

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q151

School Name:

P.S. 151 MARY D. CARTER

Principal:

SAMANTHA MAISONET

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

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

District Information

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

Borough Field Support Center (BFSC)

BFSC: North Queens Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-828-5488 Fax: 718-391-8222

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 Comprehensive Educational Plan (CEP) 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)
Dr. Samantha B. Maisonet	*Principal or Designee	
Sandra E. Rodriguez	*UFT Chapter Leader or Designee	
Elizabeth Lugo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lourdes Cordero	Teacher	
Diane Costello	Teacher/Chairperson	
Xochitl Monroy	Parent	
Isabel Nadal	Parent	
Lourdes Romero	Parent	
Maria Teti	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alexandra Traegler	Member/ Teacher	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

The Mary D. Carter School is located in southwest Queens in a district that is ethnically diverse. This learning community is represented by more than 25 countries speaking more than 10 languages. Sixteen percent of the population are English Language Learners. Additionally, eighteen percent of our population are students with disabilities. High standards are set in all classrooms with the goal of having students receive differentiated instruction that is unique to each of their needs in a supportive environment. As per the *2015 Frameworks for Great Schools* Report, our school exceeds the Citywide Average in common core shifts in literacy; inclusive instructional practices; professional development; school commitment; safety and order; and social emotional learning. We continue to focus on rigorous instruction based on our Quality Review (QR) findings (1.2 and 2.2) and adapted two of our three goals with that intent.

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

To ensure the success of PS151Q's vision, the school is implementing various initiatives and working collaboratively with a variety of organizations that are listed below.

Team Teaching

To continue to be committed to the improvement of P.S. 151's classroom collaboration, all teachers participated in **Team Teaching Professional Development**. This training assisted the staff in engaging in the work of Friends and Cook on **Collaborative Team Teaching**. This professional learning took place on three consecutive Monday afternoons beginning December 15, 2014. Teachers learned the various approaches to team teaching including station teaching and alternative teaching.

Speech Literacy Support Initiative

Our school has been selected to participate in the Speech Literacy Support Initiative, a new program developed by the Division of Specialized Instruction and Student Support (DSISS) to provide intensive early literacy instruction to kindergarten and first grade students. Through this program, experienced speech therapists work closely with school administrators and classroom teachers, using evidence-based materials provided by DSISS. The goal is to provide our early learners with the foundational building blocks needed to become successful readers, listeners, and speakers. The Initiative also provides an opportunity for participating speech and classroom teachers to share their experiences applying these best practices with other teachers school-wide so that all students benefit.

Activexpression Technology

Classrooms are piloting technology practices to access student learning in the moment. **Activexpression** utilizes student hand held clickers that students use to enter a multiple choice response or type in a short response based on questions developed by the classroom teacher. Teachers use the data to discuss incorrect answers, reteach concepts that students demonstrate difficulty with, and use the data collected to plan lessons targeted to the learning needs of the whole class and small group.

NYC Intervisitation Protocol

Implementation of the NYC protocol for intervisitation for teachers was put in place in order to:

- build an understanding of Danielson's **Framework for Teaching** (particularly components 3b, 3c, and 3d);
- build an understanding of their shared instructional vision of using formative assessments to guide and differentiate their instruction so that they may meet the needs of all of their students;
- share best practices and to enhance their toolbox of instructional strategies.

Data Analysis

In grades 3-5 in ELA, teachers use **Schoolnet** to analyze reading comprehension data based on in-house assessments. Determining patterns in the data coupled with collaborative discussions when studying students open ended short and extended responses, teachers use the information to co-plan effective lessons and revise curriculum that target the specific learning needs of students.

International Baccalaureate Organization

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

Middlebury Interactive Speech and Foreign Language Exposure Program

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

Social Emotional Developmental Health

P.S. 151Q has the benefit of having Western Queens Consultation Center housed in our building. Students and families have access to mental health counselors and social workers to support them on a daily basis. Students and families also have access to our own Guidance Counselor and Social Worker.

Box Out Bullying Productions

Students in grades K-5 participate in the **Box Out Bullying Student Performance Presentation**. These interactive theater presentations include study guides, lesson plans, two assembly presentations, and pre and post assembly student questionnaires. The presentations are age appropriate to lower and upper elementary students. All K-5 classes have a customized residency that target group dynamics, skills, prevention, and intervention. The program addresses this goal by presenting a clear definition of bullying, establish rules that will help prevent bullying, identifying bullying behaviors, differences between bullying and conflict, the recognition of cyberbullying, empowering bystanders, and creating and building empathy.

Learning Leaders

During the 2014-2015 school year, P.S. 151 has contracted the **Learning Leaders** organization. This program engages families and communities to support student success. Learning Leaders instructs parents on how to support their children's educational experience by increasing their knowledge, skills and confidence. Our interactive family workshops inform parents about how the public school system works, ways to facilitate learning at home, and how to further their own personal and educational development.

30Q151 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	434	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	85.0%	% Attendance Rate		90.8%
% Free Lunch	84.8%	% Reduced Lunch		5.6%
% Limited English Proficient	15.6%	% Students with Disabilities		22.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		15.4%
% Hispanic or Latino	60.5%	% Asian or Native Hawaiian/Pacific Islander		15.6%
% White	7.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.7%	Mathematics Performance at levels 3 & 4		22.7%
Science Performance at levels 3 & 4 (4th Grade)	89.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Quality Review Findings (1.2) Developing

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Framework for Great Schools Report 2015

The Framework Elements Indicator in **Rigorous Instruction** presented a 79% positive response which is below the Citywide average.

Strength & Weakness Teacher Survey (based on Student Writing)

Beginning of the year writing reflections stated that the weakest area in Grade 3 was organization and structure across Narrative, Informative and Opinion writing pieces.

PRIORITY NEEDS

- Ensure that lesson and unit planning is consistently aligned to the Common Core Learning Standards (CCLS).
- Inventory current resources and obtain leveled texts aligned to the CCLS and based on the needs of the students.
- Monitor planning to ensure that all lessons include materials and questioning strategies that provide rigor and access to higher-order thinking skills.
- Continue to provide Professional Development (PD) opportunities to support all staff in effectively using Data Driven Instruction (DDI) strategies when writing unit and lesson plans designed to meet the needs of all students.
- Provide PD to support staff in using data to develop appropriate groupings of students and to provide instruction that is scaffold to bridge the gap between what students know and what they need to know.
- Provide specific opportunities for interdisciplinary collaboration within and among grades; provide additional PD and expertise, as indicated.
- Provide PD designed to improve teacher use of assessments and feedback to ensure student ownership of learning and improve student achievement.

Part 2 – Annual Goal

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016, Grade K – 2 teachers will implement 6 CCLS aligned writing units which will include customized lessons and activities to meet targeted students’ needs as evidenced by an increase of one performance level from the pre to post unit assessment using the PS151Q informational writing rubric.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Pre – assessment • Monitor progress using skill specific checklist • Production of multiple samples per 6 week cycle • Collaborative grade reflection - looking at evidence of student progress • Inquiry approach of each writing unit • The use of PD to target specific instructions of teaching writing as a result of monitoring data collection 	Gr K-2	Sep 2015- June 2016	Classroom Teachers, Instructional Coach, Administration
<p>In order to meet the needs of diverse learners, teachers are supported in their lesson planning to develop methods and locate materials to meet the learning needs of students by providing multiple points of access for Special Needs and ELL’s. Teachers model, incorporate small group learning, facilitate discussions, and plan effective learning sequences to provide access points to diverse learners. Scaffolding, as well as other methods of differentiation is used to support diverse learners, including Special Education and ELL students to explain and justify their thinking.</p>	SWD, ELL Population Gr. K-2	Sep 2015- June 2016	Classroom Teachers, Instructional Coach, Administration
<p>The dedicated use of Parent Engagement Time allows for information to be dispersed to parents by all staff members. The parent coordinator, in order to inform the community, will receive professional development during the fall and spring term by the Borough Field Support Center (BFSC) and school administrators. Translation services will be used to provide the information to parents in the home language.</p>	Parents	Sep 2015- June 2016	Classroom Teachers, Instructional Coach, Administration, Cluster Teachers, Academic Intervention Services (AIS) Staff, ELL Teachers, Parent Coordinator

The parent coordinator and principal collaborate with the Parent Association (PA) during monthly meetings to increase parent awareness of student activities.			

