedagogy, including native language support.
- How to plan activites that incorporate literacy strategies to support ELLs.
- How to design multiple entry points based upon ELLs' content and language proficiency in planning activites.
- How to create task and activities that allow students at all language acquisition levels to be cognitively challenged in content and language development.

Additional PD provided in house will include:

- Prometheon board training.
- Training for K-5 in the Journeys Literacy Program
- Training in Go Math mathematics Program
- Mathematical instructional strategies and lesson plan writing, to enhance student skills and performance on city and state tests.

Part C: Professional Development

- Understanding the needs of an ELL student.

Part D: Parental Engagement Activities

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

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

Begin description here:

Learning Leaders, a outside agency will provide training for ELL parents to be certified volunteers. The workshop schedule: Nov- 14-21 and 24. Each workshop will be 2 hours. The cost of this program be paid with other School funds.

Parent workshops will give the parents the opportunity to better assist in the education and learning of their children at home.

Additonal parent workshops will be conducted both during and after school. The duration of the workshops will be 1 hour.

Below is the 2014 workshop schedule:

Nov -30; Dec - 12.

Below is the tentative 2015 workshop schedule:

Jan - 16,23; Feb - 13,27; Mar - 13,26; April - 17,24; May - 15,22.

These workshops will cover topics such as: (Homework Help, Navigating the NYC School System, The Common Core Learning Standards - Student Impact, Making Healthy Nutritional Choices, Asthma Awareness and ESL Parent Instruction). There will be additional workshops provided, based on the results of a needs assessment survey that the parents will fill out. These workshops will be held throughout the year. They will be provided by the Parent Coordinator, the Family Worker, Guidance

Part D: Parental Engagement Activities

counselor and the ELL teachers.

Parents are notified about these activities through correspondence sent home in English and home languages.

Additionally, all parental activities are noted on the monthly school calendar.

Part E: Budget

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

Allocation Amount: \$11200

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)	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	11200.00	_____

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	415	Total number of ELLs	74	ELLs as share of total student population (%)	17.83%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	45	0	7	29	0	15	0	0	0	74

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	45	0	7	29	0	15	0	0	0	74
Number of ELLs who have an alternate placement paraprofessional: <u>1</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	5	7	9	7	12	20								60
Chinese	1			1										2
Russian														0
Bengali		1	1		1	1								4
Urdu	1					1								2
Arabic	1	1				1								3
Haitian														0
French														0
Korean														0
Punjabi	1		1			1								3
Polish														0
Albanian														0
Other														0
TOTAL	9	9	11	8	13	24	0	74						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	0	3	3	3	4								15
Intermediate(I)	0	5	6	3	6	8								28
Advanced (A)	7	4	2	2	4	12	0							31
Total	9	9	11	8	13	24	0	74						

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					0
4	10	1	0	0	11
5	18	2			20
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	7		3						10
5	17		4						21
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		10		6		0		19
8									0

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.
 Since it is important to assess ELLs in literacy, our school uses several different methods in which to gather data in the early childhood grades. For our ELLs, we begin by using the LAB-R and the NYSESLAT to determine their ESL level. Once students are placed in a class the teacher then uses TCRWP to monitor reading progress. Students are reassessed ever six weeks using TCRWP system. This data

shows that ELLs lag behind their English proficient peers in many aspects of early literacy. While ELL students can identify letters these students have more difficulties with letter sound relationships than native speakers. This includes trouble with beginning and ending sounds as well as rhyming words. We have just implemented the Fundatations in grades K-2 to promote phonics skills. Data shows the weak areas of our students that teachers need to concentrate in their planning. Based on the data, we will provide extra support in reading comprehension through AIS.

