



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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

School Name: **P.S. 151 LYNDON B. JOHNSON**

Principal: **JAYNE HUNT**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Lyndon Baines Johnson Elementary School Number (DBN): 32K151
Grades Served: Pre-Kindergarten through Fifth Grades
School Address: 763 Knickerbocker Avenue, Brooklyn, NY 11207
Phone Number: 718-326-6360 Fax: 718-326-6364
School Contact Person: Jayne M. Hunt Email Address: JHunt2@schools.nyc.gov
Principal: Jayne M. Hunt
UFT Chapter Leader: Deborah Sherman
Parents' Association President: Christina Alejandro
SLT Chairperson: Maria Bambina
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Elizabeth Rodriguez
Student Representative(s): Not Applicable

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue, Room 300, Brooklyn, NY 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: 718-574-1254

Borough Field Support Center (BFSC)

BFSC: Brooklyn North
District 32 Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718 935-2382

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------------|---|-------------------------|
| Jayne M. Hunt | *Principal or Designee | |
| Deborah Sherman | *UFT Chapter Leader or Designee | |
| Christina Alejandro | *PA/PTA President or Designated Co-President | |
| Isabel Harinarain | DC 37 Representative (staff), if applicable | |
| Elizabeth Rodriguez | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Not Applicable | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Not Applicable | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Not Applicable | CBO Representative, if applicable | |
| Maria Bambina | Member/ Chair Person /Teacher | |
| Cinthia Diaz | Member/ Teacher | |
| Leocadia Corniel | Member/ Parent | |
| Jasmine Diaz | Member/ Parent | |
| Kathy Tavares | Member/ Parent Association / Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------|--|----------------------|
| | Member/ Parent Association / Parent | |
| | Member/ | |

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 151K, the Lyndon Baines Johnson Elementary School, is located in the neighborhood of Bushwick, Brooklyn. Our community is comprised of Hispanic-Americans, African-Americans and immigrants from the Caribbean, Central America and Asian countries such as Yemen. The student body includes, 326 Pre-Kindergarten through Grade 5 students of which, 17.4% English Language Learners, and 20.6% of Students with Disabilities, and 95% receive free lunch. Boys account for 49.7% of students enrolled and girls account for 50.3%. The average attendance rate for the school year 2014-15 was 92.2%.

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

Our instructional philosophy is built upon our proven strength in the Sciences and employing a hands-on/inquiry-based approach to learning. Our 2015 4th grade New York State (NYS) Science exam demonstrated that this approach was a successful methodology. We will employ this best practice to address the areas of need identified in the 2015 New York State Math and English Language Arts (ELA) assessment. Furthermore, we will strengthen our balanced literacy program by incorporating social studies thematic based learning and additional science (non-fiction texts) into our common core state standards (CCSS) Core Knowledge and Go Math! Curriculum. To strengthen student writing and voice, we are incorporating the Teacher's College (TC) writing program into our daily student programs. Accordingly, we are refining our literacy block to focus on the use of evidence grounded in speaking and writing across all subjects. We will accomplish this by incorporating activities such as debate in both science and social studies. This will align with our school wide instructional foci of:

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

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

- Educate: Provide social, moral and intellectual instruction.
- Excel: Encourage, establish and maintain an environment where students are driven to become proficient and strive to perfect skills in all areas of study and discourse. And,

- Empower: Provide a safe, nurturing environment that promotes confidence and affords students the ability to control their actions and thereby their destiny.

We recognize that there are multiple pathways to educate our Students with Disabilities (SWDs) and English Language Learners (ELLs). Therefore, we will continue with a number of special initiatives this academic school year that will support the manner in which our SWDS and ELLs learn from the 2014-15 school year. We support the Arts through a special collaboration with The Bronx Arts Ensemble Instrumental and Inside Broadway Theater Programs. We offer special initiatives for fitness and wellness through our Ballroom Dancing, Volleyball and Basketball after school and Swim for Life for our second grade students. To further support our ELLs in grades Kindergarten (K) - 2 we have partnered with the Read Alliance Program. To support our ELLs in grades 3-5, we host a Reader's Café after school. To target the needs of our young males in grades 1-5, we have partnered with the Boy Scouts of America After school Program. Lastly, we have partnered with Music and the Brain and hired a music teacher to ensure the musical instruction in piano/keyboarding for our students in Pre-Kindergarten through Second Grades. New this 2015-16 school year will be our Chancellor's Superintendent's Literacy Initiative after school program to target struggling students in grades K-1 and strengthen their phonemic awareness and reading comprehension skills. The proposal was written in collaboration with 32K151 speech teachers to not only support the K-1 students in our school but include four other schools within our Community District 32.

To increase community involvement and to extend opportunities for parents to become career and college ready, we host an English as a New Language (ENL) Program and a General Education Diploma (GED) course through the Office of Adult and Continuing Education. Our Parent Association and Parent Coordinator collaborate and are highly invested in increasing parental involvement through monthly workshops, meetings, family night and student activities. We partnered with Cornell University to provide our parents a series of Nutrition and Health Workshop. New this 2015-16 school year, the Parent Coordinator, Parent Association (PA) President and I worked collaboratively in scheduling events to address healthy living and preventive care awareness. One of the events included our school hosting Scan Van in our school for our parents and our Bushwick community members to receive free mammogram screening.

The element of the Framework for Great School in which our school has made the most growth during the 2014-15 school year is Supportive Environment; by establishing social-emotional learning (SEL) where students feel welcomed and safe in every classroom. Our schedule includes a SEL period every morning, every day that is integrated with our Positive Behavior Intervention & Support (PBIS) system. We have a PBIS Tier 1 committee that meet and share school-wide academic and social-emotional learning expectations for all students. Parents receive weekly letters notifying them on the weekly message/theme. Additionally, the guidance counselor addresses student and family concerns regarding social emotional issues. As a result, teacher teams and parents are informed of student behavior and are working towards building sustained relationships to ensure high expectations and feedback are consistently provided and embraced by the whole school community. We celebrate school-wide monthly "themes" (i.e. Crazy Hat Day, Spirit themes, Hero Day, Bully Prevention, and Cancer Awareness) to build community and awareness among all constituents of our school community.

The focus area within the Framework for Great Schools that we will be focusing on for the 2015-16 school year is the continuation of strengthening Unit and Lesson Plans to include coherent assessments throughout the grades. We provide teachers planning opportunities during the school day and during the city-wide Professional Learning (PLC) time. A school-wide Danielson Framework for Teaching (DFT), citywide Framework for Great Schools and Quality Review (QR) aligned planning template is provided to ensure that they incorporate essential questions, Universal Design for Learning (UDL) strategies and learning targets tied to grade-specific units of student and performance tasks. Currently, unit plans are developed by the teacher grade level teams to include performance based assessments that require higher order thinking skills and explicitly provide access for ELLs and SWDs. The unit planning team which includes members of teachers from various grades and pupil support team members to ensure that the school-wide inquiry foci are cohesive to monitor student achievement and to guide grade level team to shape the unit and lesson planning. As a result, teachers are engaged in the process of planning across grades and subjects for all groups of students.

32K151 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|------------------|---|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 332 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | | 93.4% | % Attendance Rate | 91.8% |
| % Free Lunch | | 95.6% | % Reduced Lunch | 3.1% |
| % Limited English Proficient | | 16.7% | % Students with Disabilities | 27.9% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | N/A | % Black or African American | 19.3% |
| % Hispanic or Latino | | 74.2% | % Asian or Native Hawaiian/Pacific Islander | N/A |
| % White | | 6.5% | % Multi-Racial | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 4.11 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | 6.1% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.5% | Average Teacher Absences (2013-14) | 8.39 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | 9.2% | Mathematics Performance at levels 3 & 4 | 13.7% |
| Science Performance at levels 3 & 4 (4th Grade) | | 68.9% | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | | Recognition | |
| In Good Standing | | | Local Assistance Plan | |
| Focus District | | X | Focus School Identified by a Focus District | X |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | YES |
| Hispanic or Latino | | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | YES | Limited English Proficient | YES |
| Economically Disadvantaged | | YES | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | YES |
| Hispanic or Latino | | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | YES | Limited English Proficient | YES |
| Economically Disadvantaged | | YES | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | YES | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

| | | |
|---|---|--------------------|
| <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, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | E |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | D |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. | E |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul 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 element of the Framework for Great Schools 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 trends and sources. | | |
| <p>Our Teachers were in the process of developing protocols to monitor and adjust curricula to support the Common Core Learning Standards (CCLS) instructional shifts and NYS content standards, Across classrooms, teaching strategies including entry points, class discussions, and engagement in challenging tasks to increase student participation and raise the level of student thinking were found to be uneven.</p> <p>Under my first year as Principal at PS 151K, Teachers prepared and implemented student portfolios. Teachers provided students with CCLS in Math and ELA and rubrics in order to self-assess, critique the work of their peers and identify their next learning steps to improve learning and understanding. Students were able to communicate with their peers and engage in discourse using evidence to support their ideas which as a result provided a “demonstration of higher order thinking skills and high levels of participation from students were emerging in their implementation and production of meaningful work products.”</p> <p>This was evident in the student's end of 2014-15 school year's MOSL and reading comprehension Fountas & Pinnel (F&P) levels. Twenty-seven (27) percent of our entire student body from Kindergarten through fifth grades were reading on grade level. An increase of eighteen (18) percent from the beginning of the year assessments. Additionally, our ELL</p> | | |

student had an increase of eleven (11) percent in their Speaking portion of the New York State English as a Second Language Test (NYSESLAT).

In this second year of my principalship, we are starting and implementing the new CCLS aligned curriculum Core Knowledge Language Arts (CKLA) and the Teachers College (TC) Writing Workshop. Both curriculum are embedded with strategies to support our diverse learners, English Language Learners (ELL) and student with disabilities (SWD). These programs will provide tier 1 and tier 2 support for all our of students.