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 teams and the pedagogical leadership team view the results of Beginning of Year Strength & Weakness Teacher Survey (based on Student Writing) , and Grades K- 2 Measure of Student Learning (MoSL) to gain a deeper understanding of pedagogical practices. These teams meet weekly and use the information to develop instructional plans of action, which focus on instructional shifts. Professional development is conducted by the Instructional Coordinator along with the Administration on a weekly basis throughout the school year, and **The Collective** (an educational consultant) monthly, in the following areas: Response to Intervention (RTI), curriculum development, CCLS, assessment alignment, instructional shifts, Universal Design for Learning (UDL), multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS. Bimonthly meetings are conducted in order to instruct the parents in CCLS and IB units. These meetings give the parent community the tools necessary to support their children’s learning; translation services are provided at these meetings . Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

By January 2016, teachers will have utilized the data from the NYC MoSL to design target instruction and utilize checks for understanding to determine if progress was made on 50 % of the instructional goals set for targeted groups. Progress is defined as movement from Below (B) to Approaching (A), or Approaching (A) to Meeting (M). Progress has been made to reach this goal.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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 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?</i></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.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Quality Review Findings (2.2) Developing

Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Framework for Great Schools Report 2015

Key Student Outcome (2013-14) results indicating 13.7% of Level 3 or 4 in ELA, which does not meet the school target of 18.1%

End of Year (2015) Professional Learning (PL) Survey and Needs Assessment

Analysis of Running Records (RR)

Analysis of data re: Teachers College Reading & Writing Project (TCRWP)

PRIORITY NEEDS

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

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016, teachers in Grades 1 – 3 will engage in monthly Professional Development (PD) focusing on improving targeted small group reading instruction using checks for understanding and student self-assessment as evidenced by the 2015-2016 PD plan and a 5% increase of students in Grades 1 – 3 meeting grade level benchmarks on Teachers College Reading & Writing Project (TCRWP).

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Demo lessons • Interclass/interschool visitations • In class support by Instructional Leadership Team • Mentoring by Instructional Coach • Grade level planning • Inquiry Team analysis 1x/week • Parent workshops • Reading incentive program 	Gr 1-3	Sep 2015- June 2016	Classroom Teachers, Instructional Coach, Cluster Teachers, AIS Staff, ELL Teachers, Administration
<p>In order to meet the needs of diverse learners, teachers work collaboratively across all grades during common preps. This time provides them with the planning that is needed to develop methods and locate materials to meet the learning needs of students by providing multiple points of access for Special Needs and ELL’s. Teachers model, incorporate small group learning, facilitate discussions, and plan effective learning sequences to provide access points to diverse learners. Scaffolding, as well as other methods of differentiation is used to support diverse learners, including Special Education and ELL students to explain and justify their thinking.</p>	SWD, ELL Population Gr. 1-3	Sep 2015- June 2016	Classroom Teachers, Instructional Coach, Cluster Teachers, AIS Staff, ELL Teachers, Administration
<p>The dedicated use of Parent Engagement Time allows for information to be dispersed to parents by all staff members. The parent coordinator, in order to inform the community, will receive professional development during the fall and spring term by the Division of Family Engagement with more in-depth training provided by the District Family Advocate. Translation services will be used to provide the information to parents in</p>	Parents	Sep 2015- June 2016	Classroom Teachers, Instructional Coach, Cluster Teachers, AIS Staff, ELL Teachers, Parent Coordinator, Administration

the home language. Monthly progress reports, end of year reports and teacher surveys will be conducted and disseminated to parents to inform them of student growth and progress.			

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 teams analyze student results using TCWRP to determine levels of comprehension, fluency, decoding, voice, vocabulary, and skills needed to comprehend text using a variety of strategies. Professional development is conducted by the Teacher Center and Administration on a weekly basis throughout the school year, and monthly meetings with The Collective (an educational consultant), in the following areas: RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS. Bimonthly parent meetings are conducted with instruction in CCLS and IB units; translation services are provided at these meetings. These meetings give the parent community the tools necessary to support their children’s learning. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
By January 2016, the grade level inquiry teams will analyze the results of the January running records to determine that 5 percent of students have met or exceeded the January TCRWP grade level benchmark expectation. Additional resources and strategies are necessary to meet this goal. They are as follows: * school inquiry team has developed and circulated a newsletter with strategies to build foundational skills * PD providing instruction for conducting student-led conferences was conducted * PD for use of PLICKERS (assessment tool used to provide feedback to students) was conducted * additional common preps for collaboration on writing unit and lesson plans were provided * plans are monitored by administration to ensure that all lessons include materials and questioning strategies that provide rigor and access to higher-order thinking skills
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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (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.

Part 2 – Annual Goal

<p>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 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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?</i></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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Framework for Great Schools Report 2015
 The Framework Elements Indicator in **Strong Family-Community Ties** presented a 74% response in parent involvement in the school.
 Analysis of parent sign-in logs indicating higher attendance for family specific events as opposed to low attendance for workshops oriented around academics.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Between September 2015 and June 2016, 100% of PreK – 5 students and families will attend various monthly family events. These events will be designed to offer the opportunity of family involvement as evidenced by an increase in parental attendance at these events.

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?</i></p>
MONTH	EVENT	PreK – 5 students and families	Sep 2015- June 2016	Classroom Teachers, Instructional Coach, Cluster
September	Open House, ELL Parent Orientation			
October	Fall Harvest Festival, Halloween Parade			

November	Thanksgiving Potluck			Teachers, AIS Staff, ELL Teachers,
December	Holiday Show, Book Fair			
January	Winter Concert			
February	Valentine Dance			
March	Movie Night			
April	Spring Concert			
May	Carnival, Mother's Day Breakfast			
June	Baseball Night, Father's Day Breakfast			
In order to meet the needs of diverse learners, teachers are supported in their planning to develop methods and locate materials to meet the learning needs of students by providing multiple points of access for Special Needs and ELL's. Scaffolding, as well as other methods of differentiation is used to support diverse learners and their families, including Special Education and ELL students to explain and justify their thinking.		PreK – 5 students and families	Sep 2015- June 2016	Classroom Teachers, Instructional Coach, Cluster Teachers, AIS Staff, ELL Teachers, Parent Coordinator, Parent Association, Administration
The dedicated use of Parent Engagement Time allows for information to be dispersed to parents by all staff members. The parent coordinator and principal will collaborate with the School Leadership Team (SLT) and PA during monthly meetings to increase parent awareness of student and family activities. The Parent Coordinator will promote monthly events to parents by distributing a monthly event calendar, sending notices home with students, and with the implementation of the School Messenger , make recorded calls to families. Translation services will be used to provide the information to parents in the home language .		PreK – 5 students and families	Sep 2015- June 2016	Classroom Teachers, Instructional Coach, Cluster Teachers, AIS Staff, ELL Teachers, Parent Coordinator, Parent Association, Administration

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.										
A committee including the Parent Coordinator, SLT members, and the Guidance Counselor will plan and execute monthly events. All additional teachers and parents will be invited to participate at the monthly SLT meetings. Title I SWP funds support curriculum development, professional learning and all student activities. Parent activities will be funded by 1% set aside of Title I SWP funds. Ongoing communication with parents will support the success and sustainability of these events. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	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.

By January 2016, SLT will conduct a mid year review of the parent attendance at each family event, along with the shared involvement data provided by the Parent Coordinator and PA at monthly SLT meetings, to determine if attendance has increased from the previous year.