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers review the proficiency level on the NYSESLAT and plan according to the student's level of proficiency. For example; if a student scores at a beginning proficiency level, it is recommended that the student needs increase vocabulary instruction accompanied by visuals and modeling. The weakest modality in all grades was writing/reading. Patterns across NYSESLAT modalities indicate the necessity to modify and strengthen instruction in the weakest modalities. We will continue to provide students with intensive instructional support in a small group or personalized setting to make instructional delivery effective and result oriented. Student programs will be

monitored continuously and instruction modified as needed.

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

N/A

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

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

Part IV: ELL Identification Process

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

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](#).)
Parents/guardians of all new entrants are given a Home Language Identification Survey (HLIS) to complete as part of the registration process. This survey determines English LAB-R (Language Assessment Battery-Revised) eligibility. If the HLIS indicates the home language is other than English, a certified ESL teacher or a bilingual pedagogue, who is part of the intake team, will conduct an informal interview in the native language (where applicable) and in English. The members of the intake team are Ms. Drakopoulos (ESL Teacher), Ms. Ryans (Bilingual Parent Coordinator) Ms. Ismail (Bilingual IEP Teacher), Mr. Carias (Bilingual Social Worker) and Ms. Fernandez (Bilingual Guidance Counselor). An initial screening and informal oral interview (in English and the native language) is conducted by certified ESL teachers or a qualified interpreter (which may include bilingual staff or an interpreter from the Translation Unit) via phone if needed. If the Home Language Survey and interview process shows that the child may be eligible for ESL services, then we proceed to step two. In step two, within ten days of enrollment, an initial assessment (LAB-R) is administered by one of our eight licensed ESL teachers listed above. Students that score at the beginner, intermediate or advanced level are then identified as Limited English Proficiency (LEP). Spanish-speaking students who do not receive a level of proficiency on the English LAB-R are also given the Spanish LAB. At this stage of the LEP Identification Process, students are placed in the appropriate program. When a student is determined to be entitled to receive ELL services, entitlement letters are sent home in the home language indicated on the HLIS. The letter explains the three available program choices (Transitional Bilingual, Dual Language and Freestanding ESL) that are available to them. The letter, also, invites parents/guardians to an orientation where further information in their Home Language is provided on all three program choices. To determine the continued need for ESL services, all ELLs are annually administered an exit exam, the New York State English as a Second Language Achievement Test (NYSESLAT). The results of the NYSESLAT determine the continuation or termination of services for ELL students. The NYSESLAT exam