We are expected to commence our after school Reader's Café program targeting our ELL and Superintendents Reading Initiative program from grades Kindergarten to fifth to provide an intensive 3-day/per week ninety minutes per day in reading and writing. This program will embed 45 sessions of one-to-one phonics and small group reading strategies for our Kindergarten through second grade students and one-to-seven ratio for our third through fifth grade students. Because this program will take place during the after school program, we will also provide our after school students homework assistance; in effort to provide our students additional support with the learning of the day's curriculum.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Teachers of Kindergarten through Fifth Grade will have developed Curriculum Units, Lesson Plans and Assessments, with coherence across grades and subject areas, that embeds multiple entry points, scaffolds, key standards, and rubrics to identify areas of growth or areas to close gaps for all students, including ELLS, SWD and other sub-groups, as evidenced by meaningful student work products in their portfolios. QR 1.2/ DTSDE 3.3.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <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? (include school, educational consultants and/or CBO staff)</i></p> |
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| <p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> • The school will implement the Core Knowledge, Go Math! and TC’s Writing Program that are CCSS aligned curriculum across all subjects and disciplines. • Select teachers will attend the Curriculum PD, ESL PD, | <p>All Students</p> | <p>September 2015 – June 2016</p> | <p>Classroom & Enrichment Teachers, Grade Facilitators, Administrators</p> |

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| <p>etc. Those teachers will meet, share and turn-key to their grade level colleagues to ensure continuity and coherence across classrooms.</p> <ul style="list-style-type: none"> • Teacher teams will meet twice monthly to discuss and examine student work to backward map to refine unit and lesson plans. | | | |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH):</p> <ul style="list-style-type: none"> • Teachers use the Core Knowledge, TC’s Writing Program, Sound in Motion and GoMath! CCSS aligned curriculum Tier 2 and Tier 3 strategies to address ELL and SWD students. • Teacher Teams collaborate to set multiple entry points for sub-groups to expose students to grade level text using Webb’s Depth of Knowledge (DOK) and Universal Design for Learning (UDL) to post higher order questions to encourage student led-discussion by citing text evidence to support their arguments. • Teachers use other data such as Running Records, Project Based Assessment (PBA), 2015 NYS Item-Analysis and the Measure of Student Learning (MOSL) aligned Traits to inform grouping of students and | <p>ELLs, SWDs</p> | <p>September through December 2015, January – March, April – June 2016</p> | <p>Classroom & Enrichment Teachers, Grade Facilitators, Administrators</p> |

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| <p>adjust or realign unit and lesson plans.</p> <ul style="list-style-type: none"> • Teachers involved in the READ Alliance, Readers Café Afterschool Programs and Sounds in Motion Phonics Initiative are incorporating the skills and strategies during school-day student grouping. • Teachers are introducing technology into their classrooms and into their lesson plans | | | |
| <p>Strategies to increase parent involvement and engagement.</p> <ul style="list-style-type: none"> • Teachers communicate with parents via e-mail, Remind App and telephone calls during the allotted weekly Parent Engagement period; • The Parent Coordinator with select Teachers and/or Administrator conduct monthly academic professional development and theme-night sessions. • Provide parent workshops aligned with the common core state standards (CCSS) for their child’s grade. | All Groups | September 2015 – June 2016 | Parent Coordinator, Teachers, and Administrators and Parents |
| <p>Activities that address the Framework for Great Schools’ element of Trust :</p> <ul style="list-style-type: none"> • Teacher representatives across school committees initiate communication with Administration to suggest various types of educational opportunities for all constituents. • The Principal provides open door policy where all | All Groups | September 2015 – June 2016 | Parent Coordinator, Teachers, and Administrators |

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| <p>constituents are welcomed and confidentiality is maintained.</p> <ul style="list-style-type: none"> • The Principal actively communicates with staff on upcoming events and professional learning opportunities through weekly newsletter to teachers and staff. • Parents receive weekly announcements via email, flyers and the Remind App | | | |
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Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Teacher per diem (approximately 2 substitute teachers are hired per month) to provide coverage for classroom teachers for parent workshops during the school day 9-11 am and to adjust teacher schedules to accommodate for full-day common planning time, inter-visitations, and outside professional development workshops provided by District 75, the department of English Language Learners, Teachers College, and our Borough Field Support Center.</p> | | | | | | | | | | | |
| <p>Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm.</p> | | | | | | | | | | | |
| <p>Upon return from professional development opportunities, teachers meet with their grade level teams to share learning, build capacity, and reflect on the results of the implementation of the newly learned teaching practices.</p> | | | | | | | | | | | |
| <p>Resources to be purchased are additional teacher manuals for Preventive Academic Failure Explode the Code; Teacher's College Writing Bundles; NYSESLAT student practice bundles, test preparation materials for our students in grades three through five from iReady in the areas of literacy and mathematics and student trade books that support the Explode the Code and Reader's Café program.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | X | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>School wide reading level assessments will be tracked and monitored 4 times a year through the Teacher's College AssessmentPro database: September 2015, November 2015, March 2016 and June 2016. This data base assists the teacher in tracking and identifying reading comprehension and fluency growth and subgroups by ELL classification. The benchmarks for student progress learning are provided by TC.</p> |

School wide student performance assessments in ELA and Mathematics will be tracked and monitored 4 times a year in September 2015, January 2016, March 2016 and June 2016. The CKLA, TC Writer's Workshop and Go Math Curriculum include CCLS aligned performance based assessment to monitor student learning. These assessments will be gathered on the CCLS checklist to ascertain what standards have been mastered and provide students with the knowledge of the academic strengths as well as challenges.

Select teachers will attend various professional development opportunities 3 times a year in October 2015, December 2015, and February 2016 in TC Writer's Program and/or Go Math! PD and/or IEP –CCSS aligned writing PD; and the ESL academic support PD and/or Read Alliance PD. These PDs are designed to support our teachers in the implementation of day-to-day curriculum and assess student's knowledge of content taught and on how to identify tiers 2 and 3 strategies for students while ensuring students gain access to the curriculum.

Administrators will meet with teachers bi-monthly to support teachers setting benchmarks for all students and with student portfolios. Administrators will be providing inquiry and data analysis support

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 |
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| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | E |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | E |
| 5.4 | 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. | E |
| 5.5 | 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. | 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 element of the Framework for Great Schools 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 trends and sources.

Schools leaders convey high expectations to staff through the Danielson Framework for Teaching and professional learning sessions facilitated by internal staff and off-site training. Family engagement sessions help parents understand their children’s progress in school and communicate expectations connected to college and career readiness.

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

To continue the progress we will ensure that all stakeholders strategically use data to identify areas of need, create purposeful partnerships to promote positive student social emotional health and academic achievement through a plan to support teachers on collecting and analyzing student behavioral data to support teacher development.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of our teachers, teaching assistants and pupil support providers will receive professional development support that addresses our students' social and emotional developmental , in order to consistently act upon a shared understanding of skills and behaviors that address student needs and promote academic success and the school community's vision of a safe and healthy environment as measured by our Online Occurrence Reporting system (OORs) year's end summation of less than 20% incident rate. QR 3.4/DTSDE 5.2.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. | <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? (include school, educational consultants and/or CBO staff)</i></p> |
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| <p>Research-based instructional programs , professional development, and/or systems and</p> | <p>All Students</p> | <p>September 2015 - June 2016</p> | <p>Teachers, Guidance Counselor, Parent Coordinator, Teaching Assistants, Support Service</p> |

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| <p>structures needed to impact change</p> <ul style="list-style-type: none"> • The entire school staff will engage in professional learning sessions to become familiarized with the school-wide Positive Behavior Intervention & Supports (PBIS) Matrix, NYCDOE PBIS-Bully Prevention, Jump-Start program, Project EXSEL Program • The PBIS Tiers 2 and 3 members will engage in professional learning sessions to collaborate to identify next steps and resources to create and implement visual aids, schedules, etc. for individual students as necessary. | | | <p>Providers and Administrators</p> |
| <p>Strategies to address the needs of students with disabilities (SWDs), English language learners (ELLs), and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>To engage all staff members on supporting students in the social-emotional and academic behaviors adaptations and modifications we will use the Check-In and Check-Out Sheets, Visual Aides, Pre-Referral Intervention Manual, Anecdotal, PBIS Gotcha Tickets, PBIS Celebration, and Child Study Referral and Functional Assessment Interview Tool (FAIT) Tools</p> | <p>Tiers 2 and 3 Students</p> | <p>September 2015 – June 2016</p> | <p>PBIS Tiers 2 and 3 Members, School Psychologist, Social Worker, Guidance Counselor, Student Support Providers, Teachers and Administrators</p> |
| <p>Strategies to increase parent involvement and engagement</p> | <p>All Students</p> | <p>September 2015 – June 2016</p> | <p>Administrators, Parent Coordinator, PBIS Tier 3 Members</p> |

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| <ul style="list-style-type: none"> Teachers communicate with parents via e-mail, texts, and telephone calls during the allotted weekly Parent Engagement period and Parent Coordinator with select Teachers and/or Administrators conduct bi-monthly academic professional development sessions. | | | |
| <p>Activities that address the Framework for Great Schools' element of Trust</p> <ul style="list-style-type: none"> Create and maintain a trusting environment and develop stronger family-community relationships. Teachers and Parents are included in the Student of the Week and Month and PBIS Celebrations | Select Students | September 2015 – June 2016 | PBIS Tier 1 Members, Parent Coordinator, Teachers, Parent Association, and Administrators |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Teacher per diem to provide coverage for classroom teachers for parent workshops during the school day 9-11 am.</p> | | | | | | | | | | | |
| <p>Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm.</p> | | | | | | | | | | | |
| <p>The cost of incidentals and material involved in the evening events for Parents and Family Members.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | X | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>In September 2015 and in January 2016, Teachers and students will be given PBIS school wide survey on school safety and interests. The Tier 2 Team will compare both surveys to monitor student belief and behavior on safety within our school and monitor school-wide student incidents on OORS.</p> |

