



**P. S. 148 QUEENS  
RUBY G. ALLEN**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 30Q148**

**ADDRESS: 89-02 32<sup>ND</sup> AVENUE, E. ELMHURST N.Y. 11369**

**TELEPHONE: 718 898-8181**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 148Q SCHOOL NAME: Ruby. G. Allen

SCHOOL ADDRESS: 89-02 32<sup>nd</sup> Avenue East Elmhurst, N.Y. 11369

SCHOOL TELEPHONE: 718-898-8181 FAX: 718-476-2992

SCHOOL CONTACT PERSON: Patti Ryan EMAIL ADDRESS: PRyan5@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Andrew Paccione

PRINCIPAL: Andrew Paccione

UFT CHAPTER LEADER: Diane Allison

PARENTS' ASSOCIATION PRESIDENT: Altagracia Grullon & Elena Mompert

STUDENT REPRESENTATIVE:  
*(Required for high schools)* N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 30 SSO NAME: Cluster 2.02

SSO NETWORK LEADER: Nancy DiMaggio – Vivian Selenikas

SUPERINTENDENT: Dr. Phillip Composto

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Andrew Paccione</b>	*Principal or Designee	
<b>Diane Allison</b>	*UFT Chapter Chairperson or Designee	
<b>Altagracia Grullon</b>	*PA/PTA President or Designated Co-President	
<b>Elena Mompert</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Not Applicable</b>	DC 37 Representative, if applicable	
<b>Not Applicable</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>Not Applicable</b>	CBO Representative, if applicable	
<b>Anna DeLisse</b>	Member/Assistant Principal	
<b>Geraldine Toth</b>	Member/Payroll Secretary	
<b>Imelda Higgins</b>	Member/Parent	
<b>Ruby Heras</b>	Member/Parent	
<b>Teresa Oliva</b>	Member/Parent	
<b>Maria Meneses</b>	Member/Parent	
<b>Joan Barnett</b>	Member/Teacher	
<b>Eileen Braghieri</b>	Member/Teacher	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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P. S. 148 is situated in a low-socio-economic area in East Elmhurst, Queens, serving a population of approximately 1156 students in grades pre-kindergarten through five. The school population is comprised of 2.2% Black, 3.1% White, 11.3% Asian, and 83.3 % Hispanic. Our students come from extremely diverse cultural, ethnic and linguistic backgrounds. ELL - English Language Learners represent over half of our student population. For this reason we offer adult ESL-English as a Second Language classes twice a week during our regular after-school program and make sure that personnel are available to conduct meetings in both English and Spanish.

Our vision is to be a school community that exemplifies the best in teaching practices which in turn will empower all our students to develop as readers, writers, mathematicians, scientists, historians, and ultimately, contributing members of society.

Every student at P. S. 148 will receive a solid foundation for learning through high quality, differentiated instruction within a workshop model. We will build a community of learners where all members (administrators, teachers, paras, students and parents) are actively engaged in the educational process. With this mission in mind we have adopted the motto, "Building a community of lifelong learners, one individual at a time."

P. S. 148 has been a Teacher's College Project School for the last eight years and the practices of readers' and writers' workshop are deeply embedded throughout the school. Our highly qualified staff members participate in professional development through Teacher's College Summer Institutes, lab-sites at our school, and attendance at workshops at Columbia University. Staff members also participate in K-5 reading, writing, math, science and social studies teams led by building administrators. In these teams teachers and administrators work together to deepen their repertoire of teaching practices and develop menus for differentiating instruction which are shared with the entire school.

We are an early childhood demonstration site and regularly host visitors from as close as Queens to as far as California to observe the various components of balanced literacy in action. Our literacy coach, administrators and some teachers visit schools within the neighboring boroughs so that we may continue on our quest to improve our pedagogical skills.

Parents are a vital part of our school community. We plan workshops during the day and in the evening to help deepen our parents' understanding of the curriculum so that they may have the tools necessary to help their children. The literacy coach and assistant principal meet with parents on a one-to-one basis to assist parents in understanding their child's goals and offer individualized strategies to help meet their goals. Strengthening the home-school connection is paramount.

In essence, P. S. 148 school community is committed to making every effort to aligning our programs, resources and services to meeting our mission of:

“Building a community of lifelong learners, one individual at a time!”

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 148Q				
<b>District:</b>	30	<b>DBN #:</b>	30Q148	<b>School BEDS Code #:</b>	343000010148

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08*	2008-09	209-10		
Pre-K	71	71	72		94	94	89.4		
Kindergarten	168	167	166						
Grade 1	187	187	174	<b>Student Stability: % of Enrollment</b>					
Grade 2	176	176	184	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	179	173	163		92.1	92.5	93		
Grade 4	172	173	170						
Grade 5	186	187	154	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	N/A	N/A	N/A	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	N/A	N/A	N/A		70%	70.4	87.0		
Grade 8	N/A	N/A	N/A						
Grade 9	N/A	N/A	N/A	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	N/A	N/A	N/A	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	N/A	N/A	N/A		6	6	10		
Grade 12	N/A	N/A	N/A						
Ungraded	N/A	N/A	N/A	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1139	1149	1157		51	37	22		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	27	23	25						
No. in Collaborative Team Teaching (CTT) Classes	31	32	43	Principal Suspensions	0	0	0		
Number all others	119	128	133	Superintendent Suspensions	0	0	0		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	57	58	50	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	294	309	254	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	73	65	70	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	83	79	72
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	10	10	17
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	10	7	7
	38	39	40				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	98.8%	98.8
American Indian or Alaska Native	0	0	0.0	Percent more than two years teaching in this school	83.3	90.5	100.0
Black or African American	2.7	2.4	2.8	Percent more than five years teaching anywhere	65.5	67.9	70
Hispanic or Latino	80.0	80.6	82.0				
Asian or Native Hawaiian/Other Pacific Isl.	13.0	11.7	11.2	Percent Masters Degree or higher	96.0	98.0	98.0
White	4.3	4.8	3.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial	0	0	0.0				
<b>Male</b>	49.6	49.0	48.5				
<b>Female</b>	50.4	51.0	51.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2010-11 Based on 2009-10 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School: Yes  No X      If yes, area(s) of SURR identification: \_\_\_\_\_  
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No X

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) ✓			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	✓				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓				
White	✓	✓	✓				
Multiracial	-	-	-				
<b>Other Groups</b>							
Students with Disabilities	✓	✓	✓				
Limited English Proficient	✓	✓	✓				
Economically Disadvantaged	✓	✓	✓				
<b>Student groups making AYP in each subject</b>	6/6	6/6	1/1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	79.9	Quality Statement Scores:	N/A
<b>Category Scores:</b>		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	10.6%	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	19.7%	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	45.8%	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### Student Performance Trends

In order to identify student performance trends, P. S. 148 measures its overall performance by looking at several key factors such as periodic assessments, instructionally targeted assessments (running records, on-demand pieces, Marie Clays ABC assessment, Sight word assessment, and Words Their Way - WTW assessment) standardized test scores, Progress Report, School Report Card, and the Quality Review.

Student Progress for **English Language Arts** indicates the following:

<b>Grade 3 Student Performance on the NYS ELA Assessment ALL TESTED STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
2007-2008	158	2%	30%	62%	68%
2008-2009	172	2%	21%	75%	77%
2009-2010	184	14%	47%	34%	40%
<b>Grade 3 Student Performance on the NYS ELA Assessment SPECIAL EDUCATION STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
2007-2008	14	0%	71%	29%	29%
2008-2009	25	12%	28%	60%	60%
2009-2010	40	35%	50%	15%	15%

### **Summary of data Analysis/Findings – Grade 3 ELA:**

An analysis of grade 3 ELA results over the past three year period from 2007 to 2010 indicated the following:

- Results for all tested students indicates an increase of 12% (from 2 to 14) of students performing at level 1 and a decrease of 28% (from 68 to 40) of students performing at levels 3 and 4.
- Results for special education students indicate a 35% increase of students performing at level 1 and a decrease of 14% of students performing at levels 3 and 4.

The overall results for the three years indicates a decrease in the performance of all grade three tested students which includes 1 12:1 class and 1 collaborative teaching class. Although the data indicates a negative trend, it should be noted that our special education population in third grade has increase by approximately 75% (from 14 to 40).

Further examination of the instructional program suggests that teachers should receive further training in the Fountas & Pinnell reading levels so that they may utilize this data to set reading goals and differentiate instruction according. Additionally, after surveying teachers, we have formed a professional development group that will focus on developing modifications to support our special education students as well as our English Language Learners within the workshop model. Areas to be addressed include, but are not limited to ways to adapt mini-lessons, and small group instruction, and methods to create multi-level charts.

<b>Grade 4 Student Performance on the NYS ELA Assessment ALL TESTED STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
2007-2008	192	11%	30%	58%	60%
2008-2009	169	3%	24%	70%	82%
2009-2010	180	12%	52%	36%	36%

  

<b>Grade 4 Student Performance on the NYS ELA Assessment SPECIAL EDUCATION STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
2007-2008	15	20%	20%	60%	60%
2008-2009	33	12%	55%	33%	33%
2009-2010	30	30%	67%	3%	3%

### **Summary of data Analysis/Findings – Grade 4 ELA:**

An analysis of grade 4 ELA results over the past three year period from 2007 to 2010 indicated the following:

- Results for all tested students indicates an increase of 22% (from 30 to 52) of students performing at level 2 and a decrease of 24% (from 60 to 36) of students performing at levels 3 and 4.
- Results for special education students indicate an increase of 10% (from 20 to 30) of students performing at level 1, a 47% increase (from 20 to 67) of students performing at a level 2 and a decrease of 57% (60 to 3) of students performing at levels 3 and 4.

The overall results for the three years indicates a decrease in the performance of all grade four tested students which includes 1 12:1 class and 1 collaborative teaching class. Although the data indicates a negative trend, it should be noted that our special education population in fourth grade has increase by approximately 50% (from 15 to 30).

Further examination of the instructional program suggests that teachers should set reading goals for all students, differentiate instruction to help students meet goals and monitor progress towards those goals. Additionally, we have set up a committee to examine programs that may be used to differentiate instruction in our 12:1 class that would work in tandem with our current curriculum.

<b>Grade 5 Student Performance on the NYS ELA Assessment ALL TESTED STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
2007-2008	187	3%	26%	69%	72%
2008-2009	186	1%	26%	66%	73%
2009-2010	167	10%	53%	31%	37%
<b>Grade 5 Student Performance on the NYS ELA Assessment SPECIAL EDUCATION STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
2007-2008	16	6%	63%	31%	31%
2008-2009	30	3%	57%	40%	40%
2009-2010	30	30%	60%	10%	10%

### **Summary of data Analysis/Findings – Grade 5 ELA:**

An analysis of grade 5 ELA results over the past three year period from 2007 to 2010 indicated the following:

- Results for all tested students indicates an increase of 27% of students performing at levels 1 and 2 and a decrease of 35% (from 72 to 37) of students performing at levels 3 and 4.
- Results for special education students indicate an increase of 24% (from 6 to 30) of students performing at level 1, a 3% increase (from 63 to 60) of students performing at a level 2 and a decrease of 21% (31 to 10) of students performing at levels 3 and 4.

The overall results for the three years indicates a decrease in the performance of all grade five tested students which includes 1 12:1 class and 1 collaborative teaching class. Although the data indicates a

negative trend, it should be noted that our special education population in fifth grade has increase by approximately 50% (from 16 to 30).

Further examination of the instructional program suggests that teachers should set reading goals for all students, differentiate instruction to help students meet said goals and monitor progress towards those goals. Additionally, after surveying teachers, we have formed a professional development group that will focus on developing modifications to support our special education students as well as our English Language Learners within the workshop model. Areas to be addressed include, but are not limited to ways to adapt mini-lessons, and small group instruction, and methods to create multi-level charts.

Student Progress for **Mathematics** indicates the following:

<b>Grade 3 Student Performance on the NYS MATH Assessment ALL TESTED STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
<b>2008-2009</b>	<b>180</b>	0%	7%	69%	93%
<b>2009-2010</b>	<b>186</b>	4%	38%	38%	59%
<b>Grade 3 Student Performance on the NYS MATH Assessment SPECIAL EDUCATION STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
<b>2008-2009</b>	<b>26</b>	0%	23%	65%	77%
<b>2009-2010</b>	<b>40</b>	5%	60%	30%	35%

**Summary of data Analysis/Findings – Grade 3 MATH:**

An analysis of grade 3 MATH results over the past two year period from 2008 to 2010 indicated the following:

- Results for all tested students indicates a slight increase of 4% (from 0 to 4) of students performing at level 1, an increase of 31% (from 7 to 38) of students performing at level 2 and a decrease of 34% (from 93 to 59) of students performing at levels 3 and 4.
- Results for special education students indicate a 5% increase (from 0 to 5) of students performing at level 1, an increase of 37% (from 23 to 60) of students performing at level 2 and a decrease of 42% (from 77 to 35) of students performing at levels 3 and 4.