is given in accordance with the directions contained in the teacher manuals for various grade levels. Students with modifications are administered the test in accordance to these specific requirements. The test materials are stored and locked in a secure location with access limited to authorized personnel that ensure the integrity of the testing process. The test is administered in a timely manner in all four modalities (Reading, Writing, Listening and Speaking). The information gathered from the exit exam will then be used for appropriate placement of those students who have not met proficiency levels for the following school year.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
At the start of each year, the parents of newly identified ELL students are invited to an informational session about the available programs for ELLs in our school. These sessions are given by the ELL teacher, Kathy Drakopoulos, and the Parent Coordinator, Naida Ryans. The parents are informed of all three program choices offered in New York City Department of Education. At this meeting, it is also explained that P.S. 151Q only provides free-standing ESL programs. The parents are informed of their rights to transfer if they are interested in a transitional bilingual program or a dual language program. Lack of student enrollment prevents the formation of a TBE class in our school. These informational parent meetings are offered throughout the school year whenever new ELLs are admitted. If parents are unable to attend these sessions, the parent coordinator and ESL teacher will contact the parent via letter or phone call in order to explain the program choices and their rights. An orientation meeting occurs within ten days of student enrollment. Parents are introduced to a description of the program choices available throughout the city. Information about the different ELL programs (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language) is provided. A video is shown in the native language or a translator will be provided. Parents are given a brochure in their home language, comparing the three different program choices, and are given the opportunity to ask questions about ELL services. At the end of each orientation, a survey is handed out, which gives the parents/guardians the opportunity to select one of the three programs. This form confirms that the parents/guardians have received all of the necessary information and that they have selected the appropriate ELL program for their child.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
To ensure that all parents receive the entitlement letters, the letter, and an invitation to attend a parent information meeting, is sent home. At this meeting, the parent survey and program selection forms are distributed, explained and collected. If a parent does not attend this meeting, the parent coordinator or ESL teacher contacts the parent/guardian to explain how to complete the appropriate forms. The forms are collected by the ESL coordinator and kept in a locked file in the ESL room. The ESL teachers ensure that all required forms and letters are sent home to parents in their native language, and returned when required. Based on the results on the NYSESLAT, non-entitlement letters or entitlement and continuous entitlement letters are sent home. Program selection forms are distributed and collected at the parent orientation. The forms are copied and placed in the child's cumulative folder, and are kept on file in the main office. Parent orientations are scheduled throughout the school year as new students are enrolled. We acknowledge the fact that parent schedules often conflict with these times, therefore, orientations may be set up at the request of the parent. If a parent does not attend an orientation, or cannot be reached, a letter is sent home or a phone call is placed. The Transitional Bilingual Program will be the default program of choice as a result of the Parent Survey form not being submitted. Through an ATS report (BEDC) completed and unsubmitted forms are recorded. This data is maintained by the ESL coordinator and is reviewed on a regular basis.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
If a student is deemed to be an English Language Learner as a result of his/her LAB-R score, the parent is contacted. P.S. 151Q determines a student's eligibility based on his/her grade level and the New York State's LAB-R cut-off score for that grade. After determining that the student is eligible for ESL, the student is placed in our freestanding ESL program. However, if a parent has chosen to place their child in either dual language or a transitional bilingual class, the parent will receive assistance from the parent coordinator to find an appropriate program within our district. Continuation letters are given to students whose NYSESLAT scores indicate the need for continuation of ESL services. These letters are sent home with the student to be signed by the parent/guardian and collected by the classroom teacher. They are then given to the ESL coordinator and kept on file in the ESL room. Every effort is made to communicate in the native language of the student, letters are sent home in the requested language where available. We have several members of our staff who are multi-lingual. We call upon these staff members to assist in translating for parents when necessary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
- We monitor the trends in the program choices the parents are given when their child enters the school. The majority of our parents request freestanding ESL services. This is the program offered in our school. The data that supports this trend is the Program Selection form. This data is reviewed to see if parent requests are being met in an efficient manner.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. P.S. 151Q offers self-contained ESL in grades 1-5 general education. Grade K and special education ELL's are serviced by the pull out model as well as the push-in model.
 - b. The program models are heterogeneous in the ESL self contained classrooms and homogeneous in the pull-out model.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

Self-contained – this model is implemented in grades 1 - 5. The teachers are certified in ESL and instruct the class in English in all

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

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

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

-Advanced students receive 180 minutes of ESL per week.

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Only the State Mathematics and Science tests are given in their native language as well as the LAB- R in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ELLs take the ELL Periodic Assessment in the Fall and Spring and the NYSESLAT in April. All of our classes are heterogeneous.
6. How do you differentiate instruction for ELL subgroups?
- a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

In our self-contained and free standing ESL program all content area subjects are taught in English using ESL methodology.

Teachers use visuals, scaffolding, word webs, graphs, diagrams, etc. In order to differentiate our instruction, based on the subgroups of our

ELL population, we have the following plan of action in place:

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

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

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

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

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

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

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

Beginner/intermediate students receive 360 minutes per week of ESL instruction, while advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction per week. Students whose IEPs require bilingual instruction are provided an alternate placement paraprofessional (who speaks the student's native language) and receives ESL services as noted above. Our ELL-SWD are serviced by using the pull-out model using the Ready Gen guided reading program. Our ELLs with special needs (depending on their IEPs) are assigned paraprofessionals and have the use of assistive technology available. Paraprofessionals assist the teachers to individualize instruction and help students to learn successfully at their own pace. Those with IEPs receive all the necessary services and accommodations that the IEP dictates. P.S. 151 uses a content and general education curriculum that is Common Core Learning Standards based and adapted to meet the diverse needs of our students. The ELL and classroom teachers work collaboratively to provide the least restrictive environment. Team teaching, as well as the pull out model, is carefully integrated in order to provide accurate service. The use of smaller classes with adapted content materials in a blended model has also been implemented.