By June 2016, the PBIS Tier 3 Team will have supported 80% of classroom teachers with the Academic Personal Behavior Rubric and SEL Teacher strategies to support student academic and personal behavior as evidenced by the weekly Tier 3 Meetings and student portfolio of meaningful work products assessed in accordance with our school-wide, TC, CKLA and GoMath! rubrics and PBIS Matrix.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | D |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | E |
| 4.4 | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students. | D |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. | | |
| <p>The school’s use of common assessments to measure student progress toward goals and to adjust curricula and instruction is emerging across grades and subjects. Assessment practices are inconsistent in their implementation to reflect the use of ongoing checks for understanding and student self-assessment rubrics across the school.</p> <p>The school has implemented periodic assessments such as Running Records, Advance’s Measure of Student Learning, in addition to the end of unit assessments in the literacy and math curriculum. Teacher generated peer and self-assessment tools were introduced in December 2014 , and are currently in the emerging stages of implementation.</p> <p>The focus will be on creating and using a coherent student monitoring rubric in literacy, mathematics and sciences across grades to use as data to inform effective revisions to lessons and academic tasks to meet students’ academic needs consistently across the school. This will provide our teachers the ability to make effective and timely adjustments to ensure the needs of all learners are met. One hundred percent of our students in grades Kindergarten through fifth grades will be able to communicate clearly to their teachers and parents on their academic progress using the common core learning standards (CCLS) checklist and school-wide rubrics by March 2016 and May 2016, as evidenced by their student-lead conferences with their parents, student portfolio of meaningful work products, assessment scores, and rubrics.</p> <p>We will develop and provide on-going professional development for analyzing student data to inform planning and to provide targeted and actionable feedback so that teachers make informative instructional decisions that address the</p> | | |

needs of all students and so students start to take ownership of their learning. Our quarterly inquiry cycles will be used as benchmarks to monitor overall student academic growth as well as analyze areas in which to provide additional support within teacher lesson planning and targeted student small group instruction.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of classroom teachers will have completed 4 cycles of inquiry looking at student work in order to create and adjust student grouping and differentiated instructional strategies to include all learners as evidenced by summative and formative assessment data, clear focus of skills/strategies taught, progress monitoring through the use of data, rubric and feedback to accelerate the learning potential of all students, including ELLs and SWDs. QR 2.2/DTSDE 4.5

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. | <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? (include school, educational consultants and/or CBO staff)</i></p> |
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| <p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • Support professional learning communities using videos, and off-site professional development through the office of ELL, District 75, etc. • Use double prep periods, PD Mondays, and Collaboration Tuesdays to meet with the teachers to provide targeted PD on | <p>SWD and ELL subgroups.</p> | <p>October 2015 – June 2016</p> | <p>Grade level teachers, Grade Facilitators, Administrators and Select students.</p> |

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| LASW and creating strategies to incorporated in instructional planning | | | |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • There will be 4 sessions of teachers presenting data results on student progress; • There were will be monthly vertical planning by grade facilitators • There will be on-site peer visitations and instructional demonstrations by model teachers such as the ESL, Speech and SETSS providers | SWD and ELL subgroups | September 2015 – June 2016 | Grade Level Teachers, Pupil Support Team Members and Grade Facilitators |
| <p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Parent communication during the allotted Parent Engagement and Parent Teacher Conferences • Parents will participate in the afterschool program to experience the “See Your Child in Action” which affords the parents the close look at the experience of their children in the scaffold sessions | Parents of Subgroups | November 2015 – June 2016 | Parent Coordinator, Teachers and Pupil Support Team Members |
| <p>Activities that address the Framework for Great Schools’ element of Trust</p> <ul style="list-style-type: none"> • Afterschool Reading program will be provided to select ELL students of grade K-2 and 3-5 for reading, speaking and writing from | Student Subgroups | November 2015 – June 2016 | A minimum of 5 Teachers for K-5 ELL program and 6 Teachers for 3-5 AIS ELA and Math program and Administrators |

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| December 2015 through April 2016; AIS program will be created to target specific 3 rd , 4 th and 5 th grade students to increase their speaking, reading and writing practices in ELA and Mathematics from February 2016 through April 2016. | | | |
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Part 4 – Budget and Resource Alignment

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| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Teacher per diem to provide AIS for K-5 students in ELL program and AIS for 2-5 students in ELA and Math from November 2015 through May 2016 Teacher per diem to provide coverage for classroom teachers for parent workshops during the school day 9-11 am and Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | X | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| In September, December and April Teachers will submit the unit plan for the following quarter; In October 2015, Teachers graded student baseline assessments including running records and MOSL; In November 2015, Teachers work together looking at student work to identify the area(s) of need and select the lowest one-third of their students each to target for inquiry along with the CCLS' specified writing goals and teaching strategies to be used and support the inquiry process ; Teachers are expected to share their strategies and inquiry findings in December 2015; February 2016; April 2016 and June 2016 during the Monday PD allotted time. During every Inquiry Presentations, teachers will provide student work for review along with the assessment guide (rubrics, scoring policy) as evidence of student growth and achievement. In February 2016, analyzing of student work and looking at student work (LASW) protocol will provide insight for teachers on the strategies that are positively impacting student achievement to ensure that a minimum of 75% of the students are mastering 80% of their mid-point goals. |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). | E |
| 2.3 | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | E |
| 2.4 | The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. | E |
| 2.5 | Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. | | |
| <p>The school's use of common assessments to measure student progress toward goals and to adjust curricula and instruction is emerging across grades and subjects. Self-assessment practices include student checklists and rubrics generated by teachers. Some student writing products include peer assessment rubrics to promote student feedback. Adjustments based on common assessments such as running records, unit tests and writing rubrics to address the varying levels of language proficiency of English language learners were evident in some of the lessons observed. Assessment practices are inconsistent in their implementation to reflect the use of ongoing checks for understanding and student self-assessment rubrics across the school.</p> <p>School leaders will analyze teacher observation data to inform focused professional development for teachers in order to ensure impact in teacher development in the area of use of assessment (Danielson Framework for Teaching (DFT) Domain 3) and the looking at student work (LASW) protocol during common planning time (DFT Domain 4.) Administrative support in data analysis to identify and target instruction to support student achievement will be implemented through monthly teacher grade facilitator's meeting to support the inquiry process and daily assessment process throughout instruction.</p> | | |

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will monitor and revise evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP. By attending the grade level meeting focusing on the 4 inquiry cycles to provide actionable feedback on teaching practice to the staff based on student feedback and to provide support to their practice by providing targeted professional development and/or off-site PD opportunities resulting in 65% instructional growth and pedagogical coherence across the school as evidenced by pre- and post-observation records and the scores/results of the DFT Domain 4 on the Advance System. QR 5.1(a)/DTSDE 2.5

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. | <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? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change</p> | <p>Teachers and Teaching Assistants</p> | <p>October 2015 – June 2016</p> | <p>Grade level Teachers, Grade Facilitators, Select Students and Administrators</p> |

| | | | |
|---|------------------------------|-----------------------------------|--|
| <ul style="list-style-type: none"> • Strengthen planning and implementation of the new CCSS aligned Core Knowledge and Go Math! Curriculum across all subjects and disciplines; • Create opportunity for teachers to meet and look at student work (LASW) from the baseline MOSL assessments; create double prep periods once a month to provide teachers with targeted PD on LASW and creating strategies to incorporated in instructional planning; and • Grade level planning during Tuesday PD time and vertical planning by grade facilitators once a month. • Select teachers will attend the Curriculum PD, ESL PD, etc. Those teachers will meet, share and turn-key to their grade level colleagues to ensure continuity and coherence across classrooms. <p>Teacher teams will meet twice monthly to discuss and examine student work to backward map to refine unit plans.</p> | | | |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Targeted Professional Development for identified teachers to improve teaching practices. | <p>SWD and ELL subgroups</p> | <p>September 2015 – June 2016</p> | <p>Teachers, Grade Facilitators and Pupil Support Team Members</p> |

| | | | |
|--|----------------------------------|----------------------------|--|
| <ul style="list-style-type: none"> • Adherence to a two-week feedback cycle to teachers using the Danielson Framework for Teaching (DFT). • We are strengthening this practice by routinely providing teachers, including those new to the profession, with feedback via email and through one-on-one conferences. <p>Teachers are furthering their practice through targeted professional development, collaborations, cycles of inquiry and inter-class visitations.</p> | | | |
| <p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Weekly Parent Engagement workshops that include parent-teacher communications via telephone, texts, emails and/or conferences. <p>Bi-monthly academic and technology workshops to provide opportunities for parents to engage their children to further their learning and student achievement.</p> | Parents of subgroups | November 2015 – June 2016 | Teachers, Parent Coordinator, Pupil Support Team Members |
| <p>Activities that address the Framework for Great Schools' element of Trust</p> <ul style="list-style-type: none"> • Administration and staff collaborate with parents during parent engagement time to address the students' academic and social emotional needs | Teachers and Teaching Assistants | September 2015 – June 2016 | A minimum of 5 Teachers for K-5 ELL program and 6 Teachers for 3-5 AIS ELA and Math program and Administrators |

| | | | |
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| Administration will support teacher pedagogical growth through cycles of observations and feedback aligned with DFT. | | | |
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Part 4 – Budget and Resource Alignment

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|---|-----------------|---|-------------|---|------------|--|------------------|--|--------------------------|--|-------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Teacher per diem to provide coverage for classroom teachers for parent workshops during the school day 9-11 am and Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm. | | | | | | | | | | | |
| Supervisor per diem of the after school programs and evening events. | | | | | | | | | | | |
| The purchase of student instructional materials for reading comprehension and writing; small group instruction on targeted CCLS; and of trade books. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | X | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| In September, December and April Teachers will submit the unit plans for the following quarter; |
| In October Teachers graded student baseline assessments including running records and MOSL; In December Teachers will have selected students to target for inquiry and the reading and writing CCLS of the greatest need; |
| Teachers are expected to share their strategies and inquiry findings on December 2015, February 2016, April 2016 and on June 2016 during the Monday PD allotted time. By February 2016, teachers will have determined if the teaching strategies have positively impacted on students. Students' February assessments will be analyzed to ascertain if a minimum of 65% of the inquiry students have achieved a minimum of 80% mastery of the midpoint goals as to ensure that the June 2016 goals will be attained. |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. | E |
| 6.4 | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | E |
| 6.5 | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. | | |
| <p>Schools leaders convey high expectations to staff through the Danielson Framework for Teaching and professional learning sessions facilitated by internal staff and off-site training. Family engagement sessions help parents understand their children’s progress in school and communicate expectations connected to college and career readiness.</p> <p>School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations; During parent interviews, families stated that the daily Social Emotional Learning (SEL) period which is part of the school schedule, encourages their children to practice the highlighted behavior of the week at home and in their daily lives. Parents stated that this valuable school component supports the adoption of behaviors and values such as empathy, self-awareness, responsibility and perseverance, which their children will need as they move toward college and career readiness. This is evident in the school-wide program schedule where 100% of the teachers provide instruction on the same PBIS theme during the scheduled SEL period. At the commencement of every new theme, a newsletter is sent home with the student to keep the parents/guardians abreast of the SEL theme, along with the classroom teachers' weekly homework assignment expectations. More than 70% of the family members survey during the parent teacher conferences indicated that they have seen significant improvement in their child's personal and academic behaviors and within the tone of the school building.</p> | | |