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

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

		<p>socialization and conflict resolution. Our Speech therapists work with students identified by their classroom teachers as at-risk students. Clinic Plus from Western Queens Consultation, an outside organization, offers counseling services for students (with parental consent) and their families at our school.</p>		
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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.
<p>P.S. 151 follows NYCDOE policies for recruitment, retention, assignments and support including high quality professional development that ensures the staff is highly qualified. In order to implement all school programs, P.S.151 employs certified teachers who are willing to learn new ideas and strategies. New strategies and programs are researched and approved by the instructional team. When new programs are implemented by the staff, professional development is provided so that teachers can successfully implement these programs and strategies into their classrooms.</p> <p>Administrators, instructional coordinators, and mentors work with teachers so that they become proficient in using the Houghton-Mifflin JOURNEYS Reading Program which allows students to reach high standards in all English Language Arts areas. All teachers participate in staff development opportunities so they will be trained in aligning instruction to the Common Core Standards. Outside consultants are invited into the school to provide teachers with new strategies and programs to address students' learning needs.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers will have opportunities to grow as professionals. Through this work they will:</p> <ul style="list-style-type: none"> • develop skills in describing and analyzing student learning using evidence and example • identify learning gaps among the student population and create plans of action to address student learning needs • self-assess and identify professional learning required to become more effective • develop strong questioning techniques and skill in asking questions in multiple ways to provide multiple pathways for students to engage in rigorous academic tasks • develop skill and understanding in the principles of universal design • develop skills in improving professional practice around teacher effectiveness related to the practice of designing coherent instruction

Part 3: TA Schools Only

3a. Use of Program Resources

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

[Empty box]

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- A MoSL committee was selected in June 2015, which then in September 2015, decided on the state and local measures for Advance.
- After teacher teams on each grade met, they collectively decided to use the unit tests from Journeys and Go Math.
- Additionally, based on meetings with the Instructional Coach, each grade also agreed upon continuing with TCRWP.

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

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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	227,143.00		
Title II, Part A	Federal	162,771.00	X	5A, 5C, 5E
Title III, Part A	Federal	11,200.00	X	5A, 5C, 5E
Title III, Immigrant	Federal	0	NA	
Tax Levy (FSF)	Local	2,054,773.00	X	5A, 5C, 5E

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to 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 CEP 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. **P.S. 151Q, Mary D. Carter**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S.151Q, Mary D. Carter** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

P.S. 151Q, Mary D. Carter, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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:

II.

s Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

III. 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 to 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;

IV. 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>Mary D. Carter School</u>	DBN: <u>30Q151</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>44</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<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: P.S. 151Q Title III program provides English Language Learners with supplemental instruction in an ESL

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

The After School Program will consist of three groups up to 15 students, which will meet 2 days a week, Wednesday (2:30 p.m. – 4:30 p.m.) and Thursday (2:30 p.m. – 4:30 p.m.) for

approximately 25 sessions, beginning December 2014 - April 2015. The after school program will be facilitated by three ESL certified teachers. The after school program will serve 44 students. The program will specifically address instruction in English Language Development. It will focus on improving literacy and math skills through scaffolding and differentiated instruction, with the goal being to improve the NYSESLAT scores and City and State Assessments.

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

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

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

-
-

Part C: Professional Development

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

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

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

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

Some topics that will be addressed are:

plans based on the scaffolding and current ELL practices.

Learning and Vocabulary.

prepare ELL'S for the NYSESLAT.

Learning Disability

Some topics

- Writing lesson

- Universal Design for

- Strategies needed to

- Language Acquisition or

Part C: Professional Development

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

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

Additional PD provided in house will include:

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

-

-

Part D: Parental Engagement Activities

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

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

Begin description here: _____

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

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

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

Below is the 2014 workshop schedule:

Nov -30; Dec - 12.

Below is the tentative 2015 workshop schedule:

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

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

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

Part D: Parental Engagement Activities

languages.

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

-
-
-
-
-

Part E: Budget

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

Allocation Amount: \$11 200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	-	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	-
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	-
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11200.00</u>	_____

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

B. Language Allocation Policy Team Composition

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

Principal Dr. Samantha B. Maisonet	Assistant Principal Anthony Bentivegna
Coach Lauren Mora	Coach
ENL (English as a New Language)/Bilingual Teacher Maysa Ismail	School Counselor Vicki Fernandez
Teacher/Subject Area Diane Costello/Library	Parent Elizabeth Lugo
Teacher/Subject Area Sandra Rodriguez/AIS	Parent Coordinator Naida Ryans
Related-Service Provider Maysa Ismail	Borough Field Support Center Staff Member
Superintendent Dr. Philip Composto	Other (Name and Title) P. Papazoglou/Bilingual Para

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	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	0
Number of certified ENL teachers <u>not</u> 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]	6	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	436	Total number of ELLs	55	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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

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 type="checkbox"/>	No <input checked="" 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	56	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	11
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	14	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									0
DL	0									0
ENL	33		5	23		6				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	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	8	6	6	5	4	4								0
Chinese	1	2	1	0	0	0								0
Russian														0
Bengali	3	2	0	0	1	0								0
Urdu	0	1	0	1	0	0								0
Arabic	1	1	0	0	0	0								0
Haitian														0
French														0
Korean														0
Punjabi	0	1	0	2	0	0								0
Polish														0
Albanian														0
Other	2	0	0	1	0	0								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)	5	2	2	0	1	0								0
Emerging (Low Intermediate)	4	5	0	0	0	2								0
Transitioning (High Intermediate)	2	1	3	0	1	0								0
Expanding (Advanced)	4	5	1	8	1	1								0
Commanding (Proficient)	0	0	1	1	2	1								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						1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1			0
4	4	1		1	0
5	4	1			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			4						0
4	4		2				1		0
5	3		2						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			2		3		2		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.
 Since it is important to assess ELLs in literacy, our school uses several different methods in which to gather data in the early childhood grades. For our ELLs, we begin by using the NYSITELL with the Spanish LAB and the NYSESLAT to determine their ENL level. Once students are placed in a class the teacher then uses TCRWP to monitor reading progress. Students are reassessed ever six weeks using TCRWP system. This data shows that ELLs lag behind their English proficient peers in many aspects of early literacy. While ELL students can identify letters these students have more difficulties with letter sound relationships than native speakers. This includes trouble with beginning and ending sounds as well as rhyming words. We have just implemented the Fundatations in grades K-2 to promote phonics skills. Data shows the weak areas of our students that teachers need to concentrate on in their planning. Based on the data, we will provide extra support in reading comprehension through AIS.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Through data analysis of the NYSITELL with the Spanish LAB and the NYSESLAT, we have found the majority of our lower grade ELL student are either at the Emerging or Entering levels in their English language development. In kindergarten which is reflected by the NYSITELL, 33% of the ELLs are Entering, 40% are Intermediate and 27% are Expanding. In first grade, 15% are Entering, 46% Intermediate and 39% Expanding. In second grade 29% Entering, 43% Intermediate, 14% Expanding and 14 % Commanding. In third grade 0% Entering, 0% Intermediate, 89% Expanding and 11% Commanding. In fourth grade 20% of ELLs are Entering, 20% are Intermediate, 20% Expanding, and 40% Commanding. In fifth grade, 0% are Entering, 50% Intermediate, 25% Expanding and 25% Commanding. With further analysis of the modalities, it has been concluded that our ELL students need to work on reading and writing skills. Since it is critical to advance these students in reading and writing, we addressed these needs in several ways. In our lower grades, we use the reading series which promotes both reading and writing skills for ELL students. In the upper grades, the ELLs are our targeted students and receive supplemental instruction in reading and writing during the after school program.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 After analyzing the NYSED Tested/Not Tested Confirmation Report in the NYSESLAT subject, and then comparing it to the yearly AMAO targets, the following results were found:

Six students out of the total number of ELL's (47) achieved the Commanding Level (13%) - this number falls below the percentage of students scoring proficient/commanding on the NYSESLAT according to the yearly AMAO2 targets (15%). The remaining students (41) resulted in scores (81%) that were above the AMAO1 target of 67.4% for students making progress in English as per the NYSESLAT.

- . Twenty four students achieved the Expanding Level
- . Six students achieved the Transitioning Level
- . Eight students achieved the Emerging Level
- . Three students achieved the Entering Level

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

4. For each program, answer the following:

- a. What are the patterns across 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?