The overall results for the three years indicates a decrease in the performance of all grade three tested students which includes 1 12:1 class and 1 collaborative teaching class. Although the data indicates a negative trend, it should be noted that our special education population in third grade has increased by approximately 45% (from 26 to 40).

We have decided to initiate a math inquiry team comprised of teachers in K-5 to pinpoint the area/s that challenged students and outline a course of action. Additionally, we have formed a math goal team that will focus on examining the Everyday Mathematics- EDM curriculum alongside the Common Core State Standards - CCSS to develop checklists and pre-unit assessments that will allow

teachers to see students’ strengths and weaknesses in order to set math goals that will meet their distinct needs.

<b>Grade 4 Student Performance on the NYS MATH Assessment ALL TESTED STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
<b>2008-2009</b>	<b>172</b>	2%	13%	54%	84%
<b>2009-2010</b>	<b>185</b>	6%	41%	37%	54%
<b>Grade 4 Student Performance on the NYS ELA Assessment SPECIAL EDUCATION STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
<b>2008-2009</b>	<b>35</b>	11%	31%	51%	57%
<b>2009-2010</b>	<b>30</b>	23%	63%	13%	13%

**Summary of data Analysis/Findings – Grade 4 MATH:**

An analysis of grade 4 MATH results over the past three year period from 2008to 2010 indicated the following:

- Results for all tested students indicates a slight increase of 4% (from 2 to 6) of students performing at level 1, an increase of 27% (from 13 to 41) of students performing at level 2 and a decrease of 30% (from 84 to 54) of students performing at levels 3 and 4.
- Results for special education students indicate an increase of 12% (from 11 to 23) of students performing at level 1, a 32% increase (from 31 to 63) of students performing at a level 2 and a decrease of 44% (57 to 13) of students performing at levels 3 and 4.

The overall results for the two years indicates a decrease in the performance of all grade four tested students which includes 1 12:1 class and 1 collaborative teaching class.

Further examination of the instructional program suggests that we form a math goal team comprised of 2 teachers from each grade so that we may examine our EDM curriculum alongside the CCSS, make adjustments, as needed, and begin to develop checklists and pre-unit assessments that will allow teachers to see students’ strengths and weaknesses. Additionally, teachers on the Math Team will set goals for the lowest students, using the checklists to determine strengths and weaknesses and instituting a weekly differentiated instruction day to.

<b>Grade 5 Student Performance on the NYS MATH Assessment ALL TESTED STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
<b>2008-2009</b>	<b>186</b>	1%	11%	63%	88%
<b>2009-2010</b>	<b>172</b>	3%	44%	37%	53%

<b>Grade 5 Student Performance on the NYS ELA Assessment SPECIAL EDUCATION STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
<b>2008-2009</b>	<b>29</b>	0%	31%	66%	69%
<b>2009-2010</b>	<b>29</b>	7%	69%	21%	24%

**Summary of data Analysis/Findings – Grade 5 MATH:**

An analysis of grade 5 MATH results over the past two year period from 2008 to 2010 indicated the following:

- Results for all tested students indicates an increase of 35% (from 12 to 47) of students performing at levels 1 and 2 and a decrease of 35% (from 88 to 53) of students performing at levels 3 and 4.
- Results for special education students indicate an increase of 7% (from 0 to 7) of students performing at level 1, a 38% increase (from 31 to 69) of students performing at a level 2 and a decrease of 45% (69 to 24) of students performing at levels 3 and 4.

The overall results for the two years indicates a decrease in the performance of all grade five tested students. Although the data indicates a negative trend, it should be noted that the all students tested includes data for our special education students which includes a 12:1 class and a collaborative team teaching class.

Further examination of the instructional program suggests that we form a math goal team comprised of 2 teachers from each grade so that we may examine our EDM curriculum alongside the CCSS, make adjustments, as needed, and begin to develop checklists and pre-unit assessments that will allow teachers to see students’ strengths and weaknesses. Additionally, teachers on the Math Team will set goals for the lowest students, using the checklists to determine strengths and weaknesses and instituting a weekly differentiated instruction day to.

<b>Grade 4 Student Performance on the NYS SCIENCE Assessment GENERAL EDUCATION STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
<b>2008-2009</b>	<b>168</b>	3%	15%	47%	82%
<b>2009-2010</b>	<b>185</b>	6%	17%	51%	77%
<b>Grade 4 Student Performance on the NYS SCIENCE Assessment SPECIAL EDUCATION STUDENTS</b>					
<b>Year</b>	<b>No. Tested</b>	<b>Levels 1</b>	<b>Levels 2</b>	<b>Levels 3</b>	<b>Levels 3 &amp; 4</b>
<b>2008-2009</b>	<b>30</b>	17%	30%	47%	53%
<b>2009-2010</b>	<b>27</b>	7%	26%	59%	63%

## **Summary of Data Analysis/Findings – Science**

- Results for general education students indicates 82% of students scored at or above level 3 in 2008-2009 and 77% of students scored at or above level 3 in 2009-2010. This was a 5% decrease of students performing at or above level 3 from the previous year.
- Results for special education students indicates 53% of students scored at or above level 3 in 2008-2009 and 63% of students scored at or above level 3 in 2009-2010. This was an increase of 10% of students performing at or above level 3 from the previous year.

The overall results for the general education students indicates a decrease in the performance of all grade four tested students.

Further examination of the instructional program suggests that we form a science goal team comprised of science cluster teachers so that we may examine our Science curriculum and begin to develop checklists and base line assessments that will allow teachers to identify students' strengths and weaknesses. Additionally, teachers on the Science Team will use checklists to determine strengths and weaknesses in order to set science goals that will meet the distinct needs of the lowest one-third in each class. It is our hope that setting goals and differentiating instruction will help strengthen students knowledge of science content.

## **Summary of data Analysis/Findings – Learning Survey:**

An analysis of the school learning survey results over the past two year period from 2008 to 2010 indicated the following:

- There is a need for all teachers to set academic goals that encourage students to do their best.
  - Teachers indicated in the 09-10 Learning Survey that the school has high expectations for all students “Strongly Agree” (44%), “Agree” (46%) and “Disagree” (7%) and “Strongly Disagree” (3%)
  - Teachers indicated in the 09-10 Learning Survey that the school makes it a priority to help students develop challenging learning goals “Strongly Agree” (42%), “Agree” (47%) and “Disagree” (8%) and “Strongly Disagree” (2%)
  - Teachers indicated in the 09-10 Learning Survey that the school makes it a priority to help students find the best ways to achieve their learning goals “Strongly Agree” (41%), “Agree” (43%) and “Disagree” (14%) and “Strongly Disagree” (2%)
- There is a need to increase communication with parents regarding their students' academic goals and progress towards them.
  - Teachers indicated in the 09-10 Learning Survey that they communicated with parents about their child's progress in class “about once a month” (37%), “about 3 or 4 times a year” (34%) and “rarely or never/does not apply” (16%)
  - Teachers indicated in the 09-10 Learning Survey that they sent parents written information on what they are teaching and what students are expected to learn “about once a month” (25%), “about 3 or 4 times a year” (31%) and “rarely or never” (12%)
  - Parents indicated in the 09-10 Learning Survey that the school clearly communicates its expectations for my child's learning to me and my child “Strongly Agree” (36%), “Agree” (55%), “Disagree” (6%), “Strongly Disagree” (1%) and “Don't Know” (3%)

- Parents indicated in the 09-10 Learning Survey that the school contacts them to tell them about their child's academic achievements and successes "Strongly Agree" (37%), "Agree" (53%), "Disagree" (8%), "Strongly Disagree" (2%) and "Don't Know" (1%)
- There is a need to provide professional development that will help teachers meet the distinct needs of the students under their tutelage so that they may set goals and differentiate instruction accordingly
  - Teachers indicated in the 09-10 Learning Survey that the professional development I received this year provided me with teaching strategies to better meet the needs of my students "Strongly Agree" (33%), "Agree" (42%) and "Disagree" (18%) and "Strongly Disagree" (3%)
  - Teachers indicated in the 09-10 Learning Survey that the professional development I received this year provided me with content support in my subject area "Strongly Agree" (32%), "Agree" (43%) and "Disagree" (17%) and "Strongly Disagree" (5%)

Analysis of ELA data and Learning Survey results indicates a need to set reading goals for all students, communicate these goals to parents and offer teachers professional development that will provide them with tools to better meet the needs of all their students. Therefore we have decided to set reading goals for all students in K-5, set up a system to inform parents of goal and progress towards them, create a series of workshops to offer parents strategies to assist their children and after surveying teachers, create professional development teams covering topics such as Modifications, guided reading, revising and editing, developing a talk curriculum and integrating literacy strategies into content area studies.

### **In-House Interim Assessments and Record Keeping**

Since improving student performance is central to our mission, P.S. 148 uses the Teacher's College Reading and Writing Assessments and the WTW spelling inventory to monitor progress in literacy during the school year. Results from the running records are entered into Assessment Pro and our electronic tracking system for all K through fifth grade classes. The information gathered is reviewed quarterly by student, class, grade, gender, ELL status and Sped status. Coaches and administrators will continue to help teachers to use this data to set goals and differentiate instruction in the classroom. The instructional cabinet evaluates student progress and program effectiveness to plan for professional development, allocation of funds and development of academic intervention programs.

After reviewing the results of our running records last year, we noticed that students plateau at certain benchmarks, review of conference notes and teacher interviews indicate that, making the jump to the next level took forever, and teachers held them there with questions about what they should do to help students over the next hurdle. To that end we formed a K-5 Reading Team that studied Fountas & Pinnell levels A – L, identified skills needed at each level and developed a repertoire of strategies to help students access skills. Our culminating project was the creation of a new reading assessment which consists of Conferring Menus and Research Sheets for levels A – L to be used in conjunction with running records

During the 2010 – 2011 school year, we will pilot the new reading assessment system, create reading toolkits to differentiate instruction and begin to study levels M – Z. Members of the Reading Team will utilize the new reading assessment system to identify at least 1/3 of their students' reading needs, set goals which include specific strategies and monitor progress towards goals. Next year, we plan to introduce the system to all K-5 teachers so that we may support the lowest 1/3 of our readers.

The establishment of this new system will led to 75% of students being able to articulate their reading goals and 75% of teachers, those on the reading team, being able to enumerate the skills needed to be proficient at a reading level they are studying and name strategies to help student gain said skills.

<b>Levels of Difficulty at P. S. 148 Queens</b>		
	<b>Plateau Level</b>	<b>Students' Weaknesses</b>
<b>Kindergarten</b>	From B to C	<ul style="list-style-type: none"> <li>• Letter/Sound Correspondence</li> </ul>
<b>First Grade</b>	From F to G From H to I	<ul style="list-style-type: none"> <li>• Do not use multiple cueing systems.</li> <li>• Do not possess a repertoire of decoding strategies.</li> </ul>
<b>Second Grade</b>	From J to K/L	<ul style="list-style-type: none"> <li>• Do not use multiple cueing systems.</li> <li>• Are not independent word solvers</li> </ul>
<b>Third Grade</b>	From L to M	<ul style="list-style-type: none"> <li>• Skip over difficult words</li> <li>• Have difficulty with inferential work, specifically author's message</li> </ul>
<b>Fourth Grade</b>	From M to N From O to P/Q	<ul style="list-style-type: none"> <li>• Skip over difficult words</li> <li>• Do not stop to monitor for sense</li> <li>• Have difficulty with inferential work, specifically character change</li> </ul>
<b>Fifth Grade</b>	From O to P/Q Beyond R	<ul style="list-style-type: none"> <li>• Skip over difficult words</li> <li>• Do not stop to monitor for sense</li> <li>• Have difficulty with inferential work, specifically Symbolism</li> <li>• Have difficulty sustaining conversation in book clubs.</li> </ul>

An initial review of conference notes, indicates that teachers are providing instruction that matches students' individual needs. Further review of conference notes and student interviews, indicate that instruction, while differentiated, only names the skill students need to work on (read tricky words) but does not provide a strategy for students to access skill (read tricky words by looking at the first letter, saying its sound and then looking at the picture). Additionally, there is minimal evidence indicating that students' are being held accountable for their learning.

As a result we have formed goal teams in the areas of Reading, Writing and Mathematics comprised of teachers in K – 5 as well as ELL support staff. Respective teams will study past instruction, revise as necessary to assure a strategy is provided to students, will develop a system for differentiating instruction within classrooms, and tests systems with the lowest one-third across grades to maintain goals, monitor their progress and communicate with parents.

A review of traditional weekly spelling assessments indicated the majority of students enrolled at P. S. 148 attained an average of 90% accuracy on weekly spelling tests. However, analysis of On-Demand Pieces, published pieces, booklets, writing notebooks, classroom notebooks and interviews with classroom teachers indicated that students did not possess mastery of high frequency words and spelling patterns provided on a weekly basis. To surmise, there was minimal evidence of transfer from spelling instruction to independent writing.