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will have a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns to ensure that they clearly understand the school’s priorities concerning student progress, achievement, and needs as evidenced by a minimum of 15% increase in parent-teacher face-to-face communication forms, Parent Coordinator Activity Reports (PARC) and/or the enrollment and usage of our school-wide phone-text based "Remind" application. QR 3.4/DTSDE 6.3.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <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? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|---|---|
| <p>Research-based instructional programs ,</p> | <p>Parents</p> | <p>September 2015 – June 2016</p> | <p>Teachers, Parent Coordinator, Parent</p> |

| | | | |
|---|----------------|---------------------------------|--|
| <p>professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • To increase community involvement and to extend opportunities for parents to become career and college ready, we host English as a Second Language (ESL) Program and a General Education Diploma (GED) course through the Office of Adult and Continuing Education. • Our Parent Association and Parent Coordinator collaborate and are highly invested in increasing parental involvement through monthly workshops, meetings, family night and student activities. <p>We will partner with Cornell University to provide our parents a series of Nutrition and Health Workshop.</p> | | | <p>Association, Parent Events Committee and Administrator</p> |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • To enhance language access for all parents of English Language Learners (ELLs), the school has collaborated with the Office of Adult and Continuing Education to offer weekly English as a Second Language (ESL) courses. • Tier 3 Members invite Parents of SWDs and students in need of tier 3 strategies as part of the PBIS | <p>Parents</p> | <p>October 2015 – June 2016</p> | <p>Administration, Parent Coordinators, Teachers, Parent Association, Guidance Counselor and Social Worker</p> |

| | | | |
|--|----------------|-----------------------------------|---|
| <p>Wraparound communication and implementation process.</p> <p>Teachers communicate with parents via e-mail, phone texting (Remind application) and telephone calls during the designated weekly Parent Engagement period and the Parent Coordinator with select Teachers and/or Administrator conduct bi-monthly academic professional development sessions and Parent Association provides monthly Evening events.</p> | | | |
| <p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Outreach to parents include monthly news calendars, flyer highlighting special events, emails, and texts. • Parent Association Evening Events honoring Student of the Month <p>Marking Periods Academic Celebrations and PBIS Ceremonies</p> | <p>Parents</p> | <p>October 2015 – June 2016</p> | <p>Administration, Parent Association, Teachers and Parent Coordinator, Guidance Counselors</p> |
| <p>Activities that address the Framework for Great Schools' element of Trust</p> <ul style="list-style-type: none"> • Administration provides multiple means for parents to communicate and address concerns • Extracurricular afterschool programs for students <p>Evening Programs for Parents, Parent Coordinator and Parent Association day and evening events</p> | <p>Parents</p> | <p>September 2015 – June 2016</p> | <p>Administration, Parent Association, Teachers and Parent Coordinator, Guidance Counselors</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|-----------------|---|-------------|---|------------|--|------------------|---|--------------------------|--|-------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Teacher per diem to provide coverage for classroom teachers for parent workshops during the school day 9-11 am and Teacher per session to have teachers attend after-school hour professional development and to provide parents workshop during evening hours of 6-8 pm. | | | | | | | | | | | |
| The cost of incidentals and material involved in the evening events for Parents and Family Members. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | X | Title I TA | | P/F Set-aside | X | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | | | | | | | | |
| School administration will monitor parental engagement/participation and alter parental engagement opportunities accordingly through the collection and examination of attendance sign-in sheets, agendas, emails/texts, parent surveys and feedback forms | | | | | | | | | | | |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. | | | | | | | | | | | |

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

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|--|
| English Language Arts (ELA) | Running Records, Core Knowledge Assessments, and Baseline Assessments | Tier 2 and Tier 3 strategies from Core Knowledge and MOSL Inquiry | Small Group | During the School Day and Afterschool |
| Mathematics | Go Math! Assessments and Baseline Assessments | Tier 2 and Tier 3 strategies from Go Math! and MOSL Inquiry | Small Group | During the School Day and Afterschool |
| Science | Interdisciplinary Literacy Science content writing tasks | Tier 2 and Tier 3 strategies from Core Knowledge, Go Math! and MOSL Inquiry | Small Group | During the School Day and Afterschool |
| Social Studies | Interdisciplinary Literacy Social Studies content writing tasks | Tier 2 and Tier 3 strategies from Core Knowledge, Go Math! and MOSL Inquiry | Small Group | During the School Day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance Counselor Social Worker SETSS Teacher and School Psychologist | | One to One, Peer pairing and small group | During the School Day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| A survey will be provided to the Teachers at the beginning of the school year to provide the administration with the teachers' self-assessment as to the areas to improve upon their teaching practices. The school based staff development committee (SDC) work collaboratively in looking at the teacher survey data to ascertain the need in teaching practices. The SDC work collaboratively with administration to provide on-site or off-site professional development opportunities. These identified teachers are charged with sharing what they have learned with their colleagues in effort to build capacity within the school. These practices support teachers in becoming effective and highly effective teachers through the use of frequent cycles of observation and feedback, as well as provided professional development, as well as mentoring and one-to-one coaching. |

2b. High Quality and Ongoing Professional Development

| |
|---|
| Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS). |
| Administrators have monthly meetings provided by the District that support the DOE's initiatives, as well as providing us with methods and means to look at school-wide student data for the purposes of making informed decisions about systems and structures that need improving and those that are proving effective. All teachers are provided weekly on-site PDs by Administration, Teacher/colleagues, and/or Consultants. Select teachers attend off-site professional development to which they turn-key to their colleagues. Teachers are provided coverage to conduct in-school focused classroom inter-visitation to observe best teaching practices. All teachers are provided opportunity to share their inter-visitation observations with their colleagues and support colleagues in the implementation of the learned teaching practice. Administration encourages these on-side PDs and inter-visitation to build coherent best teaching practices in the school and provide quality delivery of the CCLS -aligned instruction to our students. |

Part 3: TA Schools Only

3a. Use of Program Resources

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|---|
| Describe how the TA program resources will assist participating children to meet proficiency. |
| Not Applicable |

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).

Not Applicable

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/information, early intervention services, etc.).

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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 '16 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> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 395,879.00 | | |

| | | | | |
|---|---------|--------------|--|--|
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | 166,442.00 | | |
| Title III, Part A | Federal | 11,200.00 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,792,149.00 | | |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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. **PS 151K, the Lyndon Baines Johnson Elementary School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 151K, the Lyndon Baines Johnson Elementary School** 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)

[School name] , 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 on 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.

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: <u>Lyndon B. Johnson</u> | DBN: <u>32K151</u> |
| 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: <u>70</u> |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>3</u> |
| # of certified ESL/Bilingual teachers: <u>3</u> |
| # of content area teachers: <u>0</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

In our afterschool program, P.S. 151 is going to implement a two part program to target two populations. Our struggling ELL readers in the lower grades and our upper grade ELLs who are performing below grade level in ELA and math. This afterschool program will be held Tuesdays, Wednesdays, and Thursdays beginning December 2, 2014 (45 sessions), during the hours of 2:30-5:00. The students' afterschool program will begin with a snack in the cafeteria. During this time, program teachers will include conversational English followed by a "read aloud", which ties in to the speaking and listening standards in the Common Core Literacy Standards. This program will build on the instructional course work from the school day. Our struggling ELLs in Kindergarten, first, and second grade will participate with our community based organization "Read Alliance Program", which will be overseen by our licensed teacher. The curriculum used during the tutoring sessions is the Reading for All Learners Program (RALP). Students are administered various RALP assessments throughout the program to track their progress. Testing and other performance information will be shared with our school. The tutoring program runs for 45 sessions, with three 60-minute one-to-one sessions per week. The program sessions are divided into two sixty minute segments, one for reading tutoring with RALP materials and one for homework help. Two of our NYS licensed teachers will provide literacy instruction to our third, fourth, and fifth grade ELLs. They will implement a "Reading Café Program" and NYSESLAT test preparation. To ensure cohesion and that each child receive expert instruction, and each teacher will make use of their areas of expertise and teaching experience to enhance their delivery of play-related and ELL-related curricular materials and instruction in our ELL after school program; one teacher will provide NYSESLAT test prep while the other is implementing the "Reading Café Program". The teachers will switch groups after an hour so that both groups have the opportunities to participate in each program. The "Reading Café" will provide the opportunity for students to listen, speak, read, and write in English through the use of plays and drama. The NYSESLAT preparation will give students the opportunity to practice, prepare, and be familiar for the upcoming exam in the spring of 2015. The materials to be used will primarily consist of books from Lee and Low publishing that are contemporary diverse stories that emphasize the richness of today's cultures and that all children could enjoy. The books are accompanied with extensive Teacher's Guides, interviews with authors and illustrators, and Common Core resources developed by Lee and Low publishing literacy specialists that comprise of

Part B: Direct Instruction Supplemental Program Information

strategies that include but not are not limited to close reading and teaching vocabulary in layers. Title III will continue to 2015-2016.