Analysis of NYS exams show that the ELL population results in scores below grade level in ELA. Additionally, the assessments given throughout the year (TCRWP, i-Ready) also indicate the same results. The only availability for home language assessments are in Math and Science. The Math results in lower scoring due to the fact that considerable amounts of reading comprehension are required; despite the fact that it is in the students home language. The lack of knowledge of the academic language still continues to to be a barrier to success for this population. However, Science results show scores that are approaching grade level due to the fact that a large portion of this particular assessment is performance - based. The ELL coordinator views and analyzes the results of the interim ELL assessments with the administration. They then use this information to help classroom teachers provide appropriate instruction on their proper ELL proficiency level. The data is used from this test to refocus our instruction to better serve the needs of these students. These test results show that students need to become more proficient in reading and writing. We are addressing this issue by targeting these students in our extended day and AIS programs using varied instructional approaches based on their proficiency levels. The ELL Periodic Assessment has become a valuable tool to determine the progress of ELLs. All eligible ELLs take the ELL Periodic Assessment twice a year. Results are analyzed to determine current student strengths and weaknesses, which help teachers plan instruction and tailor instruction to the individual needs of their students. This helps the students determine what goals they have to set to improve. The results are shared with our School Leadership Team (who then use these results to create annual goals for the CEP), Instructional Coach, SIT members, Language Access Coordinator, classroom teachers, and related service providers. The analysis of the test results will illuminate any differences between student classroom performances and test scores. The results allow teachers to recognize students test taking skills and analyze their situations before standardized exams and give teachers the opportunity to prepare ELLs effectively. In order to meet the needs of diverse learners, teachers work collaboratively across all grades during common preps. This time provides them with the planning that is needed to develop methods and locate materials to meet the learning needs of students by providing multiple points of access for Special Needs and ELL's. Teachers model, incorporate small group learning, facilitate discussions, and plan effective learning sequences to provide access points to diverse learners. Scaffolding, as well as other methods of differentiation is used to support diverse learners, including Special Education and ELL students to explain and justify their thinking.

The Parent Coordinator and the Language Access Coordinator, in order to inform the community, will receive professional development during the fall and spring term by the network support team and school administrators. Translation services will be used to provide the information to parents in the home language.

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](#).]

The school determines whether students are benefiting from an instructional program within a reasonable time. This is done using the data such as: TCRWP, ELL Periodic Assessment, as well as classroom curriculum assessments. As data is collected, a more effective instructional program is put in place for students who are not benefiting from the initial program. A comparison is made to measure the efficacy of different forms of instruction and individualized instructional programs. This has reduced inappropriate referrals. Tier II and Tier III RTI is provided. Tier II is a pull out homogeneous group and Tier III is comprised of one-to-one instruction. This instruction is targeted towards students' specific needs.

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

Teachers review the proficiency levels on the NYSESLAT and plan according to the student's level of proficiency. For example; if a student scores at a beginning proficiency level, it is recommended that the student will need an increase in vocabulary and phonemic awareness instruction that is accompanied by visuals and modeling. The modality with the lowest results in all grades was writing/reading. Patterns across NYSESLAT modalities indicate the necessity to modify and strengthen instruction in the modalities with

the lowest results. We will continue to provide students with intensive instructional support in a small group or personalized setting to make instructional delivery effective and result oriented. Student programs will be monitored continuously and instruction modified as needed.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?

N/A

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

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

Part IV: ELL Identification Process

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

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.

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

2. 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).
Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. ELL Policy and Reference Guide p.20 displays the actual questionnaire.
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).
An IEP team determines a student's eligibility for special education services and the language in special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempt from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). ELL status cannot be the determinant factor for special education eligibility. The timeline to accept or reject the LPT recommendation is 20 school days for students entering with IEPs.
LPT Members: M. Ismail-IEP Coordinator/TESOL certified; Dr. S. Maisonet, Principal; M. Psaradakis, Ass't. Principal; V. Fernandez, Guidance Counselor; M. Carias, Social Worker; S. Rodriguez, UFT Chapter Leader; D. Costello, Librarian; P. Papazoglou, Paraprofessional; E. Lugo, Parent Association President. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. The majority of the LPT members are multi-lingual and are used for these parental interpretation.
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.
The LAC Coordinator in order to ensure that all parents receive the entitlement letters, the letter, and an invitation (translated by staff or DOE services) to attend a parent information meeting, is sent home. These letters must be sent home within 5 school days after the administration/scanning, and scoring of the NYSITELL. At this meeting, the parent survey and program selection forms are distributed, explained and collected. If a parent does not attend this meeting, the parent coordinator or ENL/ESL teacher contacts the parent/guardian to explain how to complete the appropriate forms. The forms are collected by the LAC coordinator and kept in a locked file in the ENL/ESL room. The ENL/ESL teachers ensure that all required forms and letters are sent home to parents in their native language, and returned when required. Based on the results on the NYSESLAT, non-entitlement letters or entitlement and continuous entitlement letters are sent home. Program selection forms are distributed and collected at the parent orientation. The forms are copied and placed in the child's cumulative folder, and are kept on file in the main office. Parent orientations are scheduled throughout the school year as new students are enrolled. We acknowledge the fact that parent schedules often conflict with these times, therefore, orientations may be set up at the request of the parent. If a parent does not attend an orientation, or cannot be reached, a letter is sent home or a phone call is placed. The Transitional Bilingual Program will be the default program of choice as a result of the Parent Survey form not being submitted. Through an ATS report (BEDC) completed and unsubmitted forms are recorded. This data is maintained by the LAC Coordinator and is reviewed on a regular basis.
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).
• If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who
• Have a home language other than English, and
• Are ELLs and non-ELLs
The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
• A student's parent or guardian
• A student's teacher (if the teacher's request includes written consent from the parent or guardian)
• A student of 18 years of age or older
The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.
The Re-identification Process consists of the following steps:
1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.

3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

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.

At the start of each year, the parents of newly identified ELL students are invited to an informational session about the available programs for ELLs in our school. These sessions are given by the LAC Coordinator (TESOL certified) and the Parent Coordinator. The parents are informed of all three program choices offered in New York City Department of Education. At this meeting, it is also explained that P.S. 151Q only provides free-standing ESL programs. The parents are informed of their rights to transfer if they are interested in a transitional bilingual program or a dual language program. Lack of student enrollment prevents the formation of a TBE class in our school. ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment. These informational parent meetings are offered throughout the school year whenever new ELLs are admitted. If parents are unable to attend these sessions, the parent coordinator and ENL/ESL teacher will contact the parent via letter or phone call in order to explain the program choices and their rights. An orientation meeting occurs within ten days of student enrollment. Parents are introduced to a description of the program choices available throughout the city. Information about the different ELL programs (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language) is provided. A video is shown in the native language or a translator will be provided. Parents are given a brochure in their home language, comparing the three different program choices, and are given the opportunity to ask questions about ELL services. At the end of each orientation, a survey is handed out, which gives the parents/guardians the opportunity to select one of the three programs. This form confirms that the parents/guardians have received all of the necessary information and that they have selected the appropriate ELL program for their child.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the schools. The LAC is responsible for monitoring this process.

Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The parent must return the completed and signed form (in the parents preferred language) within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the

school; otherwise, the student is placed in ENL. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the school.

9. Describe how your school ensures that placement parent notification letters are distributed.
If a student is deemed to be an English Language Learner as a result of his/her NYSITELL score, the parent is contacted. After determining that the student is eligible for ENL/ESL, the student is placed in our freestanding ENL/ESL program. However, if a parent has chosen to place their child in either dual language or a transitional bilingual class, the parent will receive assistance from the parent coordinator to find an appropriate program within our district. Continuation letters are given to students whose NYSESLAT scores indicate the need for continuation of ENL/ESL services. These letters are sent home with the student to be signed by the parent/guardian and collected by the classroom teacher. They are then given to the LAC coordinator and kept on file in the ESL room. Every effort is made to communicate in the native language of the student, letters are sent home in the requested language where available. We have several members of our staff who are multi-lingual. We call upon these staff members to assist in translating for parents when necessary. The LAC Coordinator is responsible for distributing the placement parent notification letters in the parents preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL-related documents are kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, the LAC Coordinator maintains and has access to these documents in a central location for ease of review (LAC office).
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.
Our ENL/ESL coordinator prints out the RLAT report from ATS to determine NYSESLAT eligibility. The four components of the NYSESLAT (Listening, Speaking, Reading and Writing) are administered separately by the LAC Coordinator. A schedule approved by the administration, is put in place and adhered to throughout the time frame of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Records are maintained and reviewed by the Language Access Coordinator, who then takes the appropriate and necessary steps to continue to comply with all ELL program requirements. Schools must send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year but no later than September 15th of the school year in which the student continues to be entitled. Letters must be sent in the preferred language of the parent. Schools that receive articulating ELLs should review student records in order to provide program continuity (e.g., middle schools with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming students).
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).
Upon reviewing the program choices the parents are given when their child enters the school, we are able to determine that the majority of our parents request freestanding ENL/ESL services. This is the program offered in our school. NYS CR Part 154, as amended by the Aspira Consent Decree, continues to require a school to open a bilingual program when the following thresholds of parent requests have been reached:
15 or more ELL students in grades K to 8 speak the same language in one or two contiguous grades;
20 or more ELL students in high school speak the same language in one grade.
We did not reach this mandate.
The data that supports this trend is the Program Selection form. This data is reviewed to see if parent requests are being met in an efficient manner.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
 Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are 2 types of ENL:
 - Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.
 - Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.
 Students are grouped heterogeneously. The self-contained program has a teacher who has dual certifications in ENL and common branches.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

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

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

Beginner / Entering	360	180	180 integrated ENL/ELA	0
Low Intermediate / Emerging	360	90	180 integrated ENL/ELA	90
Intermediate / Transitioning	180	0	90 integrated ENL/ELA	90
Advanced / Expanding	180	0	180 integrated ENL/ELA or other content area	0
Proficient / Commanding**	90	0	90 integrated ENL/ELA or other content area	0

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

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

methodology for instruction. . At this time, we are an International Baccalaureate Candidate school and are using inquiry based learning for all content areas.