As a result of our findings we formed a committee to research the different methods for spelling instruction. Research shows that the best approach to teach spelling is born of a respect for teachers' ability to take a developmental look at children's emerging abilities to spell. We found the Words Their Way program contains the details of just how to assess where children are and then shows how to differentiate instruction to help children begin to think about how words are put together. In short, this is an interactive-thinking program that helps children learn about words and become lifelong spellers. During the 2009-2010 school year a group of teachers in 1<sup>st</sup> – 5<sup>th</sup> grades piloted the Words Their Way Program in our building. Analysis of WTW spelling inventories and discussions with teachers who piloted the program indicate that the WTW program helped children increase their knowledge of spelling patterns and meanings of specific words as well as helped students begin to develop generalizations about the English spelling system.

Therefore, during the 2010-2011 school year we have decided to implement the Words their Way Spelling program in all our first – fifth grade classes.

### **Greatest Accomplishments**

As indicated in the quality Review, the principal of P. S. 148 is highly respected by students, staff and parents. The cabinet consists of a team of skilled educators who work together effectively to provide a clear vision for improvement and support all members of the school community. Parents value the schools' commitment to its educational goals and feel confident that their children are respected and happy in a caring and academically challenging environment. Implementation of the literacy program is a strength and differentiation is evident in every classroom. It is due to the high professionalism and the dedication of the entire school community that P. S. 148 can list the following accomplishments:

- Our Inquiry Team has proven invaluable support in identifying, implementing and evaluating new instructional strategies.
- Developed and distributed grade and level specific letters that state the individual child's yearly grade level reading goals, interim goals, child's individual progress towards those goals and strategies parents may use to help their child move along the reading continuum to students in grades K-3 and students in grade 4 who are a part of our Inquiry Team Study. These letters were presented at a Senior Assessment Facilitator's Conference - SAF Conference.
- Created a parent handbook entitled "Building Strong Readers One Step at a Time" where parents can record their child's reading progress throughout their years at P. S. 148, compare their progress to grade appropriate benchmarks, identify strategies to assist their child in progressing along the reading continuum and locate level appropriate book lists. This handbook was distributed first to the parents of students who are a part of our Inquiry Team Study for feedback. The handbook will be revised as per parent input and distributed in the fall to our entire school community.
- Created and implemented a series of workshops that provide parents with the information and guidance they need to ensure their child's continued success.

- Creating a parent lending library that contains leveled English titles and their hard-to-find Spanish equivalents allowing family members to be actively involved in the education of their children – even if their own English skills are limited-by reading the native language versions of the books.
- Continue using computerized model to track measure and evaluate students’ reading progress (Fountas-Pinnell levels) on a quarterly basis by student, class, grade, special education students, English Language Learners, gender and attendance in pre-k.
- Developed a curricular calendar for kindergarten word study to ensure continuity across the grade.
- Adopted a word study program whereby all kindergarten teachers conduct a Foundations lesson, a shared reading session and an interactive writing session on a daily basis.
- Developed a computerized model to track, measure and evaluate students’ letter identification, letter/sound correspondence and sight word identification on a quarterly basis student, class, grade, special education students, English Language Learners, gender and attendance in pre-k.
- Developed a curricular calendar outlining units of study in reading, writing, science and social studies indicating school-wide commencement and celebration dates to ensure continuity within the grade and across the school.
- Adopted the FOSS and Delta Science program which affords all our students the opportunity to explore grade appropriate science topics through literature and hands-on activities.
- Created a Science Department to ensure students receive the appropriate minutes of instruction.
- Maintain two teacher resource rooms containing leveled texts for students, professional texts, assessment tools, and manipulatives providing teachers with additional resources to augment classroom supplies
- Pioneered process oriented bulletin boards to celebrate and document students’ and teachers’ accomplishments in both literacy and mathematics.
- Implemented after-school study groups focusing on strengthening our literacy through collaborative inquiry and reflective conversations (Past study groups have included: creating reading assessment materials, developing reading and writing toolkits, crafting read-alouds, drafting shared reading lessons for kindergarten, creating math manipulatives and games to differentiate instruction etc.)
- Created a school-wide grading system to ensure continuity across the grade and within the school in reading, writing, mathematics, science and social studies.
- Maintain individual reading progress record cards in the students’ cumulative folders, providing teachers the opportunity to see the growth, strengths and weaknesses of each child year to year.
- Developed a Reading assessment system that consists of Conferring Menus and Research Sheets for students reading levels A – L
- Developed artifacts for students in K – 2 to help them recall reading and science goals.

### **Aids to Continuous Improvement**

- Creation of Reading, Writing, Science and Social Studies Goal Teams
- Creation of professional development groups focused on teachers’ interests and needs
- Implementation of Words their Way word study program
- Inquiry Teams
- Additional support to our ELL’s is a school priority. In addition to servicing the needs of our ELL’s during the school day with 4 full-time ELL teachers, we also offer an after-school program twice a week.

- The inclusion of student's with special needs in CTT classes in 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade.
- School Cabinet together with the literacy coaches, math lead teachers, and/or science lead teachers continually reflect upon our school's practices hi-lighting areas of strength and areas of weakness
- P S 148's Professional Development Team which is comprised of administrators, coaches, teachers and staff developers from Teachers College
- P.S. 148's Pupil Personnel Committee comprised of the principal, school psychologist, educational evaluator, guidance counselor and support service teaching personnel.
- Support services provided by Teachers College Reading Writing Project including yearlong study groups for principals, assistant principals and literacy coaches, leadership groups for teachers and administrators, summer institutes, in-house staff development and workshops offered throughout the year
- Grade Leaders gather needs and concerns of their constituents and communicate this information with the School Leadership Team
- P S 148's after school study groups which have focused on read alouds with accountable talk, reading assessments, writing tool kits, strengthening our reading conferences, writing continuum and math tool kits.
- committed and knowledgeable staff working to ensure that the needs of all students are met and the highest standards are achieved.

### **Barriers to Continuous Improvement**

- One of our major barriers to continuous improvement involves funding for current and future initiatives. As a result of budget cuts for the 2010-2011 school year we were forced to cut the number of AIS (Academic Intervention Services) providers and coaches, hours of operation of afterschool programs and increase class size in some grades. Budget cuts are also restricting funds to purchase additional student materials. We will continue to lobby elected officials for legislative grants, increase our fund raising efforts and increase donors Choose applications.
- Data from external sources is not always user-friendly or received in a timely manner, and is therefore not always helpful to teachers
- Challenges of differentiating instruction for ELL and Speds
- High transient population.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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<b>2010-2011 PPR Goal Number 1</b>	
<b>Goal:</b>	<b>Describe your goal</b>  As per the State/City implementation of the Common Core Standards in math. By June 2011, 30% of our K-5 math curriculum, which is 5 Domains in kindergarten, 8 strands in first grade, 4 strands in 2 <sup>nd</sup> grade, 9 strands in 3 <sup>rd</sup> grade, 5 strands in 4 <sup>th</sup> grade and 3 strands in fifth grade, will be revised to integrate the new Common Core Standards, which will be evident in teacher lesson plans.
<b>2010-2011 PPR Goal Number 2</b>	
<b>Goal</b>	<b>Describe your goal.</b>  By June 2011, Science Team members will set learning goals, differentiate instruction and measure progress towards goals for the lowest one third in all K-5 classes leading to an increase of at least 5% on science test scores from first marking period to last marking period as evidenced on teacher made exams.
<b>2010-2011 PPR Goal Number 3</b>	
<b>Goal</b>	<b>Describe your goal.</b>  By June 2011, K-5 Reading Team members will establish and sustain a new uniform system for assessing the reading needs of their lowest one-third, setting goals which include specific strategies and monitoring progress towards goals. The establishment of this new system will lead to 75% of students in the lowest one third which is 52 out of 70 students

	being able to articulate their reading goals and 75% of teachers which is 8 out of 11 teachers being able to enumerate the skills needed to be proficient at a Fountas & Pinnell reading level they are studying and strategies to help student gain said skills.
<b>2010-2011 PPR Goal Number 4</b>	
<b>Goal</b>	<b>Describe your goal.</b>  By June 2011, there will be an increase from 1 to 5 types of opportunities offered to help parents understand school standards and expectations including their child's educational goals, progress towards them and provide additional resources to enable parents to support student learning as evidenced in the calendar of parent workshops.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As per the State/City implementation of the Common Core Standards in math. By June 2011, 30% of our K-5 math curriculum, which is 5 Domains in kindergarten, 8 strands in first grade, 4 strands in 2<sup>nd</sup> grade, 9 strands in 3<sup>rd</sup> grade, 5 strands in 4<sup>th</sup> grade and 3 strands in fifth grade, will be revised to integrate the new Common Core Standards, which will be evident in teacher lesson plans.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Enlist staff to form Common Core Standards Team</li> <li>• Members of the CCS Team create and present workshops to explain the Common Core Standards to colleagues</li> <li>• Create a Math Team comprising of two teachers per grade level, an administrator and an ELL staff member</li> <li>• Administrators will create a prep schedule that will provide common planning periods for members of the CCS Team, the Math Team and individual grades.</li> <li>• Members of the Math Team will meet on Fridays at 10:00 a.m. to study a set of mathematical clusters, outline a course of grade level study for each cluster and create assessments to measure progress.</li> <li>• Members of the Math Team will meet with their respective grades during common planning periods to share information</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Money will be allocated to provide every teacher with a copy of the new Mathematics Common Core State Standards</li> <li>• Administrators will create time in the prep schedule for the Math Goal Team members to meet together to review the CCSS and draft plans to revise the current EDM program to include CCSS</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By September 30, 2010, a Math Team will be formed consisting of two teachers on each grade level, an administrator and an ELL staff member.</p> <p>By October 30, 2010, all teachers in grades K-5 will have received a copy of the new Mathematics Common Core Standards.</p> <p>By November 2, 2010, all teachers will have participated in Common Core Standards training.</p> <p>By November 15, 2010 all members of the Math Team will have analyzed the Common Core Standards and created an outline of the mathematical clusters they will focus on this year.</p> <p>By January 2011, 10% of our K-5 math curriculum will be revised to integrate the new Common Core Standards as evidenced in Vertical Planning Sheet</p> <p>By March 2011, 20% of our K-5 math curriculum will be revised to integrate the new Common Core Standards as evidenced in Vertical Planning Sheet</p> <p>By June 2011, 30% of our K-5 math curriculum will be revised to integrate the new Common Core Standards as evidenced in Vertical Planning Sheet</p> <p><b><u>Additional Indicators:</u></b></p> <ul style="list-style-type: none"> <li>• Evidence of collaborative inquiry during Math Team Meetings</li> <li>• Copies of “Proposed Study “ Sheets</li> <li>• Teachers’ cumulative attendance records as evidence of receiving professional development</li> <li>• School’s Budget shows funding allocations to support integration of the Common Core Standards</li> <li>• Copies of revised curriculum maps for mathematics</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Copies of revised assessments</li><li>• Copies of math artifacts for Kindergarten students</li><li>• Copies of revised checklists to assess students' strengths and weaknesses</li><li>• Student Goals reflecting integration of new Common Core Standards</li><li>• Conversations with teachers regarding progression of standards</li><li>• Evidence of integration of Common Core Standards during math instruction.</li><li>• Copies of vertical Planning Sheets</li><li>• Classroom Charts</li></ul> |
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**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, Science Team members will set learning goals, differentiate instruction and measure progress towards goals for the lowest one third in all K-5 classes leading to an increase of at least 5% on science test scores from first marking period to last marking period as evidenced on teacher made exams.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Create Science Goal Setting Team</li> <li>• Create Curriculum at a Glance for each grade outlining dates for units of study for each grade</li> <li>• Administrators will create a prep schedule that will provide common planning periods for members of the Science Team as well as individual grades.</li> <li>• Members of the Science Team will meet on Thursdays at 1:40 to outline process goals for each unit, create baseline assessments, develop corresponding checklists and artifacts for students.</li> <li>• Members of the Science Team will create unit appropriate toolkits containing checklists, artifacts and resources</li> <li>• Members of the Science Team will maintain checklists to monitor progress for the lowest one third in each of their classes.</li> <li>• Members of the Science Team will meet with their respective grades during common planning periods to share information</li> <li>• Members of the Science Team will create a Science Resource Room</li> <li>• The cabinet in conjunction with the Science Team will analyze students’ goals and progress towards goals every quarter and/or at the end of each inquiry cycle. This data will be used to plan the necessary professional development.</li> <li>• Each Science Team member will meet with administrator to analyze progress of goal setting and discuss any resources teachers may need every quarter.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Create common planning periods for all Science Clusters to meet once a week. This will allow teachers to plan collaboratively and meet with coaches as needed.</li> <li>• Allocate funds to provide every teacher with materials to create science toolkits</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By September 8, 2010, members of the Science Team will have created a baseline assessment and a corresponding checklist for unit one.</li> <li>• By September 30, 2010, all cluster teachers will have administered and analyzed initial baseline assessments.</li> <li>• By October 30, 2010, all cluster teachers will have met with groups of students to provide first learning goal and differentiate instruction</li> <li>• Students in the lowest one-third in every K-5 will be assessed using teacher created Baseline assessments and strengths and weaknesses will be recorded on individual checklists.</li> <li>• Science Team members will set and document group goals and submit to their supervisors after each unit</li> <li>• Science Team members will provide students with strategies to help them attain their science goals which will be documented in students' folders or notebooks.</li> <li>• 75% of the lowest one third, ___ out of ___ students, will be able to articulate their science goals and efforts to meet said goals.</li> </ul> <p><b><u>Additional Indicators:</u></b></p> <ul style="list-style-type: none"> <li>• Evidence of collaborative inquiry during Science Team meetings</li> <li>• Copies of Prep Schedule</li> <li>• Evidence of collaborative inquiry during Science Team meetings</li> <li>• Copies of Unit specific Checklists</li> <li>• Copies of Baseline Assessments</li> <li>• Copies of K-2 student artifacts</li> <li>• Student learning goals</li> <li>• Students' Science notebooks/folders</li> <li>• Evidence of data driven decision making and continuity across the grade in small group instruction</li> </ul>

