

Grades K-2

PS 151 staff will create K-2 literacy classrooms where teachers maintain high expectations and provide appropriate linguistic supports so that all students develop strong reading skills.



Why?



To teach our students to be skilled readers using consistent, age-appropriate instruction with a focus on phonics and decoding

Data

- District 30 Reading Goals: Acadience (K-2): 62% of students at or above benchmark
- Data based *High Leverage Areas* for PS 151Q:
Nonsense Word Fluency and Oral Reading fluency
- PS 151 CEP Progress Monitoring Goals:
Acadience Reading Composite Score will increase to 55% of students scoring at or above benchmark

Grades 3-5

PS 151 staff will create a math classroom where teachers maintain high expectations and provide appropriate linguistic supports so that all students access the tools they need to build strong math skills.



Why?



To empower our students to make sense of mathematics, develop mathematical thinking and regularly engaging in mathematical collaboration and discourse.

Data

- *District 30 Math Goals:* Increase math proficiency by 5% for all students (goal 53% i-Ready) Subgroups (ML/ELLs): 8%
- Data based *High Leverage Areas* for PS 151Q:
Numbers and Operations in Base Ten (Gr 3) and
Numbers and Operations in Fractions (Gr 4 & 5)
- *PS 151 CEP Progress Monitoring Goals:*
*EOY i-Ready Math Diagnostic: All students: increase to 50% performing in Tier 1; ELL subgroup and SWD subgroup will increase to 35% performing in Tier 1

PS 151Q Instructional Focus



How?



- Provide whole group reading lessons using NYCPS core curricula: *Heggerty, Foundations and Into Reading*
- Provide small group instruction of the necessary phonemic awareness and phonics skills using *Heggerty, Foundations and Into Reading* resources, as well as decodable texts
- Progress monitoring (K-2) using Acadience Reading every 4 weeks
- Teacher teams analyzing data on regular basis



How?



- Shifting the structure of the math lesson to “You Do, We Do, I Do”
- Engaging in the mathematical routines of *Three Reads* and *Notice & Wonder* on a regular basis
- Teacher teams engaging in “unpacking the math standards” protocol on a routine basis so they can plan and carry out explicit, targeted instruction