3. Describe how 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.

The Free-Standing model uses the Journey's literacy program along with scaffolding strategies in order to maximize English language acquisition. The common core based instructions are integrated into every unit and lesson; there is scaffolding and differentiation in every lesson as well. The most helpful aspect of all is the digital library that provides easy access to teachers, which minimizes the amount of paperwork and preparation for the lessons. Journey's provides intervention for struggling readers, which can be a great tool for "the three tiers of intervention model." Also, the layout is easily organized for teachers to follow. As for our English Language Learners, it provides them with the opportunity for explicit instructions in the major components in reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The Journey's curriculum is aligned to the state standards, and because of that, it is also aligned to the state assessments, which will eliminate the misconception that teachers must "teach to the test."

All instruction is done in English. Bilingual dictionaries are in classrooms as well as a buddy system.

The Journeys program includes:

- a. Newcomer Teacher's Guide with modified lessons
- b. English Language Learner's Teacher's Handbook which assist teachers in setting up an ELL friendly classroom and modifying assessments
- c. Leveled texts for ELLs
- d. Language support cards
- e. ELL strategies highlighted within daily lessons

Classroom teachers have access to students' edition and level text books in the Spanish language. Furthermore, the school library is equipped with books in different languages. The classroom environment for the programs (self-contained and Free-Standing) is print rich and reflects evidence of rigorous instruction that highlights students' current work. This work is aligned to the New York State ENL/ESL Learning Standards. The following is evident:

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

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

In teaching our ELLs our focus is to include information about the student's strengths as well as areas of needs. The following checklist was created to help confirm that ELLs' learning opportunities are meeting ELLs learning needs:

- . Learning environment reflects the sociocultural process of language and content learning.
 - . Learning experiences connect to relevant issues in ELLs' lives.
 - . Learning experiences connect to ELLs' personal, cultural, language, and world experiences.
 - . ELLs are provided with opportunities to work in pairs and small groups.
 - . ELLs are provided with opportunities to demonstrate their understanding in a variety of ways, including their native language, regardless of the type of program they are in (i.e., transitional bilingual education, dual language, or ESL).
 - . Group work activities engage ELLs in multiple opportunities to apply the language of content.
 - . Learning environment reflects the developmental process of language and content learning.
 - . Whole class activities reflect the specific English proficiency levels of ELLs in this classroom.
 - . The paired and small group activities reflect the specific English proficiency levels of ELLs in this classroom.
 - . Homework assignments match ELLs' current levels of English proficiency and provide additional practice opportunities for what occurred during class.
 - . The overarching as well as day's content and language objectives are visibly displayed in clear, simple, student-friendly language.
- ELLs' understanding is routinely checked.
- . Key terms, words, idioms, and phrases that ELLs need to learn have been taught and are clearly displayed.

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

Only the State Mathematics and Science tests are given in their native language as well as the LAB- R in Spanish.

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

Our ELLs take the ELL Periodic Assessment in the Fall and Spring. The ELL Periodic Assessments are a supplemental component of the Periodic Assessment portfolio. These assessments are designed to provide teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction. Our ELLs take the NYSESLAT in April. The New York State English as a Second Language Achievement Test

(NYSESLAT) is the exam administered to all ELLs in grades K to 12 (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSITELL to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Schools are not penalized for administering the speaking section during the last 2 weeks. .

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

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

- a. SIFE - These are ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English language learner. We have no SIFE students. Our plan for any SIFE student entering our school with interrupted , little or no formal schooling in their first language, is as follows: evaluate them when they arrive and place them in the age appropriate grade. In subjects for which they are lacking grade appropriate skills, differentiated instruction will be conducted in an appropriate grade classroom. These students will also attend an extended day program . They will work in small groups to develop skills, which will advance them up to grade level.
- b. Newcomers (0-3 years): These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of zero (0) to three (3) continuously enrolled school years in the United States. There is often a misconception that newcomer ELLs are only those who arrived very recently and exhibit little or no knowledge of English. While newly arrived ELLs are represented among the group of newcomer ELLs, many others are US-born and are at the emerging, transitioning, or higher levels. These students receive 360 minutes per week of ENL/ESL instruction until they become advanced/Expanding ELLs. When they reach the advanced/Expanding level, they receive 180 minutes integrated ENL/ESL or other content area per week of ELA instruction. Either the certified push-in teacher or the ESL certified classroom teacher delivers this service during the school day in addition to the regular academic curriculum.
- c. 4 – 6 Year ELLs (Developing): These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of four (4) to six (6) continuously enrolled school years in the United States. The students who are still beginner/intermediate, as determined by the NYSESLAT, receive 360 minutes per week of ESL instruction until they become advanced ELLs. When they reach the advanced/Expanding level, they receive 180 minutes per week of integrated ENL/ESL instruction or other content area. Either the certified push-in teacher or the ESL certified classroom teacher delivers this service during the school day in addition to the regular academic curriculum. In addition, these students are included in our after school program where specific ELA skills are targeted in order to help them pass the NYSESLAT and achieve English proficiency.
- d. Long-Term ELLs (6+ years): These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for seven (7) or more continuously enrolled school years in the United States. As a Pre-Kindergarten – fifth grade school, it is highly unlikely that we would have any ELL students in this category. However, our plan for these students, besides the mandated ESL services, would include the addition of intensive work in ELA with the SETSS teacher and a possible evaluation for IEP services. As of this time, the only students in this situation have IEPs. We are using their IEP to provide appropriate instruction.
- e. Former ELL's: These are students who had been identified as English language learners and subsequently exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations.

Testing accommodations for ELL students on the NYS ELA and content-area assessments include the following:

- Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the

required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.

- Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.
- Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading.
- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.
- Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

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.

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who:

- Have a home language other than English, and
 - Are ELLs and non-ELLs
- The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
- A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.

- Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.
- If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian 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(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 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?

ELL with Special Needs:

Our ELLs with Special Needs are serviced as per their IEP's and the state-mandated units on ENL/ESL instruction. The following strategies are suggested to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations for which a student is eligible.

- . Provide handouts and visual aids.
- . When appropriate, team a reader with a non-reading student during in-class assignments.
- . Use more than one way to demonstrate or explain information.
- . Break information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically).
- . Allow time for clarification of directions and essential information.
- . Provide study guides or review sheets for exams.
- . Provide alternative ways for the students to do tasks, such as dictations or oral presentations. Provide assistance with proofreading written work.
- . Stress organization and ideas rather than mechanics when grading in-class writing assignments. Allow the use of spell-check and grammar-assisted devices.
- . Allow the student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class).

All of our Special Needs/ENL students are serviced by an ENL/ESL certified teacher, who pushes in/pulls out to support these students using ENL/ESL methodology. Journey's is used for reading in all our Special Education classrooms including those with ELLs. Beginner/intermediate students receive 360 minutes per week of ESL instruction, while advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction per week. Students whose IEPs require bilingual instruction are provided an alternate placement paraprofessional (who speaks the student's native language) and receives ENL/ESL services as noted above. Our ELL-SWD are serviced by using the pull-out model using the Journey's guided reading program. Our ELLs with special needs (depending on their IEPs) are assigned paraprofessionals and have the use of assistive technology available. Paraprofessionals assist the teachers to individualize instruction and help students to learn successfully at their own pace. Those with IEPs receive all the necessary services and accommodations that the IEP dictates. P.S. 151 uses a content and general education curriculum that is Common Core Learning Standards based and adapted to meet the diverse needs of our students. The ELL and classroom teachers work collaboratively to provide the least restrictive environment. Team teaching, as well as the pull out model, is carefully integrated in order to provide accurate service. The use of smaller classes with adapted content materials in a blended model has also been implemented. Our ELLs students are supported academically by the use of technology. Classes are equipped with portable laptops and ipads. In addition, students have daily access to the computer lab in school.