- Lesson Plans depicting integration of Science goals
- Science Toolkits
- Classroom charts

**Subject/Area (where relevant):** Reading

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, K-5 Reading Team members will establish and sustain a new uniform system for assessing the reading needs of their lowest one-third, setting goals which include specific strategies and monitoring progress towards goals. The establishment of this new system will lead to 75% of students in the lowest one third which is 52 out of 70 students being able to articulate their reading goals and 75% of teachers which is 8 out of 11 teachers being able to enumerate the skills needed to be proficient at a Fountas &amp; Pinnell reading level/band they are studying and strategies to help student gain said skills.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Create a Reading Goal Setting Team comprised of two teachers per grade level, an administrator and the Literacy Coach.</li> <li>• Administrators will create a prep schedule that will provide common planning periods for members of the Reading Team as well as individual grades</li> <li>• Members of the Reading Team will select a level/reading band they wish to develop expertise in</li> <li>• Members of the Reading Team will meet on Mondays at 10:00 to revise goals to assure they contain a skill and strategy, create corresponding artifacts, develop checklists to research students’ strengths and weaknesses and develop baseline assessments for upper levels.</li> <li>• Create an assessment calendar that delineates when to conduct formal assessments and when to conduct research conferences</li> <li>• Data from research conferences will be documented on Leveled Research Sheets and on class composites</li> <li>• Teachers will analyze data to set short term and long term goals</li> <li>• Members of the reading Team will create and implement a series of workshops and demonstration lessons that will provide teachers with the guidance on how to use tools to research students’ needs, analyze information to set goals, plan instruction and monitor progress.</li> <li>• Teachers will conduct research conferences, group teaching conferences, coaching conferences and assessment conferences during reading workshop</li> <li>• Schedules will be posted for conferences and strategy lessons</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will maintain artifacts and record of progress</li> <li>• Members of the Reading Team will meet with respective grades to share information during their common grade prep.</li> <li>• Members of the Reading Team will develop a Reading toolkit containing conferring menus, research sheets, artifacts and demonstration texts</li> <li>• Members of the Reading Team in conjunction with administrator will plan a series of workshops focusing on creating and using toolkits to differentiate instruction</li> <li>• Select a set of Benchmark texts for Levels M and above</li> <li>• The cabinet in conjunction with the Literacy Coach will analyze results of assessments at regular intervals (September, November, March and June) to determine students who are meeting benchmarks, below benchmarks and above benchmarks. This data will be used to plan professional development.</li> <li>• Each grade will meet with administrator and Literacy Coach to analyze results and learning goals and to discuss strategies to help students achieve goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Money will be allocated to contract a staff developer from Teachers College to help teachers deepen their understanding of the Fountas and Pinnell reading levels.</p> <p>Money will be allocated to purchase professional texts to add to our Professional lending library that address Fountas and Pinnel reading levels and behaviors.</p> <p>Money will be allocated to provide teachers with materials to make conferring toolkits</p> <p>Administrators will create a prep schedule that will provide common planning periods for members of the Reading Inquiry Team as well as individual grades.</p> <p>Administrators will create a prep schedule that will provide an additional period for Data Specialists on the grade.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By September 30, 2010 a Reading Team will be formed consisting of two teachers on each grade level, an administrator and a Literacy Coach.</li> <li>• Conferring Menus will be created for Emergent – Level M</li> <li>• Research Sheets will be created for Emergent –Level M</li> <li>• Artifacts that state reading goal and strategy to access goal will be created for Emergent</li> </ul>

– Level M

- K – 2 Reading Team members will assess the lowest one-third using Conferring Menus and Research Sheets in November, April and May
- 3-5 Reading Team members will assess lowest one-third using Conferring Menus and Research Sheets in November and January
- Groups of students will have a goal with a skill and strategy as indicated on Research Sheets
- 75% of students will be able to articulate their reading goals and efforts to meet said goals
- 75% of teachers will be able to verbalize the skills needed to be proficient at a particular Fountas & Pinnell reading level/band and strategies to help students gain said skills\_

**Additional Indicators:**

- Evidence of collaborative inquiry during Reading Team meetings
- Copies of Prep Schedule
- School’s budget shows funding allocations to support strengthening of literacy instruction
- Schedules of Teachers College Staff working in our building focusing on reading development and differentiated instruction
- Copies of Level specific Research Sheets
- Copies of Level Specific Conferring Menus
- Copies of Level specific student artifacts
- Student learning goals reflecting a skill and a strategy
- Copies of conference labels
- Teachers lesson plans
- Students’ Reading notebooks/folders
- Conference Notes which demonstrate evidence of data driven decision making and continuity across the grade in small group instruction
- Differentiated Instruction Schedule
- Reading Toolkits
- Classroom charts
- Copies of curriculum at a glance delineating assessment dates
- Evidence of data driven decision making and creation of continuity across the grade in the area of reading instruction during weekly grade planning meetings
- Evidence of data driven decision making and continuity across the grade in small group

instruction

- Evidence of sharing reading strategies within and across the grades
- Informal and formal observations of small group instruction
- Interview with teachers and students
- Copies of Parent Workshop agendas

**Parent Communication**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase from 1 to 5 types of opportunities offered to help parents understand school standards and expectations including their child’s educational goals, progress towards them and provide additional resources to enable parents to support student learning as evidenced in the calendar of parent workshops.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Parent Coordinator will create and distribute survey to parents.</li> <li>• School Leadership Team will analyze surveys and determine which methods will be employed.</li> <li>• Develop a calendar of workshops, in conjunction with the PTA and Parent Coordinator, to help families use tools (Aris parent Link, NYC DOE website, etc.) to understand standards and student performance.</li> <li>• Individual grades will outline a system whereby teachers will communicate learning goals and progress towards goals to individual parents.</li> <li>• Goal Setting Teams, in conjunction with administrator, PTA and Parent Coordinator, will develop a calendar of workshops providing parents with an overview of goal implementation in all curriculum areas and systems that have been developed within grades to communicate reading, writing, math and social studies goals and progress towards them.</li> <li>• Administrator will develop a study group for kindergarten families to help them understand the new Common Core Reading and Writing Standards, Fountas &amp; Pinnell reading levels and strategies they may use to help their child move to the next level on the continuum.</li> <li>• Create a Parent Newsletter Team spearheaded by Parent Coordinator</li> <li>• Parent Newsletter Team will create and distribute a monthly newsletter which will make parents aware of topics that will be studied in every curriculum area together with ways parents can support student learning in these areas.</li> <li>• Across classrooms teachers will develop routines whereby students are aware of goals and progress towards them that will be shared with parents.</li> <li>• Parent Coordinator and members of the PTA will attend Parent Literacy meetings at Teachers College</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Allocate adequate funding in the school's budget to purchase materials for monthly newsletter (i.e. software, copy paper)</p> <p>Allocate adequate funding in the school's budget to purchase materials to provide at parent workshops.</p> <p>Allocate adequate funding in the school's budget for refreshments.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By June 2010, survey parents and teachers to determine ways that the school community could engage in an open exchange of information with families regarding standards and expectations, students' learning needs, progress towards them and provide tools to support student learning.</li> <li>• By September 1, 2010, the School Leadership Team will analyze surveys and determine which methods will be employed.</li> <li>• By October 15, 2010 develop calendar of workshops</li> <li>• By September 30, 2010, Creation of Newsletter Team</li> <li>• All families will receive a monthly newsletter</li> <li>• All families will be invited to workshops</li> <li>• Parent Coordinator and members of the PTA will be invited to attend Literacy meetings at Teaches College</li> <li>• All kindergarten parents will be invited to participate in a study group</li> <li>• All families will receive communication from teachers regarding goals and progress towards them</li> <li>• 75% of students will be able to articulate learning goals to their parents.</li> </ul> <p><b><u>Additional Indicators:</u></b></p> <ul style="list-style-type: none"> <li>• Copies of Parent/Teacher survey</li> <li>• Copies of workshop calendars</li> <li>• Workshop attendance</li> <li>• List of parents in study group together with attendance</li> <li>• Copies of materials distributed at workshops and study group</li> <li>• Copies of monthly newsletters</li> <li>• Copies of workshop invitations</li> </ul>

- Copies of materials disseminated at Teachers College
- Prep Schedule accommodates for members of Newsletter Team to meet with Parent Coordinator
- Copies of reading, writing, math and science artifacts

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

- All schools are aware of goal and progress
- List of systems employed within and across grades to maintain goals and document progress towards them

*Directions: All schools must complete Appendices 1, 2, 3 & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)*

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**



**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	13	N/A	N/A	3	10	0	2
1	10	16	N/A	N/A	5	5	1	6
2	28	20	N/A	N/A	4	5	1	4
3	16	18	N/A	N/A	3	5	1	3
4	15	21	52	18	4	2	1	6
5	10	17	63	14	2	5	0	5
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>AIS in ELA targets all at risk students:</b></p> <ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> takes place every day in the classroom during Reading and Writing Workshop. A schedule is in place in every classroom to differentiate instruction via individual conferences, strategy lessons, and/or guided reading. In the 12:1 4<sup>th</sup>/5<sup>th</sup> grade classroom the Fountas &amp; Pinnell Literacy Invention program will be implemented. The effectiveness of Tier 1 Intervention will be determined through analysis of running records, conference notes, students’ goals, progress towards them and input from Inquiry Team findings. Students who are not benefitting from Tier 1 Intervention will be recommended for Tier II Intervention.</li> <li>• <b>Tier I Intervention</b> takes place every day in the K-5 classrooms during the word work period. In the K classrooms teachers conduct Foundations lessons 4-5 times per week. Foundations is phonological/phonemic awareness, and spelling program that serves as a prevention program to help reduce reading and spelling failure. Foundations provides research-based strategies in a 30-minute daily lesson. In the 1<sup>st</sup> – 5<sup>th</sup> grade classrooms teachers are providing differentiated spelling instruction through the use of “Words Their Way” word study program. The effectiveness of the Tier I Intervention will be determined through analysis of WTW spelling inventories and students writing samples.</li> <li>• <b>Tier II Intervention</b> will be scheduled for four to five, 45 minute periods per week where a specific differentiated instruction plan will be tailored to target students’ individual academic needs. This instruction is in addition to the general curriculum. Tier II Intervention includes: <b>Sonday Systems</b> is a small group or one to one intervention used for students in kindergarten through second. <b>NYS Progress Coach</b> is a small group intervention used for Grades three to five.</li> </ul> <p><b>37.5 Minutes Extended Day:</b></p> <ul style="list-style-type: none"> <li>• <b>Tier II Intervention</b> is scheduled for all students in the Extended Day Program. Focused and direct instruction in reading and writing is given to all students in the 37.5 minutes after-school program two days a week. Individual needs are met during these small group or one-one sessions. The effectiveness of this intervention is determined through informal and formal assessments including: running records, on-demand and</li> </ul>