Part C: Professional Development

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: Our ELL students will present several of their rehearsed plays to the parents throughout the course of the after school program. We will present plays written and produced by the students themselves. We expect our performances to take place both during our after school program and at a separate assembly when we present our play-acting and play-writing skills in a public performance in the spring. All of our ELL after school drama activities will involve performances by all of the students participating in the after school program. The rationale behind these activities is to increase our ELL students' familiarity with and use of the four modalities of listening, speaking, reading, and writing, while simultaneously promoting a sense of pride and accomplishment while increasing their self-confidence to perform before each other and a live audience. Our ELL students will also acquire a greater knowledge of and improvement in their overall English skills while attaining a greater confidence in reading, writing, and speaking as they increase their vocabulary, comprehension, and fluency in English. Parents will be notified of our ELL play productions by letters, phone calls, flyers, student word-of-mouth, and our parent coordinator's effective outreach of information to our parents, families, and the P.S. 151 community, in general. Additionally, our ESL teachers, Ms.J.Rivera and Ms.S.Martinez, communicate with our ELL parents and their families through frequent letters and flyers sent directly home to inform our parents of important ELL information and updates. Parental notifications are sent home at the beginning of the academic school year to our ELL parents and guardians in the form of Entitlement Letters, Continued Entitlement Letters, Non-Entitlement Letters, Parent Preferred Language Forms, Placement Letters, and ELL Parent Brochures in their home or preferred language. Parents of

Part D: Parental Engagement Activities

newly identified ELLs are also invited to P.S. 151 for a Parent Orientation and a viewing of the Parent Orientation Video explaining their options and rights as the parent or guardian of an ELL student. In the fall, the parents of ELLs will receive the Title III supplemental program information on November 18, 2014 during morning and afternoon meetings. The evening session will be during the Title I meeting which will be held on November 19, 2014. During these sessions parents will receive a letter explaining the supplemental services their child will receive as and ELL student, and the details of the after school program in which their child is invited to participate. Immediately following this meeting, parents of the ELL students will receive a Title 3 letter inviting their child to attend the afterschool program commencing December 2, 2014, that will contain a description of the instructional program and its benefits. Attached to the letter will be a permission slip form and an opt-out form, should they choose. In the Spring, letters are sent to the parents informing them of the upcoming NYSESLAT assessments, how it establishes their child's level of English proficiency based upon the results of the NYSESLAT, and the importance of their child's participation in the NYSESLAT. In addition, our parent coordinator facilitates parent workshops throughout the year to all parents, including the parents of the ELLs. Workshops are based on the needs of the students as well as the parents. These ELL Parent Workshops will commence in January 2015 to provide the parents the tools and strategies to support our student's reading while reading their independent reading level just right books and/or books of interests. Lastly, our ELL students will participate in culminating drama activities through their active involvement in and the excitement of live productions to be presented before students, parents, family members, and the P.S. 151K community. We anticipate the production of these performances in May and June, with specific calendar dates to be chosen closer to these actual upcoming months. We will hold both in-school and after-school performances to maximize the potential audiences ability to see these performances. Each performance will consist of three or four short plays performed by the ELL students on these future dates, with costumes and sets designed by the students with the help of parents. We expect to have parents participating at these events.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| <ul style="list-style-type: none">• Must be clearly listed. | | |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

| | |
|---|--|
| Principal Ms. Jayne Hunt | Assistant Principal Ms. Vilma Perez |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor Ms. Annette Rivera |
| Teacher/Subject Area | Parent Ms. Christina Alejandro |
| Teacher/Subject Area | Parent Coordinator Ms. Nilsa Figueroa |
| Related-Service Provider | Borough Field Support Center Staff Member |
| Superintendent | Other (Name and Title) |

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers not currently teaching in a bilingual program | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 1 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 279 | Total number of ELLs | 67 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | 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 <input checked="" type="checkbox"/> |
| | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> | 11 <input type="checkbox"/> |

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 67 | Newcomers (ELLs receiving service 0-3 years) | 59 | ELL Students with Disabilities | 15 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 8 | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 59 | 0 | 9 | 8 | 0 | 6 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 3

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 |

**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 |

* EP=English proficient student

**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 is for Dual Language Programs Only

| | |
|--|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|--|---|

| Freestanding English as a New 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 | 7 | 14 | 9 | 11 | 9 | 7 | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 1 | 1 | 3 | 1 | | 2 | | | | | | | | 0 |
| Haitian | | 1 | 1 | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | 1 | 4 | 0 | 4 | 2 | 2 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 2 | 5 | 1 | 0 | 1 | 1 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 1 | 2 | 5 | 1 | 2 | 1 | | | | | | | | 0 |
| Expanding (Advanced) | 4 | 5 | 7 | 7 | 4 | 5 | | | | | | | | 0 |
| Commanding (Proficient) | 0 | 0 | 0 | 0 | 0 | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | | | | | | | | | 0 |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | | | | | | | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 7 | 0 | 0 | 0 | 0 |
| 4 | 8 | 0 | 0 | 0 | 0 |
| 5 | 7 | 1 | 0 | 0 | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 7 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 1 | 0 | 6 | 0 | 1 | 0 | 0 | 0 | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | | | | |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | | | | |
| Geography | | | | |
| US History and Government | | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Home Language Assessments | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At P.S. 151K, early literacy skills are assessed using the NYSESLAT, Teachers College (TCRWP) running records, Core Knowledge Language Arts (CKLA) curriculum assessments as well as formal and informal teacher-made assessments. These assessments provide us with valuable data and information as to our students' oral fluency, reading comprehension skills, and English proficiency levels. For instance based on our school wide TCRWP September assessments 100% of our ELLs have an average F&P benchmark scoring proficiency level of 1.93 which is in keeping with the 2015 NYSELA average proficiency level rating for our 3-5 grade students. Thirty percent of our third through fifth graders scored a proficiency level of two or higher in their F&P benchmark. These data assist us in planning and implementing our differentiated instructional plans to best meet the learning needs and learning styles of our ELLs, and to make progress against any apparent learning gaps.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The patterns for the newcomers within one year of testing between the NYSITELL and the NYSESLAT are as follows: Out of the ten students that were administered the NYSITELL in kindergarten, eight remained on the same performance level, two showed progress and moved up one level or higher. One student in third grade had the same performance level on the NYSESLAT as he/she had on the NYSITELL. One student in the fifth grade scored advance in the 2014 NYSITELL and scored Commanding in the 2015 NYSESLAT. We are learning that the NYSITELL is another data that helps inform teachers of the students' knowledge of the English language. When planning, teachers incorporate more audio support to increase students' listening skills as well as their speaking skills. This is also evident in the NYSESLAT 2015 speaking and listening modalities as our students score higher than the reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 It takes all the ATS system data that contains the NYS ELA and Math scores, attendance, years of receiving ELL services, the NYSITELL, NYSESLAT scores, and SWD status and provides us with a synopsis of possible reasons why the students did not make progress on the NYSESLAT test. Information such as attendance knowing that attendance rate less than 95% can negatively impact student's learning

and progress causing interrupted education and a main factor for why they are potential long term ELLs. These are the students who we will target to be in our after school "Readers Café" program to provide them with academic intervention support to make up for the lost hours of instruction as a result of poor attendance. Another factor is that students who took the same band of tests (1-2; 3-4; 5-6) showed progress within the year of testing, but when they were given a new grade level band with higher complexity, the progress was minimal. For example our current fourth grade students showed progress when tested from NYSESLAT grades 1 to 2 (tests within the same band), however showed little to no progress when tested in the NYSESLAT grade three (test with a higher level of complexity within band 3-4).

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

In our freestanding ENL program, our students are making steady advances to achieve higher proficiency levels as the school year progresses. All of our ELL students are working on improving their reading comprehension skills, as well as improving their language skills of listening, speaking, reading, and writing. The 2015-2016 was the first time that our school implemented the ELL Periodic Assessment. As of this time no data has been received. However, teacher teams that include classroom teacher, the ENL teacher, the SETSS teacher, the speech teacher and administration are utilizing all curriculum aligned assessment results and accompanying NYS test data to provide better instruction to meet student needs and diminish gaps. We are also implementing differentiated instruction for all instruction to better help our students succeed. At P.S.151 we strongly adhere to the belief that our ELL students be provided with the necessary scaffolded supports, such as glossaries in their native language with direct translation to English in subjects math, science, and social studies. During all and any school assignments and tests ELL students are provided modifications, such as extended times, graphic organizers, picture support to gain acces and understanding of our CCLS aligned curriculum. Lastly students are provided the opportunity to verbally share their answer prior to writing their responses. Teachers use this form of modality in cases where students listening and speaking skills are far more superior than their writing skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Data as the NYSITELL and previous year's NYSESLAT scores are used to determine our ENL students current level of English proficiency. Additionally, teachers administer the Teachers College running records every 60 days or less, to gather detail data as to fluency and English reading comprehension skills. P.S. 151K is using the NYCDOE approved ReadyGen and Core Knowledge literacy that are common core aligned, as a support for thematic based units. ReadyGen includes response to intervention methodology for our teachers to provide step-by-step Tiers 1 and 2 support to our ELLs, and Core Knowledge is aligned with the bilingual progressions. Intentional small grouping with classroom teachers and ESL teachers, affords the students the opportunity to practice oral and written language with strong vocabulary support and topics that include home and cultural knowledge connections. ELL students have writing journals that capture ELL student English language progress and provides on-going data to teachers as to further instructional support to provide our ELLs. These RtI practices are used in mathematics, science, social studies and in our morning meetings used for social-emotional development. Teachers provide many opportunities in small-group and whole-group instruction allowing all students, especially ELLs, opportunity to engage in purposeful conversation and writing.

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

This year is our first year implementing the CKLA curriculum which foundation is in social studies. As a result instructional planning incorporates the NYC DOE Social Studies Scope and Sequence unifying themes (individual development and cultural identity, roll of diversity within and among cultures, etc.) that tap into the students' own and diverse culture and lived experiences. Increase use of vocabulary, phonemic awareness, and student discourse are evident in teachers' lesson planning. Individual teacher-student conference notes, student journals and student portfolios are the artificats that language development for all our students, including our ELLs, are used in part with our oral language presentation rubric to assess student class presentations and student discourse. All of this is done in effort to transfer the speaking language into written language.

7. For dual language programs, answer the following:

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

At this time we do not have a dual language program in K-5.

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

The success of ELLs at P.S. 151K is measured using state wide test results (tested ELL population only), running records, interim assessments, and the NYSESLAT results. Our programs are rich in intentional oral communication (conversation), as evident in the high NYSESLAT speaking scores.