9. How 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?

ELL-SWDs are included in all school activities. They use the same curricular as all other students. They use Journey's for literacy, Go Math for math and the IB inquiry for all other content areas. Teachers who work with these students are trained to evaluate their progress and differentiate instruction as needed. Students are buddied up with advanced learners in the classroom. All classes are heterogeneously grouped. Before recommending special education services, a school's IEP team first consider the full range of special education supplementary aids and services a student can receive in a general education classroom. Supplementary aids and services provide the support to enable students with disabilities to be educated within a general education class alongside to the maximum extent appropriate. Supplementary aids and services include services provided by various special education providers as well as other materials, devices, laptops, ipads, and instructional adaptations. Furthermore, SETSS program is used to maximize time spent with non-disabled peers.

- Direct SETSS services in general education class
- Direct SETSS services in a separate location
- Indirect SETSS services through collaboration of general education and special education teachers

A referral to special education can be made by a parent at anytime. A Planning and Placement Team (PPT/SIT) meeting must be held upon a parent's referral for a special education evaluation. There is no time restriction for staff referring an ELL for evaluation when:

- . An early intervention process RTI/AIS has been followed within a systematic framework such as Scientifically Researched-Based Intervention .
- . Interventions, instructional strategies, and program options implemented have proven unsuccessful.

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.)			
Chart 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*
TOTAL	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 Dually 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(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. 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.

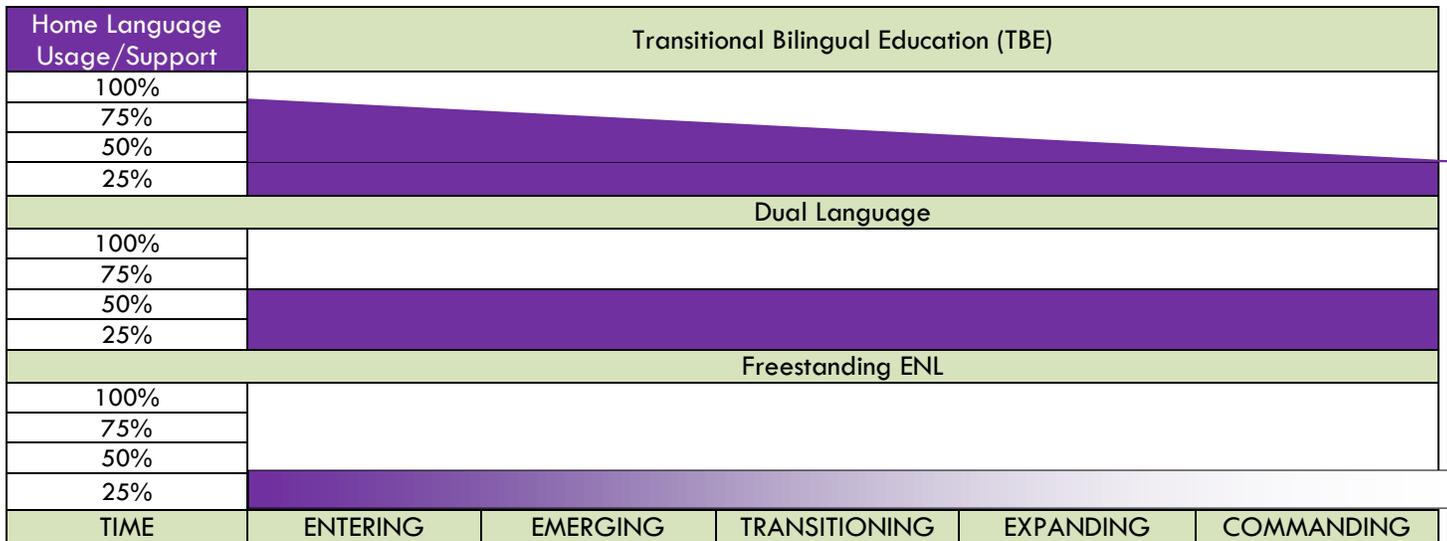


*Note: “other approved services” does not apply to New York City at this time.

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. Using the NYS ELA and Math scores, NYSESLAT, classroom data (conference notes and unit assessments), we target our ELL students by supporting learning in Math, Science, Social Studies as well as ELA. The ENL/ESL teacher works collaboratively with the classroom teachers to develop lessons that are appropriately geared towards ELLs. We break tasks up into smaller steps, with level-appropriate language. For math, we are using Go Math, in Science and Social Studies we are using the International Baccalaureate (IB) Inquiry Program. Academic Intervention services (AIS) services are provided in ELA as per the scale score requirements on the NYS ELA assessment. For ELA, our targeted students receive focused development with an AIS teacher. All intervention services are provided in English only.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Journey's and Go Math are new programs. Both programs have small componets of ENL/ESL strategies. In the lower grades (K-2), we will be supplementing with the Wilson's Foundations word study. The Go Math unit tests are reviewed every month and reading levels are reviewed every 6 weeks. P.S. 151 follow NYCDOE policies for recruitment, retention, assignments and support including high quality professional development that ensures staff is highly qualified. In order to implement all school programs, (including ENL instructions) P.S.151 employs certified teachers who are willing to learn new ideas and strategies to help our ELLs. New strategies and programs are researched and approved by the instructional team. When the staff implements new programs, professional development is provided, so that teachers can successfully implement these programs and strategies into their classrooms. Administrators, instructional coordinators, and mentors will work with teachers so that they become proficient in using the Houghton-Mifflin JOURNEYS Reading Program and Go Math. This allows students to reach high standards in all English Language Arts and math areas. All teachers participate in staff development opportunities, so they will be trained in aligning instruction to the Common Core Standards. Outside consultants are invited into the school to provide teachers with new strategies and programs to address students' learning needs. Teachers will conduct a self-reflection and discuss the results at a mid-year post observation meeting with administrators. Evidence of effective teaching practices in component 3b of the 2013 Danielson Framework for Teaching will be shown in individual observation reports along with school wide Advance Evaluation System graphs.
12. What new programs or improvements will be considered for the upcoming school year?

Across the grades we have been using Journey's Literacy Program and applying the ELL scaffolding strategies suggested in the ENL/ESL hand book. The school will be implementing Journey's common core Reading Curriculum for K through 5th grade. The highlight points in this curriculum are the remarkable vocabulary instructions that help build better readers and writers and help with reading comprehension. Vocabulary is essential to reading development and is emphasized in all grades in the Common Core Standards. The common core based instructions are integrated into every unit and lesson; there are scaffolding and differentiation in every lesson as well. The most helpful aspect of all is the digital library that provides easy access to teachers, which minimizes the amount of paper work and preparation for the lessons. Journey's provides intervention for struggling readers, which can be a great tool for "the three tiers of intervention model." Also, the layout is easily organized for teachers to follow. Phonemic awareness is implementing throughout the program, which includes decoding which provides our students with the ability to isolate individual sounds in spoken words so they can better connect these sounds with specific letters. Phonemic awareness instruction is proven to effectively help students in reading and spelling skills at different grade levels. It is also present as a vital piece in teaching our ENL/ESL students.

Journey's scope and sequence have effective instructional approaches such as predictable routines, whole-group and small group instruction, engagement and motivation, collaborative learning, graphic organizers, scaffolding, and varied forms of communication. Ideas are presented visually to support students' connections. Scaffolding exists to help students solidify what they know in order to build on it. In 1st grade, there are a wide variety of reading books that engage readers especially in this age group with interesting topics. There is Core readers, Decodable readers, leveled readers, big books, and trade books as well.

This curriculum map meets the students' needs through differentiation and strategic intervention. It addresses the needs of struggling students as well as advanced students. Scaffolding for struggling readers helps them practice different strategies and the advanced learners ensure their progress. Differentiated instructions for these students include increased pacing, independent practice, and extended lessons to challenge their curiosity.