	<p>student observations. All inquiry students will be invited to attend.</p> <p><b>AIS for English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> takes place every day during the ESL period in the classroom. A schedule is in place to differentiate instruction via strategy lessons to meet the distinct language needs of our students.</li> <li>• <b>Tier II Intervention</b> will take place where K-5 students will receive language instruction in both a self contained ESL class where they are grouped heterogeneously and in the push-in model. Minutes of instruction are assigned as per the CR Part 154 mandates. (See Language Allocation Policy - LAP appendix 2, part A)</li> </ul> <p><b>37.5 Minutes Extended Day:</b></p> <ul style="list-style-type: none"> <li>• <b>Tier II Intervention</b> is scheduled for all students in the Extended Day Program. Focused and direct instruction in reading and writing is given to all students in the 37.5 minutes after-school program two days a week. Individual needs are met during these small group or one-one sessions. The effectiveness of this intervention is determined through informal and formal assessments including: running records, on-demand and</li> </ul> <p><b>English Language Learners Afterschool Academy:</b></p> <ul style="list-style-type: none"> <li>• <b>Tier II Intervention</b> is scheduled for students in first – 4<sup>th</sup> grade beginning and intermediate ELLs and 3<sup>rd</sup>-5<sup>th</sup> grade advanced ELLs. WE will use Fountas &amp; Pinnell Literacy Intervention system with our 3<sup>rd</sup> and 4<sup>th</sup> grade ELLs.</li> </ul>
<p><b>Mathematics:</b></p>	<p><b>AIS in Math targets all at risk students:</b></p> <ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> is incorporated into the daily math block. Students are taught whole group and then small group instruction follows depending on the groups needs. On Fridays, Math Team members provide students in the lowest one-third receive one, 45 minute period of differentiated instruction during remediation, enrichment, games day. The effectiveness of Tier 1 Intervention is ascertained through informal and formal assessment. Student observation, unit tests and the trimester assessments are used to determine success with this intervention. Students who are not benefitting from Tier 1 Intervention will be recommended for Tier II Intervention.</li> </ul> <p><b>37.5 Minutes Extended Day:</b></p> <ul style="list-style-type: none"> <li>• <b>Tier II Intervention</b> is scheduled for all students in the Extended Day Program. Focused and direct instruction in mathematics is given to all students in the 37.5 minutes after-school program two days a week. Individual needs are met during these small group or one-one sessions. The effectiveness of this intervention is determined through informal and formal assessments including: NYS Mathematics results, end of unit tests and</li> </ul>

	student observations. All Inquiry Students will be invited.
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> will be scheduled during the State mandated periods of science instruction through differentiated instruction in small groups and/or one-to-one. Additionally, students who are a part of an Inquiry Team will be invited to attend.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> will be scheduled during the State mandated periods of social studies instruction through differentiated instruction in small groups and/or one-to-one. Additionally, students who are a part of an Inquiry Team will be invited to attend.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	The <b>Guidance Counselor</b> provides counseling services for our at-risk students either in small group or one-to-one sessions. These sessions are approximately ½ hour and are differentiated according to the needs of the children: behavior management, academic support, conflict resolution and crisis intervention. Additionally, she contacts parents to develop behavior interventions plans as needed.
<b>At-risk Services Provided by the School Psychologist:</b>	The <b>School Psychologist</b> is available for crisis intervention on an as needed basis during the school day. The <b>School Psychologist</b> conducts informal observations of students at-risk of referral and provides consultations to classroom teachers and families.
<b>At-risk Services Provided by the Social Worker:</b>	<p>The <b>Social Worker</b> is part of the IEP Team. The Social worker's responsibilities are to conduct social histories on all children being evaluated. The social history reviews the child's physical, social and emotional development, the child's family and any issues with which the child or family may be dealing. This alerts the IEP Team to various special needs that the child may have.</p> <p>The <b>Social Worker</b> provides counseling on a short or long-term basis to help the child deal with school issues, as well as counseling students on a crisis basis. Certain behavioral and emotional issues require referral to outside agencies for ongoing treatment. The social worker also provides information and referrals about various needs such as health insurance, public assistance, Social Security Insurance - SSI and parenting assistance.</p>
<b>At-risk Health-related Services:</b>	<b>Health</b> related services are offered with approximately 48 students receiving as needed asthma medications, Epi Pen allergy medication, 1 student receiving diabetic treatment, including insulin administration by mom and blood glucose monitoring.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s)** 1<sup>st</sup> – 5<sup>th</sup>      **Number of Students to be Served:** 90 LEP 0 Non-LEP

**Number of Teachers** 9      **Other Staff (Specify)** supervisor and secretary

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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P.S. 148Q's Title III Program provides English Language Learners with supplemental instruction in an afterschool instructional academy. Research has indicated that early intervention enhances language learning, therefore we offer an afterschool academy for our first and second grade ELLS who are new admits to the country and have not yet taken the NYSESLAT, our first grade and second grade ELLS who are at the Beginning level, our 3-5 ELL students at the advanced level and our 3-5 ELLs who have IEPS. A close examination of the NYSESLAT SubTest, TC Just Right Reading assessments together with Marie Clay's ABC assessment, sight word assessments and Words their Way assessments indicate that our first, and second grade English Language Learners demonstrate weaknesses in the following areas:

- Phonemic Awareness
- Phonological Awareness
- Vocabulary Development
- Fluency
- Reading Comprehension (Integrating the cueing systems)

The data culled from the Interim assessments, NYSESLAT Sub Test Teachers College Just Right reading assessments, Words Their Way together with ELA reading results indicate that our third, fourth and fifth grade English Language Learners need additional support in the following areas:

- Phonemic Awareness
- Vocabulary Development
- Using inference and interpretive skills to understand text
- Using strategies for notetaking, organizing and categorizing

The afterschool instruction academy will meet a total of **23** weeks, twice a week beginning in **November 30, 2009, through May 5, 2010**, for a total of three instructional hours per week. There will be a total of **9 classes with approximately 10-12 students** per class. Certified bilingual and ESL teachers will provide supplemental instruction in alignment with the NYC and NYS content and performance standards. **Instruction will focus on the five main reading strands (Phonemic awareness, phonics, fluency, vocabulary development and comprehension) and test taking strategies using ESL methodologies to enhance student achievement on the NYSESLAT and NYS ELA.**

The Words Their Way program will be used to differentiate word study instruction for all students. This multi-component curriculum helps children increase their knowledge of the spelling patterns and the meanings of specific words and generalize this knowledge to the English spelling system. At the heart of the Words Their Way program is the sort or the process of grouping sounds, words and/or pictures that represent words into categories. Word sorting includes teacher directed instruction as well as independent learning. You begin by demonstrating how to sort picture or word cards by sound or pattern. Later, as children sort word cards or picture cards on their own, they make discoveries and generalizations about the conventions of English orthography. They compare and contrast word features and discover similarities and differences within the categories.

The Words Their Way Word Study in Action consists of 36 sorts in levels K, B, and C and 38 sorts in level A. Each sort is designed to be completed in a week. The sequence of the program is based on the alphabet, pattern and meaning principles that have been observed in children's spelling.

Words Their Way: Word Study in Action provides the following important hands-on experiences:

- Comparing and contrasting words by sounds and associate them consistently with letters and letter combinations.
- Comparing and contrasting words by consistent spelling patterns associated with categories of sound.
- Categorizing words by meaning, use, and parts of speech.

Words Their Way: Word Study in Action in conjunction with Shared Reading will integrate oral language acquisition, phonemic awareness, vocabulary development, and use of multiple cueing systems. The Words Their Way: Word Study in Action aligns with the national reading panel guidelines in phonemic awareness, phonics, vocabulary, fluency and comprehension. Under the umbrella of phonemic awareness, in levels K-C, the children identify picture names that begin with the same sound, isolate and say the first sound in picture names, identify and categorize onsets and rhymes and build words by substituting consonant sounds and blending them with various word families. In levels D and E, students identify syllables that contain the same vowel sound, isolate vowel sounds in the accented syllable, identify and categorize syllable structures according to vowel sounds and build new words with similar vowel sounds by adding or deleting word parts.

Under the umbrella of phonics, in levels K-C, children sort words by beginning and ending consonants, consonant blends or diagraphs, Consonant-Vowel-Consonant -CVC short vowel rhyming families, and long vowel patterns. They learn to analyze letter-sound relationships and how to use spelling patterns to decode words in reading and spell words in writing. In levels D and E, students learn the consistent relationship between letters and sounds by sorting words by syllable patterns. They learn to analyze letter-sound relationships and how to use syllable structures to decode words in reading and spelling words in writing.

Under the umbrella of fluency, students learn to recognize spelling patterns in related words. The more students understand about syllable structures and spelling-meaning connections in English orthography, the more fluent they become in identifying and understanding complex words in their own reading.

Under the umbrella of vocabulary, children learn the meanings of words by sorting them according to categories, such as meaning, use and parts of speech. The categories reveal spelling-meaning connections that can be generalized beyond specific word spellings.

Comprehension is addressed as students apply skills they've learned through word hunts and discussion of word meanings. With deeper vocabularies and strategies for learning specialized and academic vocabularies, comprehension of more difficult concepts is possible. Through the growing consciousness of word meanings, students become empowered to read with greater understanding. These essential components align with the Teachers College workshop model we currently implement. The Words Their Way Program is based on a 3 step model – assess, prescribe, teach. Teachers can quickly and continuously assess students' skills, pinpoint areas for improvement and create individualized lesson plans for groups of students.

The “Words Their Way” Program and Kaplan Workshop Model will be utilized to differentiate instruction for advanced ELLs in third – fifth grade. The test preparation materials used in A Reader’s Workshop Approach to Test Readiness are aligned with the approach of reading and writing workshop we implement at P. S. 148. This program consists of a series of strategy mini-lessons, described in full detail. Students learn new strategies for reading test passages and questions at a reading level they feel strong. For this reason the student Test Readiness books contain leveled passages. Each passage appears in four levels (below test level, approaching test level, test level and above test level). The questions at all four levels remain the same, and the portions of the passages that students should use as evidence to support correct answer choice are consistent across all four levels, as well. This allows students to read passages that make them feel like strong readers, while also allowing the teacher to conduct an effective and relevant sharing session for the whole class. During the workshop, children are initially guided to select reading levels at which they feel strong the same way they select “just right” texts in the classroom and gradually they are encouraged to attempt passages at test level. As students develop mastery of test-taking strategies, they should be able to handle more challenging passages.

The “Words Their Way” Program and Language Proficiency Intervention Kits by Anastasio will be utilized to differentiate instruction for ELLs in First – second grade as well as beginner 3-5 students. The Language Proficiency Intervention Kits are a new approach to achieving success with

academic vocabulary acquisition, fluency and comprehension in low level English Language Learners. Each kit is aligned to the English Language Arts Standards, the English as a Second Language Standards, and the National Science Standards. The kits supplement both literacy and science content instruction. In addition, in New York State they also support NYSESLAT and ELA exams. The philosophy of this program is that instruction must focus on student's strengths, accessing prior knowledge and interests while integrating language and content instruction. The kits supplement teachers' efforts in teaching and reinforcing all four modalities found in ELA and ESL assessments: speaking, listening, reading, and writing. To encourage students to become more language proficient, the annotated picture cards include vocabulary and comprehension activities for each book. In addition, students can listen to each book on the accompanying CD. This provides auditory practice in addition to visual learning. General instructional supplies such as crates, card stock, pendaflex folders and markers will be purchased to create sorts. Chart paper, copy paper, hanging pocket charts, overhead transparencies and certificates of achievement will be purchased to support the afterschool instructional academy

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

P.S. 148 Title III Professional development program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching Word Study to English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning standards and achieve higher scores on all state assessments. Teachers and teacher trainers participating in the professional development workshops will be paid at the per session rate. These professional development sessions will be facilitated by school administrators, coaches, ESL coordinator and teachers.

Teachers working in the supplemental instructional program will receive six sessions of professional development after school from 3:15 p.m. - 4:15 p.m. The teachers participating in this professional development will create a binder of shared reading lessons that will support the concept being introduced in their group sort. The teachers will also be responsible for creating developmentally appropriate sorts which will be housed in crates to use in the ensuing years.

The following topics will be addressed during the professional development sessions:

1. One 1 hour professional development session will be devoted to administration of and scoring of the Words Their Way assessment tools.
2. One 1 hour professional development session will be devoted analyzing the results from the Words their Way data to form word study groups, and decide which word study routines will be most beneficial for students.
3. One 1 hour professional development session will be devoted to examining the components of a word study lesson and creating word study lessons that will focus on the students' stage of word development as determined from Words Their Way spelling Inventory. During this session we will also gather poems and/or big books that can be used to reinforce the word study principle demonstrated in the sort.
4. One 1 hour professional development session will be devoted to creating shared reading lessons that will focus on phonological awareness according to the individual students' needs as determined from Words Their Way spelling inventories, TC Reading assessments and Marie Clay's Alphabet Knowledge.
5. One 1 hour professional development session will be devoted to the strategies needed to prepare our ELLs to meet the state standards and to gain a clear understanding of the NYSESLAT.
6. One 1 hour professional development session will be devoted to the creation of shared reading lessons that focus on both phonics and comprehension.

**Section III. Title III Budget**

School: 30Q148 BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$35,108.00	(630 hours of per session for ESL and General Ed teacher to support ELL Students: 630 hours x \$49.89 (current teacher per session rate with fringe) = \$31,188.00 100 hours supervisor to support ELL teachers and students: 100 x \$44.90= \$4,490.00 90 hours school secretary: 90 hours x 25.20= \$2,268.00)=\$35,108.00
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$13,352.00	(Fountas & Pinnell Literacy Intervention Systems, Kaplan workbooks, WTW workbook, leveled books and books on tapes)
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$48,460.00	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

We have assessed the needs of translation and interpretation services through parent surveys, parent requests, Environment survey, Home Language Identification Survey and demographical statistics. We also adhere to and communicate throughout the school community the Chancellor's Regulations A-663 where it states that each school shall provide translations and interpretations services to parents.

Data indicates that 304 students enrolled at P.S. 148Q are English Language Learners, this represents more than 30% of our population. Our Student population is predominantly Hispanic, where 275 of our students/parents speak Spanish, 13 speak Urdu, 4 speak Punjabi, 3 speak Bengali, 3 speak Arabic, and 1 speaks Haitian.

Due to our large Spanish ELL population, all notices, report cards and emergency cards are distributed in English and Spanish. Additionally, all meetings, grade orientations, parent involvement workshops, etc. are presented in both English and Spanish. We enlist the assistance of our staff and community members to aid in translations whenever possible for languages other than Spanish.