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At the beginning of the academic school year, P.S. 151K initially identifies English Language Learners (ELLs) through the administration of the Home Language Identification Survey (HLIS) by our New York State certified ENL teachers that speak English and Spanish fluently. The HLIS is administered to the parents/guardians of all first time student enrollees and to the parents of students who are reentering the New York City Department of Education school system, after having been enrolled in a school outside of NYC and/or NYS for two or more years. This formal initial assessment of parental responses on the HLIS (in the parents native language), in conjunction with an informal interview, of the parent/guardian in both English and the native language when possible, enables the ENL teachers to make a determination on administering the New York State Identification Test for English Language Learners (NYSITELL) to the student, which is administered within the first ten (10) days of the student's admittance into P.S. 151K. The NYSITELL is then administered to students who are eligible to be tested. Additionally, if the NYSITELL results indicate that a student is an ELL and the home language is Spanish, the student is also administered the Spanish LAB by one of the ESL teachers to determine language dominance. In the spring, as mandated by the state of New York, all ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) under the administration of the ESL teachers. The ESL teacher will generate the NYSESLAT eligibility report to create a schedule which ensures that all four (4) modalities of the NYSESLAT (listening, speaking, reading, and writing) are given to our ELLs.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE status begins at the time of the completion of the Home Language Identification Survey, when the parent is asked to indicate prior schooling. If there are any indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, then the SIFE identification process begins. The ESL teacher administers an oral interview questionnaire as well as the Literacy Evaluation for Newcomer SIFE (LENS), which is available in Arabic, Bengali, Chinese, Haitian, Creole, and Spanish. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitional level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT) within twenty days of enrollment. The Language Proficiency Team is comprised of a school administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of speakers of other languages, a special education teacher, and the student's parent/guardian. The team should consider evidence of the student's English language development including, but not limited to the following: the student's history of language use in the school and home, the result of the individual evaluation of the student, conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the students home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the team determines that the student may have English language needs, the student must take the NYSITELL. If the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal will review the information provided and determine whether to accept or reject the LPT's recommendation. If the principal decides that the student should take the NYSITELL exam, then the exam is administered by the ENL teacher. If the recommendation of the team is accepted, the recommendation is then sent to the superintendent for a final decision. The superintendent has ten school days to accept or reject the LPT's recommendation. If the superintendent decides that the student must take the NYSITELL, the school has five additional school calendar days to administer the NYSITELL and notify the parents.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement parent notification letters are distributed in both English and the home language using the forms, tools, and resources provided by the New York City Department of Education website. These letters are sent home to the parent/guardian with the student, the day after the NYSITELL is scanned and scored. Reminder letters are sent to the home and phone calls are made by the ENL teachers and parent coordinator if they are not returned in a timely manner.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents will be informed that they have the right to appeal ELL status within 45 days, at the same time that the entitlement or non-entitlement letter is sent to them with the student. We will include a separate letter explaining their right to appeal ELL status.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Once the NYSITELL is administered and the student is identified as an ELL, parents/guardians are notified within five school days of the result of the NYSITELL. This is done by sending an entitlement letter with the student (a copy is mailed) to the parent/guardian in English and in the parent's preferred language. The entitlement letter provides information about the three program choices (TBE, Dual Language, ENL) available to them, and it is also an invitation for the parent/guardian to attend a parent orientation. At the time of the orientation, a video is shown in the parent's preferred language discussing in detail the three program choices available. After the video, the parents are given the opportunity to ask questions to help clear any misunderstandings they may have about the programs available.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
During our parent orientation, Parent Surveys and Program Selection forms are distributed and completed. Parents are also provided the opportunity to take the forms home and send them back with their child within two school days. If the forms are not returned within 5 school days; the student must be placed in a bilingual program if one exists at the school; otherwise the student is placed in an ENL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
P.S. 151K ensures that parents complete the Parent Survey and Program Selection form by asking the parents to complete both forms during the parent orientation, so that we can answer any questions they may have. If a parent decides to complete the Parent Survey and Program Selection at their home, we ask them to return the form within two school days. At that point we keep the parent's name on a list as a reminder that they have not returned the form. Reminder letters are sent home and phone calls are made by the ENL teacher and parent coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed.
In the past placement parent notification letters were distributed by sending them to the home with the student and asking the parents to sign and return a tear off sheet as proof that it was received. We will continue to do the same for the 2015-2016 school year, but if there are parents who do not return the signed tear off sheets promptly we will also have a copy of the letter for them to sign during the first parent teacher meeting which is in September.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school retains all ELL documentation for each child by keeping a copy of the HLIS, entitlement letters, and non-entitlement letters in a binder. Original documentations are kept in the students cumulative record.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered every spring and ATS reports, such as the RLER is used to determine which students are eligible to take the exam. Before administering the assessment, a pamphlet is sent to the home informing the parents of the four modalities that the child will be assessed. The parents are informed of the test dates through the monthly Parent Calendar that the parent coordinator sends to the homes. The ENL teachers assess the students by grade and make accommodations for ELLs by testing them in a separate location and providing the extended time. The Early Childhood ENL teacher administers the exam to the students in 3rd, 4th, and 5th grades. The ENL teacher for the upper grades administers the exam for the students in K, 1st, and 2nd, grades. The administration of the speaking part is administered first (K-5) on a one-to-one basis. Then when the window opens for the listening, reading and writing the ENL teachers administer the test by grade in a separate location.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We ensure that continued entitlement and transitional support parent notification letters are distributed no later than September 15 of the school year in which the student continues to be entitled. Continued entitlement and transitional support is based on the results of the NYSESLAT. Students who did not score proficient/commanding continue to receive ENL services, those who scored proficient/commanding will receive 90 minutes of support for the following two years.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The recent trends for the past three school years in program choices at P.S.151K show that the majority of parents prefer Freestanding English as a New Language program. The majority wants their children to receive all of their instruction in English. TBE

and Dual Language have the same amount of numbers. At the moment we do not have a Dual Language program, but we have submitted a proposal to have a Dual Language Program begin in the 2016-2017 school year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
At P.S. 151K instruction is delivered efficiently and effectively in a push-in or pull-out method as mandated by the State of New York. The instruction for our English Language Learners consists of the following organizational model:
 - a. Beginner/Entering will receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA
 - b. Low Intermediate/Emerging will receive 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA, it has a flexibility of 90 minutes of standalone OR integrated ENL (with ELA or any other content area)
 - c. Intermediate/Transitioning will receive 90 integrated ENL/ELA minutes and 90 standalone or integrated ENL (with ELA or any content area)
 - d. Advance/Expanding will receive 180 integrated ENL/ELA or other content area
 - e. Proficient/Comanding will receive 90 integrated ENL/ELA or other content area
 - b. TBE program. *If applicable.*
We currently don't have a TBE program.
 - c. DL program. *If applicable.*
We currently don't have a Dual Language Program
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our ENL teacher ensures that instructional minutes are delivered in the ENL program by servicing students in grades K-5 and providing the mandated minutes in ENL, ELA and HLA depending on the student's proficiency level, in accordance to the CR Part 154.2.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
To support content area instruction, ENL and classroom teachers use the appropriate manipulatives, leveled reading books, pictures, repetition, and technology to contextualize the instruction. In all instructional models, students consistently work in small group settings, receive appropriate scaffolds and mandated instructional services. Teachers group their students of the same language for certain activities so that they can assist each other in their native language. The ENL teacher provides content area support by providing the proper scaffolds based on the levels of proficiency. When needed teachers are provided with spanish math books to make content area more comprehensible for students whose native language is spanish. Spanish and Arabic dictionaries are also available for our ELL population. Math and Science State Exams are also availabe in Spanish and if needed in another language the services of an interpreter will be sought.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
At the moment we do not have a program that requires us to evaluate our ELLs in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ESL students are appropriately evaluated with the Teachers College Assessments (running records), end of unit assessments, MOSL, Test Ready assessments, and state-wide annual ELA assessments as exercised by grade level and mandated by NYCDOE rules and regulations.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

ENL teachers work closely with classroom teachers to ensure that ELL instruction is aligned with the Common Core State Standards across all subject areas. ENL students required to take the ELA state exam after one-year of enrollment, receive ELA and ENL instruction throughout the day and are given additional opportunities to master these skills both in and out of the classroom. In the ELA classroom, ELL students are provided a print-rich classroom environment to support reading proficiency levels. The ELA and ENL classroom teachers utilize research based learning strategies such as graphic organizers, strategy charts, and academic vocabulary, to foster opportunities for discussion by making language accessible across subject areas. ELL students are supported through a Title III Afterschool Program. Furthermore, the ENL and classroom teachers utilize resources such as, starfall.com, Ready Gen RTI, that incorporate ENL and ELA strategies/skills. The ENL and classroom teacher make content comprehensible by using native language support. In the freestanding ENL models, content-area instruction is delivered in English using ENL strategies along with Native language supports to enrich comprehension.

a. SIFE students entering the school receive additional services and interventions needed to access grade level curriculum. Strategies to support students include phonemic awareness, leveled readers, scaffolded writing instruction, small group instruction, teacher conferencing, and peer-support systems. Technology is integrated for SIFE students by providing them access to ENL websites, as well as academic resources that are available to their mainstreamed peers. SIFE students receive the mandated 360 minutes of ENL/ELA instruction in addition to ELA, Math, and ENL afterschool programs. Furthermore, SIFE students will be part of PS151k inquiry teams. A parent-home connection is in place to ensure that the parents are included as a vital component of student learning.

b. Newcomers receive the mandated instructional minutes of ENL/ELA service and have access to language learning technology and programs available through the school's portaportal website. Classroom teachers provide scaffolded instruction in all content areas. Our balanced literacy approach supports students through a multitude of reading and writing strategies which include read alouds, shared reading/writing etc.

c. Students who are developing are provided with differentiated instruction based on the NYSITELL, NYSESLAT scores, and individual proficiency levels. These ENL students also receive the same standard, well-balanced approach to learning in which they receive daily thematic unit-based instruction of academic content in support of the language modalities of listening, speaking, reading, and writing, as well as in vocabulary and word work. ENL students requiring additional support are provided Academic Intervention Services (AIS) in small groups designed to improve their reading and writing skills.

d. Our long-term ELL students whom have completed six (6) years of ENL services are also provided differentiated instruction based upon their NYSESLAT and State Exam Scores. These long-term ENL students also receive the same standard, well-balanced approach to learning in which they receive daily thematic unit-based instruction of academic content in support of the language modalities of listening, speaking, reading, and writing. Additionally, we provide these long-term ENL students with a Title III after school program designed to support and enhance their vocabulary as well as improve their reading and writing comprehension and fluency.

e. Former ENL students will continue to receive support for up to two years after receiving a proficiency level of commanding. Former ENLs will receive 90 minutes a week of ENL/ELA support. Testing accommodations and transition support will also be available. They will receive differentiated instruction based on State Exams and classroom assessments. They will also receive the same standard, well-balanced approach to learning in which they receive daily thematic unit-based instruction of academic content, in support of the language modalities of listening, speaking, reading, and writing.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The re-identification of ELL status is a process that allows schools, parents, and students to request that the ELL identification process be administered a second time (within 45 school days of enrollment), because they believe that the student was misidentified as an ELL or non-ELL. The re-identification process may be utilized for students who have a home language other than English and have been identified as ELLs or non-ELLs. Within ten school calendar days after a request for re-identification (or twenty if CSE must

be consulted), the ENL teacher will initiate a review of the ELL status determination upon receipt of a written request from a student's parent/guardian, and/or a student's teacher (must include a written consent from the parent/guardian.) The ENL teacher will review all documents related to the initial or reentry identification process as well as the student's work in English and in the home language. School based assessments will also be considered and/or administered in order to know the students abilities in listening, speaking, reading and writing in English. The principal will then determine whether to change the ELL status or not based on the recommendation of the ENL teacher. If the principal determines not to change the ELL status, no further action is necessary. If the determination is to change the ELL status, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. The superintendent will then notify the principal, and parent/guardian within ten school days of receipt of documentation from the principal. If the decision is not to change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program will be modified accordingly. Notifications and relevant documents must be kept in the student's cumulative folder. In order to ensure that the student's academic progress has not been adversely affected by the determination, the principal must review the Re-identification Process between six and twelve months from the date of the superintendent's notification. The principal will consult with the ENL teacher as well as the parents/guardians of the student, and if the principal believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same six to twelve month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or designee. Final decision notification must be in writing to the parent/guardian in the parent's preferred language within ten school calendar days.