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

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

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

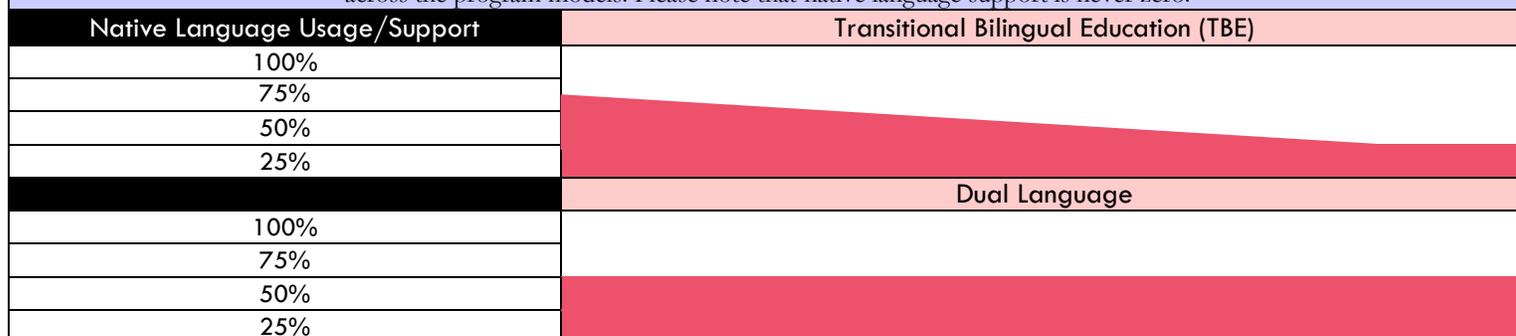
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	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.
- Using the NYS ELA and Math scores, NYSESLAT, classroom data (conference notes and unit assessments), we target our ELL students by supporting learning in Math, Science, Social Studies as well as ELA. The ESL teacher works collaboratively with the classroom teachers to develop lessons that are appropriately geared towards ELLs. We break tasks up into smaller steps, with level-appropriate language. For math, we are using Go Math, in Science and Social Studies we are using the International Baccalaureate (IB) Inquiry Program. AIS services are provided in ELA as per the scale score requirements on the NYS ELA assessment. For ELA, our targeted students receive focused development with an AIS teacher. The i-Ready and Finish Line programs are being used to support our ELL AIS students. All intervention services are provided in English only.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Ready Gen and Go Math are new programs. Both programs have small components of ESL strategies. In addition to these programs, we will be supplementing the upper grades (3-5) with the Literacy By Design small group guided reading program. In the lower grades (K-2), we will be supplementing with the Wilson's Foundations word study. The Go Math unit tests are reviewed every month and reading levels are reviewed every 6 weeks.
11. What new programs or improvements will be considered for the upcoming school year?
- Across the grades we have been using the new Ready Gen Literacy Program and applying the ELL scaffolding strategies suggested in the ESL hand book. In the upper grades the pull-out program uses the Literacy By Design small group guided reading program. We began using Go Math this year. Since these programs are new, we will not be discontinuing any programs this year.
12. What programs/services for ELLs will be discontinued and why?
- The discontinued programs are Literacy by Design and On our Way To English for the ELL classrooms. However, we are still using the Small Group Guided Reading portion of the Literacy By Design program. These programs have been replaced with, the NYCDOE, recommended Ready Gen Literacy Program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our ELL students are included in all school activities and programs. Many of our ELLs participate in our extended day program (150 minutes a week) and the Expanded Learning Time program, which concentrates on NYS test preparation and summer academies funded by the NYC DOE. The goal of these programs is to make sure all of our students including ELLs are meeting state standards. There is no difference in academic expectations for our ELLs. Academically rigorous work is expected from all of our students. Visuals and hands-on materials are used to support all students along with differentiated instruction. At P.S. 151, technology is used in every classroom. Teachers use SMART Boards to present mini-lessons and to research interesting topics. Laptops are available for each classroom. A NYS certified Computer Specialist, as well as trained classroom teachers, assist students with media skills. A plethora of computer resource programs are available. We continue to utilize the Imagine Learning English licenses that have been purchased for our students. Our ESL resource center is equipped with a LeapPad Library, a Leapster Portable Technology Center, and a LeapTrack Assessment and Instruction System, which is accessible to teachers and students as needed. Our state of the art school science lab is well equipped with the latest technological equipment. ELLs have access to the school library which has English and native language literature as well as graphic novels of varying reading levels. Teacher generated materials allow for further individualized instruction. ELL's are offered after-school clubs such as chess, robotics, dance, music and chorus in the spring.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Native language support is delivered to our Freestanding ESL program with materials such as dictionaries, novels, picture books, Versa Tiles and visual aids. ELLs are encouraged to buddy up and interact with others who speak the same home language and can assist and translate for them. Bilingual teachers, school aides, and other staff members also interact with students in their native language. Based on New York State testing guidelines, ELLs are given the opportunity to use a translated version of the NYS Math, Science, and Social Studies exams along with glossaries. Students who speak and read in a language that is not one of the translated languages provided by the state, are given the opportunity to use a bilingual glossary published by the Department of Education.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is supported in our classrooms through peer translation. New students are buddied-up with an English fluent student who is knowledgeable in the student's native language. This type of peer support helps to acclimate the new student to our school. We ensure that resources such as classroom libraries and software used are appropriate for the age and grade level of our