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

One of our major findings was the need for translation services during Parent-Teacher Conferences. Money was allocated to pay our bilingual para professionals to provide translation services to parents speaking Spanish and Urdu. Another finding was the need for translation services during meetings with our Guidance Counselor. During regular school hours translation services are provided by school personnel, members of the PTA and when needed by phone through the Department of Education. In addition, there was a need for translation services for teachers when sending home correspondence. Therefore, teachers use free translation services provided on the internet to write brief letters home. Finally, we found a need to advertise to parents that these services were available when needed. Therefore, translated documents from the Chancellor's Regulation A-663 were printed and posted at the main entrance and on the PTA bulletin board, informing parents of the services available to them. This information was also provided to them at PTA meetings and at Parent Orientation meetings.

Our Parent Coordinator disseminates a parent survey each fall asking parents to let her know what languages they speak and if they need a translator at meetings or if they need written information translated. From the survey results, we can also reach out to parents to ask if they would like to volunteer their services as translators.

## **Part B: Strategies and Activities**

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

All written information is disseminated in English and Spanish. This includes letters, notices, discipline policy, calendars, and workshop materials, report cards, emergency cards, and Parent Association notices. Our translations are done in-house and the information is disseminated at the same time, one side in English and the opposite side of the page in Spanish. The Parents Association provides their own translations.

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

At all meetings, workshops, grade orientations, Kindergarten Open Houses, Parent Teacher Conferences and PTA meetings, there is a Spanish translator available. Parents Association provides their own Spanish translators at their PTA meetings. At all school run meetings and workshops, bilingual faculty members are in attendance for translation. If there is a need for translation into languages other than Spanish, parent volunteers are called upon to translate whenever possible.

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

Based upon the information taken from the Home Language Identification Survey, we can identify the different languages so that we can attempt to offer as many translations as possible. Our student population is primarily Hispanic and therefore, all notices, report cards, emergency cards are disseminated in English and Spanish. We make every attempt to have translations into other languages. Additionally, all meetings, grade orientations, parent involvement workshops are presented in both English and Spanish. We also have all bilingual faculty members available for translating at Parent Teacher Conferences. Parents are asked to volunteer at meetings to provide translation into other languages.

All written information is disseminated in English and Spanish. This includes letters, notices, discipline policy, calendars, and workshop materials, report cards, emergency cards, and Parent Association notices. Our translations are done in-house and the information is disseminated at the same time, one side in English and the opposite side of the page in Spanish. The Parents Association provides their own translations.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	708,632.00	36,852.00	745,487.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,086.00	-----	7,086.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,430.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	70,863.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **P.S. 148Q’s SCHOOL-PARENT INVOLVEMENT PLAN**

### **School wide policy statement addressing the school’s Parent Involvement Policy and Goals.**

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. P.S. 148Q supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Literacy/Math Night, Parent Teacher Conferences, Grade Orientation Meeting beginning of each school year, Parent Room and Parent Lending Library and all sub-committee meetings of all of these bodies. The policy will be distributed to our parents no later than September 30<sup>th</sup> of each school year.

### **How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.**

The administration has arranged for the Principal or Assistant Principal to be available on any morning by appointment as early as 7:30 am and as late as 4 pm in the evening. The school has translators available in Spanish and Urdu. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

**Our protocol and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.**

The administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child.

**How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.**

Parents were asked to complete a needs assessment at the beginning of the year which will also assist in determining what parent workshops will be done throughout the school year. The PTA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School-Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

**How we will assess the success of our involvement plan.**

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well. In June a survey will be distributed to the parents to determine the parents' satisfaction of workshops and additional needs that they may need and therefore allowing us to plan for the upcoming school year.

**How we will involve parents in the development and approval of the School-Parent Compact.**

The Compact is developed after consultation with the parents and the administration. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

**How we will involve parents in the development and approval of the School-Parent Involvement Plan.**

The School-Parent Involvement Plan evolves in the same manner as the School-Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

**1. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**PS 148Q. Parent-School Compact**

<b>Each teacher and member of our support staff will provide an excellent learning environment by:</b>	<b>Each student will take responsibility for his/her education by:</b>	<b>Each parent will support his/her child’s learning by:</b>	<b>Each administrator will support the education and well being of our students by:</b>
<ul style="list-style-type: none"> <li>-Communicating with parents, when appropriate</li> <li>-Treating everyone fairly, with respect</li> <li>-Advocating for students</li> <li>-Being a positive role model</li> <li>-Providing quality education               <ul style="list-style-type: none"> <li>-Be prepared</li> <li>-Maintain high expectations</li> <li>-Know the material</li> <li>-Motivate students</li> <li>-Actively engage all students</li> <li>-Assign appropriate homework</li> <li>-Differentiate instruction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Being prepared to work (books, pencils, paper)</li> <li>-Listening and following directions</li> <li>-Participating in class activities</li> <li>-Following the Discipline Code for the City, school, and class               <ul style="list-style-type: none"> <li>-Asking for help if I do not understand</li> </ul> </li> <li>-Completing homework every day</li> <li>-Reading at least 30 minutes every day after school</li> <li>-Giving all notes and tests to our parents to sign</li> <li>-Resolving conflicts in positive, non-violent ways</li> <li>-Working hard to be a good citizen in my class and in my</li> </ul>	<ul style="list-style-type: none"> <li>-Communicating with teachers and administrators</li> <li>-Participating in school activities</li> <li>-Monitoring attendance</li> <li>-Having child come to school on time</li> <li>-Teaching respect and responsibility</li> <li>-Requiring child to complete homework each day, and signing their homework</li> <li>-Providing pencils and other supplies necessary for both homework and class work</li> <li>-Reading and responding to notices</li> <li>-Signing tests and report cards</li> <li>-Supporting the Discipline Code for the City, the School, and the</li> </ul>	<ul style="list-style-type: none"> <li>-Establishing clear expectations</li> <li>-Communicating with parents, students, and teachers regarding the education and social well being of our children</li> <li>-Providing books, materials, and resources that support high quality instruction</li> <li>-Developing professional development plans that support the curriculum and recognize the strengths of each member of our staff</li> <li>-Celebrating student work and appropriate behavior frequently</li> <li>-Providing many opportunities for our parents to participate in the education of their children</li> <li>-Informing parents of all meetings</li> </ul>

	community	class -Holding my child accountable for his/her choices	in a timely manner, and in their home language
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**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

At PS 148 we are committed to the constant review of data to drive instruction. In order to design effective educational programs, we carefully adhere to Common Core Standards in academic content and student academic achievement. At the commencement of the school year we analyze our Annual School Report Card, Accountability and Overview Report, Progress Report, Quality Review together with assessment data from Assessment Pro. The data culled from these tools allows us to identify trends in students’ strengths and deficiencies. This data is utilized to set the principal’s goals and professional development agenda. Throughout the year the cabinet examines results of interim assessments (running records, on-demands, WTW spelling inventories, Sight word assessments, letter identification, print concepts, EDM assessments, teacher conference notes, student goals) to determine effectiveness of instruction. This data allows us to target professional development and/or intervention services for subgroups in need.

Additionally, our School Leadership Team, created a comprehensive needs assessment survey for teachers and parents. The teacher survey addresses items such as: What they view as imperative for curriculum planning, what academic needs’ students have, what they deem important for professional development, technology needs, materials, etc. The parent survey addresses items such as: What types of workshops parents needed, how to make our school a more welcoming environment, which languages need translated oral and written material. We utilize the results of Parent and Teacher Surveys for curriculum planning, program implementation, professional development, parental involvement workshops and ordering of supplies, etc for the coming school year. A more thorough explanation of the needs assessment can be found on pages 11-19.

- 2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

At P.S. 148Q, we are continually working towards improving student achievement. We are beginning to incorporate the Common Core State Standards in language arts, mathematics and social studies. Through the development of a curriculum calendar, outlining units of study in all curriculum areas, we will assure instructional continuity within and across grades. We believe that this curricular calendar will also provide continuity between the classroom teacher and the Academic Intervention Service (A.I.S.) providers when planning small group instruction.

To ensure the calendar will be properly implemented, we have scheduled monthly planning sessions with the literacy coach and administrator by grade. At each meeting the Academic Intervention teachers will be present. While the classroom teachers are discussing and planning the mini-lesson teaching points, the A.I.S. providers will be able to plan for small group instruction to align with the teaching points. In addition to this curriculum calendar, we have created goal setting teams in reading, writing, mathematics, science and social studies made up of 2 teachers from each grade level. These teams meet weekly during a common planning period to: look at our current curriculum alongside the Common Core State Standards, look at the lowest one-third in each academic area noticing deficiencies and planning modifications and outlining goals.

Our Professional Development Team will be providing workshops to give all teachers training in how to properly use the assessments. All teachers, both classroom and A.I.S. providers, will become proficient in not only ensuring all children are placed at the right reading levels, but also how to use the data gleaned from the assessments to create lessons for small group instruction and for individual conferences. These workshops will be on-going throughout the school year. Additionally, training will be offered in using the data from these assessments to implement both reading partnerships and book clubs, as well as how to group children for guided reading. Using formal assessments and conference notes to drive the instructional program is not new to P.S. 148Q. However, we continue to strive to make improvements for our children. After careful review of quarterly assessments and weekly conference notes throughout this school year, we found a need to express to our teachers the importance of a continual assessment process. Therefore, rather than relying on the quarterly formal assessments, teachers, both classroom and A.I.S. providers, should assess all children regularly during the reading workshop. We believe that these informal assessments will help our children move up levels at a slower pace, rather than showing a jump of two to three levels at the formal assessment benchmarks.

It is our contention that if children are assessed in an on-going manner, it will give them the opportunity to spend quality time at each level thereby fostering a sense of accomplishment. This method will also give the children a sufficient amount of time to strengthen decoding, comprehension and fluency skills before moving on to more difficult material.

We have created an Individual Reading Progress Record, which will be kept in each child's cumulative folder, following them through out their academic career. After each quarter, the results will be entered into our assessment data base which will be reviewed by our Professional Development Team to determine how to better assist our students who are not moving forward sufficiently.

After looking at the success we have had with the students who have been part of our Academic Intervention Team initiative, we realized that all of our children will benefit from the format used for these struggling students. Therefore, we have devised a plan for our classroom teachers and A.I.S. providers to use the informal assessments and individual conference notes to create a particular monthly goal for each student to achieve. A plan will be created which will outline how the student will meet the set goal and there will be various ways of determining if the goal has been met. Once the goal has been met, a new goal will be set. If the goal has not been met, we will look at a multitude of strategies to assist the child in meeting his/her goal. The classroom teacher, in conjunction with the A.I.S. provider, will map out various strategies, taking into consideration the different needs of the individual student and various modalities of learning. Each plan will be specific to one child and the teachers will carefully select the students to be placed in a smaller learning group. These smaller learning groups will be changed and modified throughout the year as goals are met and are changed depending on the needs of the individual students.

Another area we have been making progress with is accountable talk. We continue to work with our teachers on developing a hierarchy of conversational skills to be implemented during daily read-a-louds through out the school year. This will allow all children to become independent participants in book clubs as the year progresses. During our Reading Workshop classroom teachers and A.I.S. providers "listen-in" on the conversation between partners. Children are trained to use the Teachers College conversation prompts (ie: "I agree with you because"... or "I wonder why you say"...). The teachers' observations of exemplary conversations often lead to the "Fishbowl" process, where other children can witness conversation that is conducive to book talk.

It is our philosophy that student achievement is a direct result of teachers partaking of quality Professional Development. To that end, we have built a strong Professional Development Team which is comprised of administrators, coaches, teachers and staff developers from Teachers College. Planning sessions with the Teachers College staff developers are conducted in June for the following school year. These meetings were used for aligning the units of study for next year throughout the grades. Each grade is working to create a compendium of lessons to improve the variety of Read A Louds with a focus on reading for importance; determining what importance is; and summarizing. Additionally, workshops have been planned which will highlight the importance of on-going assessments and record keeping.

We have created a survey for all teachers where they can express what they feel their needs and goals are. From this data, we will be able to provide feedback to the teachers by giving them a list of web-based sites offering workshops and information which will assist them in achieving their goals and objectives. We believe this will truly give ownership to teachers in their professional growth, thereby allowing teachers to be confident in their pedagogical skills.

### **3. Instruction by highly qualified staff.**

P.S. 148Q currently employs 77 teachers and 9 paraprofessionals, 100% are fully licensed and certified. As a school we make every attempt to assign teachers to the area in which in they are certified. Our administrators observe teachers on a continuous basis and conduct demonstration lessons, which illustrate new teaching techniques and strategies that may be employed. We have a full time literacy coach, as well as an ESL Coordinator and two Teachers College staff developers. This Professional Development Teams works on assessing the instructional strengths and weaknesses of the building, the teachers' needs/interests and planning study groups that align with these needs. During the 2010-2011 school year, study groups will focus on developing a talk curriculum, strengthening our guided reading practices, creating modifications to meet the distinct needs of our students, integrating literacy and social studies and revising and editing throughout the writing workshop. All these groups will have a focus on the CCSS. Inter-class visitations are available to all, thus offering tyros to the profession an avenue to observe exemplary lessons.