As for our English Language Learners, it provides them with the opportunity for explicit instructions in the major components in reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension. There are various components in the program for supporting ELL students such as language support cards, leveled readers, write-in readers, reading intervention tapes, and week-in glance. All of the components build background knowledge and promote oral language. Finally, this curriculum is designed to support teachers and students in various aspects. Teachers have weekly planners, which provide daily Common Core Standards for each lesson. As for students, the instructional content offers great opportunities to learn and master the Common Core Standards. We will not be discontinuing any programs this year.
13. What programs/services for ELLs will be discontinued and why?

The discontinued programs are Literacy by Design and On our Way To English for the ELL classrooms. These programs were not aligned with the CCSS. As a committee we decided that without alignment to the CCSS, students face several challenges. First and foremost, they are not prepared for the next grade level because they did not gain the skills that the next grade teacher expects them to master. Second, we will collect and analyze the school assessment data (formative and summative) to find out how well the current curriculum is affecting student achievement. Then the decision will be made on whether or not adjustments should take place so that students achieve at higher levels and are better prepared for middle and high school.

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

All of our ELL students are included in all school activities and programs. Many of our ELLs participate in our after school program, which concentrates on NYS test preparation and summer academies funded by the NYC DOE. The goal of these program is to make sure all of our students including ELLs are meeting state standards. There is no difference in academic expectations for our ELLs. Academically rigorous work is expected from all of our students. Visuals and hands-on materials are used to support all students along with differentiated instruction. At P.S. 151, technology is used in every classroom. Teachers use SMART Boards to present mini-lessons and to research interesting topics. Laptops are available for each classroom. A NYS certified Computer Specialist, as well as trained classroom teachers, assist students with media skills. A plethora of computer resource programs are available. Our ENL/ESL resource center is equipped with a LeapPad Library, a Leapster Portable Technology Center, and a LeapTrack Assessment and Instruction System, which is accessible to teachers and students as needed. Our state of the art school science lab is well equipped with the latest technological equipment. ELLs have access to the school library which has English and native language literature as well as graphic novels of varying reading levels. Teacher generated materials allow for further individualized instruction. ELL's are offered after-school clubs such as chess, robotics, dance, music and chorus in the spring. All our ELLs are invited to particepate in all school activities, we encourage parental involvement in school. One way is by participating in parent-teacher conferences and functions, and receiving and responding to written communications from the teacher. Parents can also serve as school volunteers for the library or lunchroom, or as classroom aides. In one survey, almost all teachers reported talking with children's parents-- either in person, by phone, or on open school nights--and sending notices home. These methods, along with requests for parents to review and sign homework, were most frequently used to involve parents. ELL students are represented in all programs. Self-Contained ESL Classrooms: The principal assigns ELL students along with general education students to Self-Contained classrooms. ELL students are grouped together for their core subjects but have the opportunity to interact with other students in music, art, physical education, library and lunch. Lessons are planned according to students' English language proficiency levels. We also use the push-in/pull-out ENL model for our ENL-SWD .

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.

Native language support is delivered to our Freestanding ENL/ESL program with materials such as dictionaries, novels, picture books, and visual aids. ELLs are encouraged to buddy up and interact with others who speak the same home language and can assist and translate for them. Bilingual teachers, school aides, and other staff members also interact with students in their native language. Based on New York State testing guidelines, ELLs are given the opportunity to use a translated version of the NYS Math, Science, and Social Studies exams along with glossaries. Students who speak and read in a language that is not one of the translated languages provided by the state are given the opportunity to use a bilingual glossary published by the Department of Education. English language learners use laptops in the classrooms to reinforce vocabulary and concepts through pictures, graphics and video. They also benefit from being able to use technology to express themselves. Technology helps English language learners find a voice, easing the transition to a new language. To help students learn as much as possible and to demonstrate that knowledge,we equipped all classrooms with the interactive whiteboard. This technology is an excellent tool for presenting multimedia lessons and encouraging student participation.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The students are placed in their age appropriate grade level in a free standing ENL/ESL class. The Free Standing Classrooms content areas are taught in English using ENL/ESL strategies. Students who are new to NYC public school are placed in an age

appropriate grade level classes. The Advanced level students will receive 180 minutes of ENL/ESL instruction. The beginner and intermediate students receive 360 minutes of ENL/ESL instruction.

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).

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

- City Harvest (collection of canned goods and winter coats).
- Hart-to-Hart (distribute of backpacks in September- Coats in December)
- Student council (monthly Sprit Day events- visit to City Hall to meet with council members)
- P.A. Thanksgiving Multicultural Pot luck
- Box out Bullying is a national organization that specializes in combining research based bullying prevention with dynamic live theater. Bullying is a national social problem in our school system. The Box out Bullying program engages audience through all learning mods auditory, visual, and kinesthetic. Students learn by seeing, listening, and doing, which produces better results than using a video, a book, or a single lecture. This program empowers students to be stand-up citizens and key players in ending bullying.

That School staff that are involved in this activities are : Principal, School Counselor, Social Worker, School Psychologist, Speech Therapist, Assistant Principal, ENL/SETSS/IEP Coordinator, UFT Chapter leader, and School Librarian.

19. What language electives are offered to ELLs?

We do not offer any language electives.

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)?

N/A

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.)

Our ELL teachers are provided with professional development sessions in Standards for English Language Arts and for Literacy in History/Social Studies and Science that are given throughout the city. Upon return to the school they turn-key and share new findings. These workshops take place throughout the year. New ELL teachers are also mentored by our ELL senior teachers. A variety of in-house professional development given throughout the year include the following:

 1. Inquiry cycle - rotations will be grouped as follows: PreK and K; Grades 1 & 2; Grades 3 - 5. These groups will analyze the student work of one ELL and one former ELL student to determine if they are on grade level based on Reading and Math assessments.
 2. IB Units - the LAC plans with the teachers to provide strategies for ELL students around academic vocabulary and integrated content area instruction.
 3. Standalone PD - the LAC conducts a needs assessment of ELL students performance for the following:
 - * NYS Learning Progressions
 - * ELL strategies within Journey's and Go Math
 - * NYC/NYS Mandates
 4. Schoolwide teacher surveys inquiring about ELL instruction and student progress.

Our ELLs Personnel Team are:

Dr. Samantha B. Maisonet, Principal
Anthony Bentivegna, Assistant Principal
Vicky Fernandez, School Counselor
Lauren Mora, Instructional Coach ELA/Math
Maysa Ismail, ENL/SETSS/ IEP Coordinator
Dian Costello, Library
Naida Ryans, Parent Coordinator
P. Papazoglou, Bilingual Para
V. Sena, School Psychologist
M. Cardona, Bilingual Occupational Therapist
R. Giannattasio, School Secretary

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?

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

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

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We support and assist parents and ELL students as they move from our school to middle school by explaining their options. The guidance counselor attend the Queens North Middle School Admissions training at IS 25. The guidance counselor has a meeting in

November to explain the middle school process to the parents of ELLs. All others are advised to check the middle school directory for schools with appropriate Bilingual/ENL/dual language programs. In the spring a meeting is held where students meet with middle school Principal and staff and tour the middle school to help them feel more comfortable. The specific activities the guidance counselor received are middle choice PD and other PD opportunities regarding transition. The Parent Coordinator works with the ENL/ESL teachers to make all staff aware of the supports available in the school and community that will assist students and families to succeed.

4. 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 staff, grades pre-kindergarten through grade five, received 7.5 hours of ELL training. This training was provided by an outside source. It focused on developing students' abilities to read, discuss, and write academic text in English as part of their rigorous academic instruction. Additional ELL training is provided at grade meetings and monthly ENL/ESL/academic intervention staff meetings to ensure compliance of the 7.5 hours for new teachers. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Records of the PD training and grade meetings are kept by the LAC and Instructional Coach. A binder specific to all building PD's is maintained and stored in the principal's office.

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?

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

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

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

Our school requires individual meetings with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Schools should record attendance using existing procedures.

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.