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

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

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

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

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

18. What language electives are offered to ELLs?

We do not offer any language electives.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

4. All staff, grades pre-kindergarten through grade five, will receive 7.5 hours (for general education teachers) or 10.5 hours (for special education teachers) of ELL training as per Jose P. This training will be provided by the CFN ELL coordinator. It focuses on developing students' abilities to read, discuss, and write academic text in English as part of their rigorous academic instruction. Additional ELL training is provided at grade meetings and monthly ESL/academic intervention staff meetings to ensure compliance of the 7.5 hours for new general education teachers and 10.5 hours for new special education teachers.

D. Parental Involvement

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

1. Our ELL Parents are informed of the different school functions through flyers in English, Spanish and Bengali. There are ELL orientations throughout the school year to inform parents of the ELL programs. They are also invited to attend workshops that will give them the opportunity to better assist in the education and learning of their children at home. Our Parent Coordinator is bilingual (English and Spanish) and serves as a translator when needed. Some topics that are specific to ELL parents are:

- a. Homework tips
- b. Becoming familiar with the learning standards and the NYSESLAT assessment
- c. Parental choices for ELLs
- d. Financial Planning and Employment

These workshops are given by the Parent Coordinator in conjunction with the ESL teachers. In addition to these workshops the family worker conducts on-going English classes for all parents who wish to learn English.

2. Laguardia Community College provides ESL adult classes for parents.

3. The Parent Coordinator sends out a survey at the beginning of the school year to evaluate what topics are most important to our parent community. She then plans workshops based on the information gathered. The Parent Coordinator acts as a liason between the parents and the administration. She is also facilitates and translates for parents when the need arises.

4. In addition to the ELL workshops described above, the Parent Coordinator provides workshops and classes that are open to all parents in addition to the ELL parents. Some of those activities are nutrition classes , breast cancer awareness, stress management and CPR classes (given by FDNY). These workshops are a result of the parent survey conducted at the beginning of the school year.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Mary D Carter

School DBN: 30Q151

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q151 School Name: Mary D. Carter

Cluster: 2 Network: 202

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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