8. 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?

P.S. 151K provides daily reading and writing instructional blocks as well as small group guided reading instruction utilizing the Ready Gen and Core Knowledge English curriculum to increase reading comprehension skills. In addition our third, fourth, and fifth grade students participate in a Title III reading program on Tuesdays, Wednesdays, and Thursdays which focuses on the content area of literacy. Teachers provide students with meaningful visual aids, graphic organizers, and thinking maps to assist in student learning. Students are also provided with direct instruction, modeling, scaffolding, hands-on activities, realia, repetition, and cooperative learning to support their instructional needs as well as to helping our students to narrow and close any reading/writing gaps. Our ENL curriculum is a standard, well-balanced approach to learning in which students receive daily instruction in all areas of language, including listening, speaking, reading, writing, vocabulary, and word work. All ENL instruction is apportioned in accordance with the New York City Department of Education's Language Allocation Policy and is consistent with the CR Part 154 requirements as determined by the performance of our students on the NYSITELL and NYSESLAT. Every classroom at P.S. 151K has a smartboard therefore making technology accessible to every student including ELLs. Teachers can create interactive and multimedia lessons to support ELL instruction through visual representation. Our school also has a computer lab in which students do research, create writing pieces, and learn how to create powerpoint presentations with the assistance of the technology teacher. They also have access to educational websites like "National Geographic" and "Discovery Channel" just to name a few.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our curricular, instructional, and scheduling flexibility is designed to meet the diverse needs of our ELLs-SWDs in the least restrictive environment. P.S. 151K includes opportunities for differentiated instruction according to the reading and writing levels of our students, as well as differentiated instruction based upon the varying English proficiency levels and learning needs of our individual ELL-SWD students. Collaboration with the classroom teacher, as well as mutually-agreeable scheduling are important curricular and instructional components in meeting the academic needs of our ELL students by our ESL teacher, IEP teacher and classroom teachers.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|---|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <i>per week</i> (360 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| Chart | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL teacher | | INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL Teacher | | INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

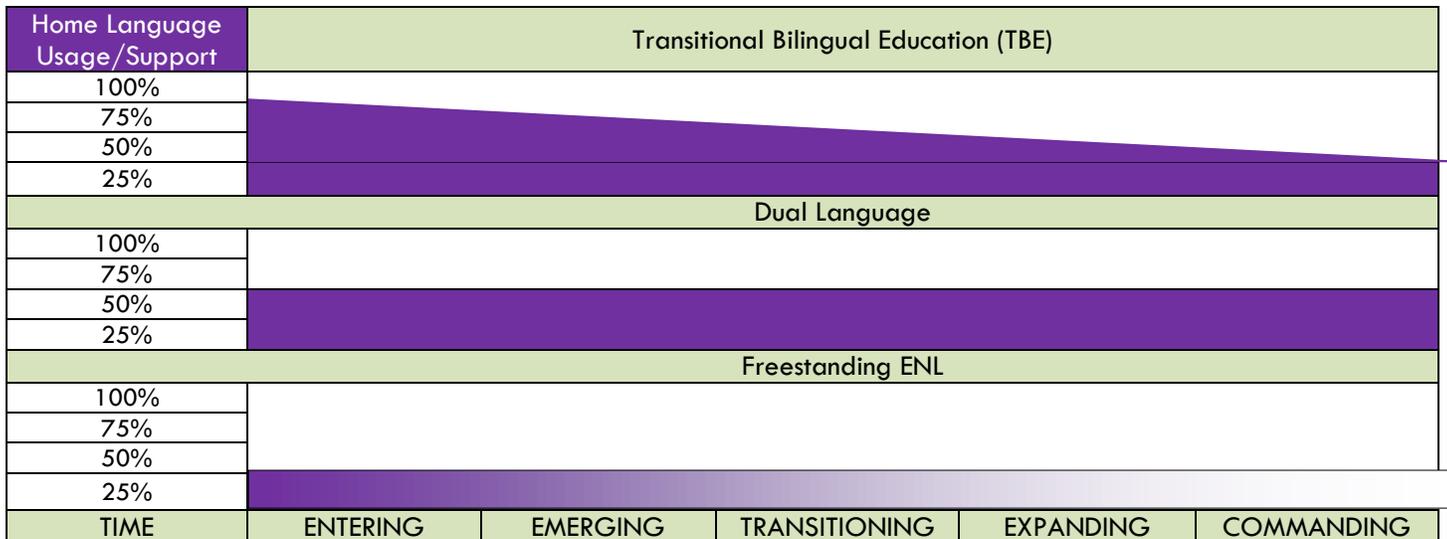


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
We have many targeted interventions in ELA, math, and content areas for ELLs which include:
 - a. The NYCDOE Ready Gen literacy curriculum, Core Knowledge Language Arts (CKLA) reading program, leveled reading books, multicultural songs, and reading activities.
 - b. Teachers College Writing Program
 - c. Small differentiated guided reading groups.
 - d. The Go Math curriculum, hands-on activities, and meaningful games.
 - e. Our ENL classes provide differentiated instruction by process, content, environment, and affect according to our students' interests, learning profiles, and readiness levels. We also provide vocabulary support, reading and writing comprehension and fluency strategies, grammar instruction, and speaking and listening skills through our instruction of thematic units.
 - f. Our science and social studies curriculums are language-supported for ELLs with bilingual dictionaries and content specific bilingual glossaries. Our ENL students are also supported instructionally through the in-classroom use of hands-on experiments, projects, and activities designed and implemented to support our students in their discovery and exploration of science and social studies learning.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is NYS and NYCDOE approved common core aligned curriculum that integrates the academic and supports to meet the diverse needs of ELLs in literacy, math, science, and social studies.
12. What new programs or improvements will be considered for the upcoming school year?
In the 2015-2016 academic year, we will implement the Core Knowledge reading program as a support for thematic unit based instruction. The program is aligned with the bilingual common core progressions (Entering, emerging, transitioning, expanding and commanding).
13. What programs/services for ELLs will be discontinued and why?
In the 2015-2016 school year we will not discontinue any programs or services for our ENL students. We will continue to provide freestanding ENL education program as mandated by the state of New York.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
At P.S.151K all students, including ELLs, have access to all materials and programs. Under the aegis of our Title III funds for ELLs, Kindergarten, first and second grade ELLs participated in the "Reading for All Learners Program" which is offered through the Read Alliance Organization. This program provided one-to-one tutoring in literacy. Fluency, decoding, and comprehension skills were targeted and assessed, in order to allow students to participate in class instruction at a level with their peers. Students in grades 3-5 participated in an afterschool program known as "Readers Café". This afterschool used theater to promote reading comprehension skills. The Test Prep Academy also had ELLs in attendance to provide support in math and ELA. ELLs were also invited to participate in the afterschool extracurricular activities such as volleyball, basketball, band, theater, and ballroom dancing.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All ELLs have access to computers, multicultural books and stories in their regular classroom and in the P.S. 151K computer lab. Each classroom and teacher are provided with a computer and Smartboard to access various interactive and educational websites to enhance our ELLs' learning, as well as to increase our students' exposure to and hands-on use of technology. Our schools portaportal page allows students to gain access to educational websites such as "Discovery Channel" and "National Geographic. It also includes interactive websites that allow students to learn skills needed in math and ELA through games. ELL students also have access to picture dictionaries, bilingual dictionaries, bilingual content area glossaries, visual aids, realia, graphic organizers, and other visual and tactile learning tools to increase their learning and comprehension of both language and content material.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our freestanding ENL program, our English language learning students receive native language support through the use of bilingual dictionaries and bilingual content-area glossaries. Our special needs ELLs also receive native language support through the inclusion of bilingual paraprofessionals in their classrooms.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our required services support and resources correspond to our English language learners' varying ages, grade levels, and different levels of language proficiencies. Our ENL students are also supported through required services in their content area subjects and content area instruction in the classroom by both the ENL teacher and the classroom teacher.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Prior to the beginning of the school year, we provide our parents and guardians of our incoming English language learners at P.S. 151K with a newsletter and pamphlets welcoming new parents to our school. These newsletters and pamphlets are translated into various home languages of our parents and students, as well as in English. On the first day of school and throughout the following week or so, our parent coordinator greets and welcomes new parents and students at the entrance of the school and holds parental meetings to introduce them to P.S. 151K. Our ENL teachers, Ms. Martinez and Ms. Rivera also provide our newly enrolled ENL students with a tour of the school and also provide any interested parents an opportunity to sit in on an ESL class to assist them in determining their choice of an English language learning program for their child and our new students. At P.S. 151K we strive to maintain a life-long learning community in which our students feel safe and comfortable in their school.

19. What language electives are offered to ELLs?

P.S. 151K does not provide any language electives for the ELLs or any other students in our school at this time.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

P.S. 151K does not offer the dual language program in grades K-5.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All of our ELL personnel and teachers of ELLs are highly encouraged to attend and participate in numerous professional development seminars intended to provide additional support and knowledge regarding the instruction of our ELL students, and all students, throughout the academic school year. This school year (2015-2016) a designated teacher from each grade will attend Professional Developments for the "Writer's Workshop" at Teacher's College, and turn key to peers on the grade. At P.S.151K, we hold weekly administration-initiated professional development workshops for all teachers. In addition our ENL teachers frequently attend professional development seminars and workshops related to ENL curriculum and instruction throughout the academic school year, which they then turn-key to teachers of ELLs. Our teachers, support personnel, and administrators attend various professional development seminars throughout the year. This year we are focusing on Therapeutic Crisis Intervention (TCI) professional development seminars.