Teachers who are new to the profession and new to our building are given a buddy teacher and each grade is given a common prep every week. This common prep is used for sharing teaching strategies, behavior modifications, clarification of rules and regulations, as well as developing plans of study. Additionally, there is a common prep for all grade leaders for cross-grade planning and a common prep for new teachers. All teachers are encouraged to attend City and Regional workshops as well as those at Teachers College. In addition to this, all teachers are offered the opportunity to attend the Summer Institutes at Teachers College.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

It is our philosophy that student achievement is a direct result of teachers partaking in quality Professional Development. To that end, we have built a strong Professional Development Team which is comprised of administrators, coaches, teachers and staff developers from Teachers College. Planning sessions with the Teachers College staff developers began in June for the following school year. These meetings were used for aligning the units of study for next year throughout the grades. Each grade is participating on an inquiry team.

At PS 148 the Cabinet, which includes the Principal, Assistant Principal, Literacy Coach, and ESL Specialist plans the professional development, based on building needs and staff member's interests/needs. The data used to differentiated professional development comes from teacher surveys, learning walks, and analysis of interim assessments. The professional development is facilitated by the Administrators, Coaches, Teachers College Staff Developers, and network specialists.

Teachers attend on-site and off-site workshops/conference days in reading and writing and in math through the NYC DOE, network meetings, Hunter College, Teachers College, and at PS 148. Teachers have the opportunity to turn-key the information back to their colleagues focusing on particular grades and concerns. The prep schedule is arranged to allow for cooperative teacher planning across grades, teacher articulation, and inter-visitiation opportunities through common preps. In the effort to help our teachers become "highly qualified" under the guidelines of NCLB, Title I funds have been allocated to hire substitute teachers to cover classroom teachers while they attend professional development learning opportunities, on-site and off-site. Additionally, teachers are required to participate in an

Inquiry Team to change instructional practices by analyzing data of targeted students, developing a sub-skill and learning target to address, and change their instructional practices to enable the students to achieve success.

The Principal attends Network professional development meetings and a Principal's study group from Teachers College to support and deepen the best instructional practices for all learners. The Assistant Principals attend a study group from Teachers College, Network professional development meetings for assistant principals, attends training meetings as a data specialist, Inquiry Team training, and compliance meetings for testing. The Literacy Coach attends a yearlong study group through Teachers College and attends workshops provided by the network and Teachers College.

The Staff Developers focus on the best practices of teaching reading and writing to address all students' levels of learning. The Staff Developers support teachers with differentiated professional development in refining teachers' skills through modeling of lessons, planning and discussion, interclass visitations and turnkey sessions with colleagues. The Staff Developers support classroom teachers in a variety of ways to support differentiated instruction. This year we have created professional development which address building and teacher needs. They will focus on the following area: developing talk curriculum K-5, Creating modifications, guided reading, revision tools and strategies and literacy and social studies. During the month of June each year, pacing calendars and curriculum mapping are designed by teachers and the Coach per grade for the units of study in the core curriculum. The Social Studies and Science lead teacher is supported by attending a Teachers College study group. The Core Inquiry Team members will support the Inquiry Teams by providing the necessary professional development to enable the Teams to collect, analyze, modify and revise goals in order to make instructional changes. The Staff Developers will support individual teachers and grades with professional development in making instructional decisions based on data. They will attend training sessions in collecting and using data to drive instructional change.

In an effort to assist new teachers, a buddy system was established at PS 148 which matched a seasoned teacher with a new teacher on the grade. New teachers also receive teacher mentoring from school assigned mentors. The Assistant Principal and Literacy Coach conducts several meetings with new teachers. Teachers have the opportunity for learning during vacation periods. We encourage and provide for teachers to participate in the Teachers College Reading and Writing Institutes, as well as, professional development workshops provided by the CFN and Teachers College. Our ESL coordinator will turn-keys to the staff suggestions and strategies to use with students during the ESL period each day. Teachers receive professional development in using data to drive instruction. Computer lab sessions are arranged during which time teachers use the TCPro, Acuity and ARIS on-line systems. We have encouraged teachers to visit particular websites (e.g. DOE Inquire, CFN, Assessment Pro, Teachers College) to learn best practices on teaching Standards based lessons. Both of our SETSS teachers were trained in the Soday Systems. The ESL Network Support Specialist provides staff development for our classroom teachers in guided reading for ELLs and effective ESL strategies.

As a result of this well-organized and progressive approach to professional development, the classrooms are inviting and positive learning environments for student learning. Our teachers use best practices in providing rich, high quality learning experiences for our students.

During the cycles of professional development from the Teachers College staff developers, lab sites visits are set up and debriefing sessions enable teachers the time to scaffold learning. At our weekly cabinet meetings and at staff faculty and grade conferences, we will continue to examine data to monitor and revise goal setting to guide our teachers in making instructional decisions to support the strugglers and to provide enrichment for the achievers.

**5. Strategies to attract high-quality highly qualified teachers to high-need schools.**

PS 148Q strives to recruit and maintain a sufficient level of the highest qualified and fully certified teaching staff available in order to meet the instructional needs of the school. Our administrators attend job fairs and maintain communication with the colleges in our area that offer a competitive educational degree such as, Queens College, St. John's University, Fordham, Teachers College, etc.

**6. Strategies to increase parental involvement through means such as family literacy services.**

We always strive to maintain the required 50 – 50 balance of parent to staff on our School Leadership Team. Through this committee, we also encourage parental involvement on our other school wide committees (ie: Safety, CEP Writing). We also offer parents the following workshops: grade orientation, test preparation workshops, Nutrition, Immigration and Legal Services. Through the Title III Funds our school receives, we offer ESL classes to parents two afternoons per week.

Last year we set up a parent library and resources center. Our Parent Coordinator ensures that this room is well stocked and welcoming to all parents. This year we have instituted a monthly Parent Newsletter to inform parents of the skills and strategies being taught in each curriculum area as well as events. Additionally, our Parent Coordinator along with our literacy and math coaches conducts a series of workshops for the parents in E.L.A. and Mathematics.

**7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**

PS 148Q maintains four half-day Universal Pre-Kindergarten classes to assist students in developing social skills and familiarize them with classroom setting. To aid the transition for those students entering our building in Kindergarten, parents are invited to stay with their child on the first day of school. Once in the classrooms, an orientation is conducted by the classroom teacher making students and parents aware of their responsibilities. During the first week of school, students are taken on a tour of the building so that they will become familiar with the location of the bathrooms, the library and the cafeteria. Children attend half day session the first week to ease the transition.

**8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

Professional development is provided to inform teachers about the use of assessment tools and how to use data during faculty and grade conferences. Data is collected, and analyzed, including item analysis, which indicates students' strengths and weaknesses. Predictive assessments drive instructional changes throughout the year. Teachers adjust their enrichment and remediation instruction accordingly. Inquiry Teams use several assessments to develop S.M.A.R.T. goals for using best instructional practices to support student progress. The Staff Developers will provide the Administrators, Cabinet members, Core Inquiry Team members and teachers data to analyze by individual student, class, and school wide.

- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

Based on results of standardized exams and teacher recommendations, we offer our students a plethora of Academic Intervention Services. These include Title I Reading and Math push-in programs, Title III push-in program, Title III after school programs,

- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

We offer a variety of workshops for parents. We have ESL classes for parents, four two afternoons per week. There are workshops for parents in nutrition, homework help, test preparation, grade orientation, grade curriculum meetings. We will continue to add workshops for parents as a result of the needs assessment survey. Additionally, there are E.L.A. and Mathematics curriculum Workshops conducted by our coaches. All workshops and materials are offered in English and Spanish. We also attempt to provide translation in other languages when possible.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			708,632.00	✓	33-35
Title I, Part A (ARRA)	Federal	✓			36,855.00	✓	33-35
Title II, Part A	Federal	✓			69,908.00	✓	33-35
Title III, Part A	Federal	✓			48,460.00	✓	36-42
Title IV	Federal		✓				
IDEA	Federal	✓			153,317.00	✓	12-30
Tax Levy	Local	✓			5,136,297.00	✓	12-30

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently, 9 children who reside in temporary housing attend our school.

2. Please describe the services you are planning to provide to the STH population.  
We have an ongoing communication with the Family Worker at the centers and parents are encouraged to participate at all levels of their children's academic success. Families who have financial hardships have their children's trips and or school supplies are covered by the school. The school maintains a clothing pantry which is stocked with regular donations from members of our school community.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 148 Queens					
<b>District:</b>	30	<b>DBN:</b>	30Q148	<b>School</b>		343000010148

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		10	

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	71	68	70		93.7	94.5	94.0
Kindergarten	167	162	169				
Grade 1	187	184	171	<b>Student Stability - % of Enrollment:</b>			
Grade 2	176	190	175	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	181	185	189		92.1	93.0	93.0
Grade 4	173	186	199				
Grade 5	187	172	180	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		70.4	87.0	87.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	23	14
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	1142	1147	1153	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					34	37	22

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	24	26	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	32	40	41	Superintendent Suspensions	0	0	1
Number all others	83	73	71				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	57	51	TBD	Number of Teachers	84	84	81
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	14	10
# receiving ESL services only	271	254	TBD				
# ELLs with IEPs	10	65	TBD	Number of Educational Paraprofessionals	3	3	7

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.6	98.8	100.0
				% more than 2 years teaching in this school	83.3	90.5	96.3
				% more than 5 years teaching anywhere	65.5	67.9	87.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	98.0	97.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	2.4	2.8	2.3				
Hispanic or Latino	80.6	82.0	83.2				
Asian or Native Hawaiian/Other Pacific	11.7	11.2	11.4				
White	4.8	3.7	3.1				
<b>Male</b>	49.0	48.5	48.4				
<b>Female</b>	51.0	51.5	51.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
In Good		v	Basic	Focused
Improvement Year 1				Comprehensive
Improvement Year 2				
Corrective Action (CA) – Year				
Corrective Action (CA) – Year				
Restructuring Year 1				
Restructuring Year 2				
Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	42.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>30</b>	School Number <b>148</b>	School Name <b>Ruby G. Allen</b>
Principal <b>Andrew Paccione</b>		Assistant Principal <b>Anna Delisse/Judy Sommer</b>	
Coach <b>Debbie Gurman</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Patricia Golombus/Kindergarten</b>		Guidance Counselor <b>Christine Katartzis</b>	
Teacher/Subject Area <b>Gabrielle Minassian/5<sup>th</sup> Grade</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Nuve Palaguachi/Bilingual</b>		Parent Coordinator <b>Patricia Ryan</b>	
Related Service Provider <b>Aura Devita</b>		Other <b>type here</b>	
Network Leader <b>Nancy Dimaggio</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>11</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1151</b>	Total Number of ELLs	<b>304</b>	ELLs as Share of Total Student Population (%)	<b>26.41%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

1. The initial identification for English language service eligibility takes place during the registration screening. One or more of the following qualified personnel (ESL coordinator, assistant principal or ESL teachers along with the parent coordinator) assist parents in completing the HLIS which is distributed in English and the various native languages of our community. If necessary, a translator will conduct the interview. The parent is also given the opportunity to view a video and to inquire about existing programs. Written program information is made available in their native language.

Once the ESL coordinator has identified eligibility for testing, qualified personnel will then administer the LABR to determine program placement. Where applicable, students who enter our school from another NYC public school with an existing test history are placed according to these scores. The NYSESLAT is administered annually to entitled ELLs. A student is considered ELL until he/she passes this exam.

2. All students are screened within a ten day time frame to ensure placement as per parent choice. Parents of students who are identified as ELLs are invited to an orientation at our school. They can view a video describing all programs available in our district, they are issued The Guide for Parents of English Language Learners, and also have the opportunity to ask questions. Any parent, wishing to elect a program that is available at an alternate site in the district, is informed of their right to transfer to that school. Parents unable to attend are given the opportunity to attend similar information sessions throughout the school year. The parent coordinator is available for any concerns or questions the parent may have. Translated program guides are always on hand for parents to take home. Once the student is placed in the appropriate program, a letter is issued informing the parents of placement.

3. Entitlement letters, parent surveys and program selection forms are distributed in community languages in a timely manner. If a parent has not returned a form, one of our qualified personnel will contact the parent (via phone calls, letter, or a one on one meeting) to ensure that their selection has been honored. Parents are informed that their child may be placed in a bilingual class if the program choice forms are not returned to the school as per CR Part 154 regulations.

4. Careful analysis of the HLIS, as well as interviews with parents (with a translator if necessary) aid in ascertaining student eligibility for language testing. If the LABR indicates a need for language instruction, students are placed in an ESL or bilingual program as per parents' choice.

5. Upon review of the Parent Survey and Program Selection forms of the past few years, the trend is as follows:

Parent Survey Results			
	TBE	ESL	DUAL
2010	29	49	1
2009	21	55	1
2008	25	43	2
2007	38	54	2

Our consultations with the parents during registration screening reveal that those parents whose children exhibit the least fluency in English (particularly those who have recently arrived in the US or those whose families speak limited English in their homes) prefer a transitional bilingual setting. The majority of our parents prefer to immerse their children in an all English environment in order to maximize their exposure to English and gain further practice language skills. The small percentage of our parents who are interested in the Dual Language program, opt not to transfer to another school; this data does not validate creating a dual language program in our school at this time.