Records are maintained and reviewed by the Language Access Coordinator, who then takes the appropriate and necessary steps to continue to comply with all ELL program requirements. The school Parents Coordinator who is fluent in the language in which she is communicating and in English, has a demonstrated ability to employ the mode of interpretation appropriate to the given situation (e.g., simultaneous interpretation for hearings or large-group parent meetings), and has received training in specialized issues, such as confidentiality and any applicable technical vocabulary. Also school staff members who meet this criteria, such as a bilingual teacher, certified pursuant to State regulations, may be qualified to serve as an interpreter/translator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
In addition to the ELL workshops described above, the Parent Coordinator provides workshops and classes that are open to all parents in addition to the ELL parents. Some of those activities are nutrition classes, breast cancer awareness, stress management and CPR classes (given by FDNY). These workshops are a result of the parent survey conducted at the beginning of the school year. The school Parents Coordinator who is fluent in the language in which she is communicating and in English, has a demonstrated ability to employ the mode of interpretation appropriate to the given situation (e.g., simultaneous interpretation for hearings or large-group parent meetings), and has received training in specialized issues, such as confidentiality and any applicable technical vocabulary. Also school staff members who meet this criteria, such as a bilingual teacher, certified pursuant to State regulations, may be qualified to serve as an interpreter/translator. Translation services that are available in school are Arabic, Bengali, Spanish, Greek, Italian, and Urdu.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Laguardia Community College provides ENL/ESL adult classes for parents. Translation services are available and provided by trained school personnel; the languages are Arabic, Bengali, Spanish, Greek, Italian, and Urdu.
5. How do you evaluate the needs of the parents?
The Parent Coordinator sends out a survey at the beginning of the school year to evaluate what topics are most important to our parent community. She then plans workshops based on the information gathered. The Parent Coordinator acts as a liaison between the parents and the administration. She also facilitates and translates for parents when the need arises.
6. How do your parental involvement activities address the needs of the parents?

At the start of the school year the Parent Coordinator holds an in school session to have parents complete forms. Translators are available on site. This is a good opportunity to share information on school supplies and other expectations, and enlist parents and guardians as school/classroom volunteers. During the 2014-2015 school year P.S.151 has contracted the Learning Leaders organization. This program engages families and communities to support student success. Learning Leaders instructs parents on how to support their children's educational experience by increasing their knowledge, skills and confidence. Our interactive family workshops inform parents about how the public school system works, ways to facilitate learning at home, and how to further their own personal and educational development. We address this goal by presenting a clear definition of bullying, establish rules that will help prevent bullying, identifying bullying behaviors, differences between bullying and conflict, the recognition of cyber bullying, empowering bystanders, and creating and building empathy. Furthermore, communication with the Learning Leader Program increased parents involvement in school. When dealing with family members with little or no English proficiency, the coordinator provides forms and notes in their native language. The Parent Coordinator also send home bilingual notes announcing parent night. In addition, personal contact with the families is very beneficial based on the use of the Parent Coordinator surveys. Translation services are available and provided by trained school personnel; the languages are Arabic, Bengali, Spanish, and Urdu. Oral and written translations are provided by staff members who speak the language requested. DOE translation services are used on an ongoing basis. Calendars are maintained by the administration and staff. The Translation & Interpretation Unit helps reach out to families who need help communicating in English.

The Unit provides New York City public schools and offices with an internal resource for accessing written translation, on-site interpretation, and over-the-phone interpretation services.

The Unit is also responsible for spearheading all efforts related to language access, including, training and awareness of language access requirements and available resources, monitoring compliance, and oversight of earmarked, school-based translation funds.

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.

School Name: _		School DBN: #INGEST ERROR!	
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)
Dr. Samantha B. Maisonet	Principal		10/23/15
Anthony Bentivegna	Assistant Principal		10/23/15
Naida Ryans	Parent Coordinator		10/23/15
Maysa Ismail	ENL/Bilingual Teacher		10/23/15
	Parent		10/23/15
Diane Costello	Teacher/Subject Area		10/23/15
Sandra Rodriguez	Teacher/Subject Area		10/23/15
Lauren Mora	Coach		10/23/15
	Coach		10/23/15
Vicki Fernandez	School Counselor		10/23/15
Dr. Philip Composto	Superintendent		10/23/15
	Borough Field Support Center Staff Member		10/23/15
Paula Papazoglou	Other - <u>Paraprofessional</u>		10/23/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q151** School Name: **Mary D. Carter**
Superintendent: **Dr. P. Composto**

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.learnedoe.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.

When a parent registers their child they fill out a Home Language Survey. This determines the language spoken at home. Part 3, questions 1&2 ask which language parents would like to receive information in. We use these responses to determine the languages for which we need to provide translations. We have found that we need to provide translation services in different languages such as Spanish, Bengali, Arabic, Urdu, Punjabi, and Chinese. The majority request English but we have a large number of parents requesting Spanish as well. Parent s' preferred languages for both written and oral communication are Spanish, Arabic, Chinese, and Urdu. Furthurmore, we consider additional ways to collect data: ATS Report of Preferred Languages, Blue Card data, Parent Surveys, Teacher Survey (collect data by class).

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.

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

2015 - 16 Language Survey by Grade & Class

PK – 217 Spanish, Greek, Italian, Arabic, Urdu, Punjabi

PK – 215	Spanish, Arabic, Urdu, Punjabi, Tibetan
PK – 205	Spanish, Arabic, Urdu, Punjabi, Chinese
PK – 219	Spanish, Arabic, Urdu, Punjabi, Chinese
PK - 207	Spanish, Arabic, Urdu, Punjabi, Chinese
K - 319	Spanish, Arabic, Urdu, Punjabi, Chinese
K - 315	Spanish, Arabic, Urdu, Punjabi, Chinese, Tibetan
K - 209	Spanish, Arabic, Urdu, Punjabi, Chinese
1 - 313	Spanish, Greek, Arabic, Urdu, Punjabi, Chinese
1 - 305	Spanish, Arabic, Urdu, Punjabi, Chinese
1 - 307	Spanish, Arabic, Urdu, Punjabi, Chinese, Polish
2 - 302	Spanish, Arabic, Urdu, Punjabi, Chinese, Tagalog
2 - 303	Spanish, Arabic, Urdu, Punjabi, Chinese
K/1/2 - 301	Spanish, Arabic, Urdu, Punjabi, Chinese
3 - 419	Spanish, Greek, Italian, Arabic, Urdu, Punjabi, Chinese
3 - 417	Spanish, Arabic, Urdu, Punjabi, Chinese
4 - 401	Spanish, Arabic
4 - 402	Spanish, Urdu, Chinese
5 - 413	Spanish, Arabic, Urdu, Punjabi
5 - 407	Spanish, Urdu, Punjabi
3/4/5 - 409	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.)

Annual handbooks, monthly newsletters for parents, calendars, Parent/Teacher Conference announcements, (Sep 17, Nov 4&5, Mar 3 May 3&12) After-school program information, (Oct. 21) NYS testing dates, (NYS ELA April 4- to April 7- NYS Mathematics April 13- April 15) general overview of student curriculum, monthly letters from School Leadership Team and Parent Association.

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, Parent Engagement Time, PA meetings, SIT meetings, Guidance Counselor concerns. These will occur based on the DOE calendar as well as when needed.

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.

Oral and written translations are provided by staff members who speak the language requested. DOE translation services are used on an ongoing basis. Calendars are maintained by the administration and staff. The Translation & Interpretation Unit helps reach out to families who need help communicating in English.

The Unit provides New York City public schools and offices with an internal resource for accessing written translation, on-site interpretation, and over-the-phone interpretation services.

The Unit is also responsible for spearheading all efforts related to language access, including, training and awareness of language access requirements and available resources, monitoring compliance, and oversight of earmarked, school-based translation funds.

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.

Oral and written translations are provided by staff members who speak the language requested. DOE translation services are used on an ongoing basis.

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.)

PD is provided by the LAC with detailed support instructions. P.S. 151 use The Translation & Interpretation Unit that helps reach out to families who need help communicating in English.

The Unit provides New York City public schools and offices with an internal resource for accessing written translation, on-site interpretation, and over-the-phone interpretation services.

The Unit is also responsible for spearheading all efforts related to language access, including, training and awareness of language access requirements and available resources, monitoring compliance, and oversight of earmarked, school-based translation funds.

The Parent Coordinator attends monthly PA meetings and continues to monitor that all parents present receive a copy of the "I Speak" card.

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

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

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)

Parent Coordinator surveys, PA meeting feedback, communication (e.g., letters to classroom teachers, Guidance Counselor, etc.) P.S 151 founded a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on parent engagement and student academic and emotional well-being.