The calendar for PD dates is as follows:

 - a. What do we do with our Newcomers
 - b. Identification and Process of ELLs
 - c. Implementation of the Language Allocation Policy
 - d. How to use UDL and DOK to support Language and Literacy for ELLs
 - e. How to plan for your ELLs
 - f. Understanding the NYSESLAT Assessment
 - g. Scaffolding Strategies for ELLs
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers at P.S.151K are encouraged to attend professional developments that are offered by the Division of English Language Learners & Student Support (DELLSS). ESL teachers attend professional development offered by DESS and turnkey the information to all teachers. Teachers are also encouraged to use the resources available through "Engage New York" and the DOE Intranet, which provides access to videos such as "What can we do to Support our English Language Learners", "Mathematics Problem Solving Strategies for ELLs in Elementary Grades" and "Response to Intervention" to name a few.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselor and parent coordinator assist our fifth grade students in transitioning from P.S.151K to middle school by providing assistance and the information needed. They begin by providing parents an informational workshop in English and Spanish, so that they can make an informed decision, when choosing a middle school for their child. Additionally students and parents are given an opportunity to visit open-houses to learn more about the middle schools in their community. Our fifth grade students receive a district-wide booklet and application listing their choices of middle school. This booklet describes the programs offered by each middle school, as well as the number of students attending each school. Students are given the opportunity to select the schools of their choice in preferential order, and every reasonable attempt is made to fulfill one of the students' top two selected middle schools. Parents must sign off on the student middle school selection sheet. Additionally, some schools require interviews and portfolio reviews in making the decision to accept our students into their middle school. Students are also given the opportunity to visit some of the middle schools in the district to assist them in making their decisions regarding middle school selection. The guidance counselor also provides an orientation to fifth grade teachers to familiarize them with the articulation process and the middle school application process.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

All of our staff, including our non-ELL teachers, will receive a minimum of fifteen percent of the required professional development hours and our ENL teachers will receive fifty percent on implementing strategies such as thinking maps, visual aids, etc. to assist our ELL students in the classroom. These workshops will cover various instructional methods and topics such as differentiating instruction to meet the needs of all learners, language acquisition skills, and literacy workshop models. These instructional tools and strategies are to be implemented school-wide with a special emphasis placed on teaching our special education and ELLs. Some of the training and professional development workshops will be initiated by and led by our ESL teachers Ms. S. Martinez and Ms. J. Rivera and will focus on differentiated instruction, teaching strategies for ELLs, and ELL vocabulary development. Content area teachers and ENL teachers will also receive training and professional development throughout the year, by attending PDs offered by DESS and the DOE Intranet. and the ESL teachers will receive in the content area subjects and instruction. Agendas and sign in sheets will be kept in a binder as evidence of teachers meeting the professional development requirements as CR Part 154.2.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school will use the Tuesday parent engagement time (2:30pm-3:45pm) to provide annual individual meetings with parents of ELLs; to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs within content areas. If there are students that have similar needs within a content area and/or social emotional needs those parents will be invited to attend a group meeting to provide them with strategies that they can use to support their child at home. Special arrangements will be made for parents that can not attend meetings during the Tuesday Parent Engagement time. We will reach out to the translation and interpretation unit and ask for assistance if there is a parent that is need of those services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

ENL teachers, parent coordinators, parent association president, guidance counselor, and the pupil accounting secretary will call, send letters, and other forms of outreach, to invite parents/guardians of ELLs to attend annual individual meetings, which are to be held with the ENL teacher. If a parent/guardian cannot attend the meeting set during Tuesday's parent engagement we will schedule a meeting when it's best for the parent to attend. Letters will be translated into Spanish by school personnel and if another language other than Spanish is needed we will seek the assistance of the Translation and Interpretation Unit. The ENL teacher will keep an attendance sheet and a sheet in which they will keep attempts made to reach the parents, in the ENL binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our goal is to encourage families to be actively involved in the learning community of our school. Pedagogues offer workshops throughout the school year, on topics such as Sate standards, State and City assessments, school expectations, and homework help. We begin the school year by providing a "Homework Help" workshop for parents. The workshop explores the importance of homework and how parents can provide assistance while still helping their child develop responsibility and self discipline. ENL teachers also provide workshops to provide parents of ELLs strategies that can be used to help their child acquire the skills necessary to succeed academically, in addition our science teacher who is also a certified bilingual teacher provides science workshops. The parent coordinator along with the parents association arrange several holiday luncheons in which parents as well as staff members contribute a dish and come together to enjoy holiday festivities. The parent coordinator creates fliers and agendas for the workshops/meetings, which she translates into Spanish. She is responsible for making sure that the letters and fliers are copied and distributed to the classroom teachers so that they can distribute them to the students in the class. She also posts the invitations on the doors around the school building to make them visible for parents or family members who pick up their children from school. If needed the Translation and Interpretation Unit will be contacted for parents that speak another language other than English/Spanish.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The parent coordinator and the parent's association work with various community based organizations to provide workshops and services to all parents. They have worked and will continue to work with Cornell University, UFT Dial-A-Teacher, Ridgewood Bushwick Youth Center, Wyckoff Heights Hospital, Woodhull Medical Center, Brooklyn Public Library, NY Department of Health and Mental Services, and daycare providers. Cornell University provides parents with the oppportunity to learn about food and nutrition in a series of ten workshops that are offered at P.S. 151K. During these workshops parents learn about basic nutrition, portion size, food safety, menu planning, food shopping and budgeting, food preparation, feeding children, and physical activity. The Legacy Center is a community based organization that donates bookbags with school supplies to students in need. P.S.151K is also working with community organizations to help parents attain a General Equivalency Diploma and learn English as a second language through evening classes that are offered twice a week.

5. How do you evaluate the needs of the parents?

In order to assess the needs of parents, they are asked to fill out a survey that is given during November's parent teacher conference. The survey has approximately ten questions, and each question has about five answer choices to choose from. The questions are in regards to parental involvement, programs and related services at the school, school events, workshops they would like the school to provide, etc. These workshops are presented by the parent coordinator and/or teachers and they are based on the needs of the parents.

6. How do your parental involvement activities address the needs of the parents?

We address the needs of the parents by conducting workshops and meetings based on the outcome of the parent surveys that are distributed in the beginning of the school year. The surveys provide the school with an insight of the parents' needs because the parents are given the opportunity to answer questions related to parental involvement, school programs and related services that they would like to get more information, school events that they would like to participate, and workshops that are of interest. The

parent coordinator is responsible for creating invitations and distributing them to the students, so that parents can attend the activities scheduled. The monthly activities that are planned are also included in the monthly parent calendars that are created by the parent coordinator. P.S.151K also presents parents with information in Spanish as well as English, and if needed we will seek the assistance of the Translation and Interpretation Unit.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: **Lyndon Baines Johnson**

School DBN: **32K412**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------|---|-----------|-----------------|
| Mrs. Jayne Hunt | Principal | | 10/26/15 |
| Mrs. Vilma Perez | Assistant Principal | | 10/26/15 |
| Mrs. Nilsa Figueroa | Parent Coordinator | | 10/26/15 |
| Ms. Janet Rivera | ENL/Bilingual Teacher | | 10/26/15 |
| Ms. Christina Alejandro | Parent | | 10/26/15 |
| Ms. Solmaria Martinez | Teacher/Subject Area | | 10/26/15 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Ms. Annette Rivera | School Counselor | | 10/26/15 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **32K142** School Name: **P.S.151K**
Superintendent: **Ms. L. Druck**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

P.S.151K uses the findings from the Home Language Identification Surveys (HLIS), ATS Report of Preferred Languages, and Parent Surveys to determine the language needs of parents within the school community. Although we have parents that speak Arabic, Haitian Creole, and Spanish, the vast majority speak Spanish, therefore, the communication between the school community and the parents, including monthly school calendars and notices, are sent home in Spanish and English. At the moment parents that speak Arabic and Haitian Creole prefer to receive oral and written communication from the school in English. When needed, P.S.151K will use the translation and interpretation services that is offered through the Department of Education.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The majority of the parents at our school prefer to receive written and oral communication in English. The parents that have Arabic and Haitian Creole as their home language prefer to receive their information in English. Some of the parents that speak Spanish prefer to receive communication from the school in English while others want it in Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Every document that is disseminated to parents is written in English and Spanish. The following is a list of documents:

- a. Monthly Calendars
- b. Parent-Teacher Conference Announcements
- c. After-School Program Information
- d. Trip Notices
- e. Invitations to Attend Meetings and Workshops
- f. New York State Testing Dates

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conferences: September 2015, November 2015, March 2016 and May 2016.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Signs that tell parents/guardians that translation services are available are displayed in both the Main Office and by the safety agents desk. It is also advertised in the school's newsletter. Any type of material which is distributed by the school community: teachers, guidance counselors, administration, etc., will be translated into the parent's preferred language of communication as indicated on the student's Home Language Identification Survey. Translated items include parent and student handbooks, students' school calendars of activities, weekly reports, and notices. Spanish written translations are done in-house by school personnel, such as the Parent Coordinator, Assistant Principal, and ESL teachers. When a translation into a language other than those mentioned above is needed, the document will be sent to the Translation & Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

During PTA meetings, workshops and other parent events, a bilingual staff member will provide oral interpretation in order to keep the parents informed and ensure that they become active members of the school community. We also have a member of the community that translates in Arabic when needed during individual parent teacher meetings. When there is no staff available to translate a given language, we request translation services from the Translation and Interpretation Unit. These translation and interpretation services are available to all parents who require them, and not just to parents of ELLs.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

ENL teachers will make staff members aware of how to use the translation services and over-the-phone interpretation services during Monday's professional development time. We will also administer to every teacher the "I Speak... card which includes the phone number for over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All posters which advertise the availability of translations/interpretations upon request, are posted in a central area which is visible to all parents as they walk into the building as well as in the Main Office, as per Chancellor's Regulations A-663. The availability of translation services is announced at PTA meetings, through school newsletters, and posted announcements in the general office. Our school ensures that parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Language identification cards, are distributed to Parents/guardians who speak another language other than English. The cards identify the parent's/guardian's language so that staff members are made aware of the parent's translation needs.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In November, during parent-teacher conference, we ask parents to complete a parent survey in order to meet their needs. Members within the school community, such as, the parent coordinator, teachers, guidance counselor, assistant principal, and parents from the PA, conduct informational workshops based on the outcome of the survey.