6. The program models offered at P.S. 148 are in direct alignment with parent requests. In order to align with parent requests, we offer a Transitional Bilingual Program (TBE) in kindergarten, first and second grades. According to a review of the parent choice forms, there are less than 15 parents requesting a bilingual program in the third, fourth and fifth grades. Although some parents expressed an interest in the dual language program as their second choice (see chart below), the numbers were not sufficient for establishing a class.

Language Program (Second Choice)

Grade	Bilingual	Dual Language	ESL
K	24	4 - Sp 1 - Urdu	18
1	0	2 - Sp	1
2	1 - Ch, 1 - Sp	1 - Sp	1
3	2	0	1
4	1 - Sp	1 - Sp	0
5	1 - Sp		

# Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	1	2	1	0	1								7
<b>Push-In</b>	0	2	2	3	3	2								12
<b>Total</b>	3	4	5	4	3	3	0	0	0	0	0	0	0	22

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	304	Newcomers (ELLs receiving service 0-3 years)	236	Special Education	70
SIFE	0	ELLs receiving service 4-6 years	67	Long-Term (completed 6 years)	1

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	50									50
<b>Dual Language</b>										0
<b>ESL</b>	188		17	66		13			1	254
<b>Total</b>	238	0	17	66	0	13	0	0	1	304

Number of ELLs in a TBE program who are in alternate placement:

## 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
Spanish	22	21	7											50
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>22</b>	<b>21</b>	<b>7</b>	<b>0</b>	<b>50</b>									

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	35	32	36	44	43	35								225
Chinese		1	1											2
Russian														0
Bengali			1		1	1								3
Urdu	1	4	1	2	2	3								13
Arabic			2		1									3
Haitian						1								1
French														0
Korean														0
Punjabi		1	1	1	1									4
Polish														0
Albanian														0
Other	2				1									3
<b>TOTAL</b>	<b>38</b>	<b>38</b>	<b>42</b>	<b>47</b>	<b>49</b>	<b>40</b>	<b>0</b>	<b>254</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. Language instruction at P.S. 148 is delivered within the framework of the following models: Transitional Bilingual Program and Freestanding ESL (self-contained, push-in, pull-out). These models are grouped heterogeneously in the classroom. Differentiated instruction is provided according to proficiency level in a small group setting.

2. As per CR Part 154 mandates, all language services are provided by certified teachers through the self-contained model, as well as the

push-in/pull-out model. These teachers provide language instruction using ESL methodology. ELLs are grouped according to proficiency level as determined by the LABR/NYEESLAT results. The students' proficiency levels determine the number of minutes of instruction as required by the CR Part 154 Regulations. (\*See chart below)

3. Our Spanish TBE classes in grades kindergarten through second grade are self-contained models with certified bilingual teachers delivering instruction. Native language instruction is delivered in a 60% - 40% instruction model in the beginning of the year. The percentage of English instruction will increase to 50% and then to 75% by the end of the school year. In our Spanish Transitional Bilingual Program, instruction provides a strong Native Language Arts component while also developing English language proficiency. Concepts are developed in all content areas in the students' native language (Spanish) to ensure academic progress as they acquire the second language. Our TBE provides ELLs with full exposure to a standards based curriculum which is in direct alignment with that of mainstream English speaking students. Literacy instruction is provided within the Teachers College Workshop Model. Math instruction is provided in Spanish for grades K through 2. Both our Everyday Math and Fosse Science programs focus on the use of manipulatives which appeal students' individual learning styles. Social Studies instruction is provided with the Houghton Mifflin Social Studies Core Curriculum. Teachers facilitate learning through the use of cognates, repetition, visuals and differentiated instruction. Interactive word walls reflect vocabulary and sight words being learned in English and also in Spanish in all content areas. The goal of our Transitional Bilingual Program is to provide the tools students need to achieve English proficiency.

In our ESL self-contained and push-in programs, language instruction is differentiated in order to best provide for the students' academic needs. The ELL students receive language instruction within the Teachers College Workshop Model. This program allows for ongoing assessment in order to ensure mastery. Math and Science instruction is provided through hands on activities via the Everyday Math Program and the Fosse Science program. Social Studies instruction is provided with the Houghton Mifflin Social Studies Core Curriculum. Classes are formed to provide the optimal environment for academic language learning. The use of academic language is encouraged during group work to ensure that students have ample opportunity to practice their communication and comprehension skills. Exposure to high quality English language literature, poetry and music in our print-rich classrooms helps motivate students to attain language proficiency. Additionally, the ELLs who are placed in a special education program receive support with the Wilson program.

4. In order to differentiate instruction for ELL subgroups, P.S. 148 targets these students and provides support services as follows:

a. SIFE students are identified during the registration process. During the parent interview, information is collected to ascertain the student's level of education. The HLIS and the parent survey/program selection form provide information as to the extent of the student's formal education and the parents' choice of language instructional program. The LABR and Spanish LAB (if applicable) results determine placement in the appropriate language program.

SIFE students can receive services from the SBST, SETTS, AIS personnel, and the inquiry team in addition to classroom instruction. Instructional needs are also addressed in the extended day and Title III afterschool programs. Continuous assessment (i.e. ELL interim assessment, ELA/Math assessments, ECLAS, TC running records, individual conferences etc.) drive instruction to support social and academic language development in all content areas. Students who demonstrate delays and lack age appropriate skills may be placed in a different grade as an intervention step. Parents are invited to view a video presentation which outlines the language programs available for their child. Parents remain involved through the support and collaboration of the ESL coordinator and parent coordinator.

b. Newcomers are identified as ELLs based on the HLIS, parent survey and program selection, LABR score, and Spanish LAB (if applicable). Newcomers are placed in a language program based on students' needs and parents' choice. These students receive intensive English language instruction to promote fluency. It has been proven that one of the "best practices" is for children to help each other, therefore one of our instructional plans is the pairing of newcomers with English proficient speakers. These EP students model the target language and can also serve as interpreters. In order to prepare these students for the required ELA testing, we use Continental Press test prep materials, teacher created practice sheets, as well as instructional strategies from the Words Their Way program. The Teachers College Workshop Model promotes literacy via exposure to the English language and literature. These strategies are integrated within the daily instructional programs. Students with less than three years of language service also have the opportunity to attend extended day and afterschool programs to enhance their language acquisition and development. These programs utilize specific assessment tools to drive instruction.

c. ELL students with 4- 6 years of language service are identified using BESIS data, RYOS report and the A-7 extension of services report. These students are assessed with formal assessments such as the ELL interim assessment, ELA, Math, Science and Social Studies N.Y.State standardized exams. Informal assessment is ongoing throughout the year. Teachers provide differentiated instruction based on results from the Teachers College just right assessments, teacher observations, writing samples and reading running records. The ESL push-in teacher collaborates with the classroom teacher in order to use strategies that are in direct alignment with the students' goals. Extra periods of literacy instruction are scheduled each week for these students. This time is utilized for test prep based on results from the ELL Interim Assessments. The ESL teacher provides support through strategy lessons, read alouds, guided reading and interactive reading and writing lessons. The SBST, SETTS, speech therapists and the AIS teams service these students as well. Long term ELLs receive additional support in our extended day program, Title III ELL afterschool, Title I reading and math afterschool, an enrichment program (robotics), math club and science OPEX.

d. Long Term ELLs who have completed more than six years, receive academic intervention with ESL support services, SETTS, speech, physical and/or occupational therapy, guidance, and inquiry team support. The trends indicate that these students usually have IEPs and

may be placed in a CTT or 12:1 class for learning disabilities. The delivery of instruction is based on best practices and strategies for these learners. The Wilson program is a successful approach for supporting these ELL students.

e. The IEP is used to determine the language goals for these students. Special needs students whose IEP indicates a need for ESL service receive the mandated instructional unit requirement based on their LAT or LABR score (see chart below). Collaboration between the Special Education teachers and push in ESL teachers is scheduled for monthly grade leader preps, weekly common preps and lunch periods. Our Special Education teachers work closely with our mainstream teachers and attend all professional development sessions. Our Special Education teachers are trained in the Wilson method which provides for literacy support. Careful tracking and analysis inform teaching/reteaching of particular skills required for each modality. Planned instructional activities enrich and enhance the development of vocabulary and comprehension skills.

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The following intervention programs target ELLs in need of reinforcement in ELA, math and other content areas:  
All ELLs receive language instruction via our self-contained or push-in model. This instruction also addresses literacy and content areas. Our long-term ELLs receive support through our Title I reading and math remediation programs afterschool. ELL students(including newcomers and longterm ELLs) are targeted in our extended day tutoring sessions. ELL students (including newcomers and long term ELLs) receive supplemental language instruction in our Title III ESL Afterschool Program. These ELLs are grouped according to LABR and NYSESLAT modalities in order to best serve their needs ( i.e. test prep for 1. ELLs who have been here for one year and are required to take the ELA as well as the NYSESLAT 2. Advanced level ELLs taking both the NYSESLAT and the ELA.  
The Schoolwide Inquiry Teams provide reinforcement in all content areas. Teachers meet regularly with these students to provide differentiated instruction and to assess and determine individual needs.  
ELLs with an IEP receive additional support through (Spanish and English),  
2. Speech (Spanish and English), 3. Physical and occupational therapy. ELL students are placed in the appropriate intervention.  
6. Transitional support is provided for students who recently achieved a proficiency score (in the last two years) on NYSESLAT. These students are placed in a setting where they will continue to receive language support (ie. push-in esl). This allows for intervention for both these EP students as well as support for newcomers . Best practices indicate that this pairing is highly effective and successful. The TC workshop model also provides continuing transitional support for students who have reached proficiency on the NYSESLAT. The professional development all classroom teachers have received in the TC workshop model focuses on providing differentiated instruction to all students. This incorporates the use of just right books, running records, read alouds, mini-lessons, small group lessons, strategy lessons, and individual conferences. Students who attained proficiency (as per NYSESLAT scores) in the last two years are also given extended time modification in testing.  
These transitioning students may receive support in our Title I Reading and Math remediation afterschool programs, Inquiry Teams, extended day, and the Title III Afterschool program.  
7. New programs for this year include a third grade math program in partnership with St. John's University. This program (Project Hope-M3) targets advanced level ELL students and provides enrichment while strengthening their reasoning and communication skills.. Challenging lessons develop concepts that promote algebraic thinking as outlined in the content standard. Additionally, ELL students with an IEP receive support with the Earobics computer program.  
8. Based on analysis of the NYSESLAT results, the third grade will no longer follow the esl pull-out model due to the fact that there was not a

significant growth in their scores (increase=43%, constant=53% and decrease=4%).

9. As previously noted, All ELLs are afforded access to school wide programs such as computer technology, science opex, social studies club, math club, chorus, band, extended day small group instruction, afterschool programs, and summer school. The principal and assistant principals work with the ESL coordinator, classroom teachers and parent coordinator to ensure all ELL students are accounted for and placed properly. Parents are notified in writing of the commencement dates and schedule of these programs.

10. Language instructional materials include Best Practices in Reading series from Option Publishing co., A Chorus of Cultures/Developing Literacy Through Multicultural poetry, Words Their Way, Project M3, Empire State NYSESLAT (test prep), Earobics (computer program), and Rosetta Stone (computer program).

11. In addition to the aforementioned model descriptions, native language support for our ELL students in TBE and ESL programs is provided through multicultural libraries (classroom and school library), the Rosetta Stone computer technology program on laptops, bilingual word-to-word glossaries and dictionaries distributed for instructional use and as a resource for state exams.

12. All required support services correspond to our ELLs' ages and grade levels. Schedules are arranged to facilitate collaboration between teachers in order to address the goals outlined for students in all grades. These goals are gleaned from the School Report Card and are created to address the targeted area (ie. reading)

13. All newly enrolled ELL students and their parents are invited to attend an orientation tour of our school prior to the start of the academic year. Activities include a school tour, teacher "meet and greet" and a review of supplies needed and textbooks used in order to prepare the students for the school year.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

P.S. 148 offers teachers a wide array of professional development opportunities - both in house and off site workshops provided by Teachers College, Hunter College, ISC, etc. All ELL personnel (ESL and Bilingual) at our school receive the same ongoing professional development as the monolingual teachers. Teachers College offers calendar days specifically geared towards the needs of ELL students. Workshop attendees turnkey pertinent information to their colleagues during grade leader and common preps. TC staff developers also come to our school throughout the school year to address the implementation of a schoolwide word study program.. These PD days will focus on: Words Their Way study groups, outlining students' reading goals, and strategies to provide support in the implementation of the Words Their Way program. Additionally, new teachers will receive support in outlining student reading goals and strategies to meet these goals. Teachers are all on a specific curriculum team which will work on developing systems for differentiating instruction and outlining goals for all curriculum areas. Additionally, teachers are on professional development teams that focus on areas they wish to further develop. These include: providing modifications during workshop teaching, record keeping and maintenance of conference notes, developing a K-5 talk curriculum, integrating literacy strategies in social studies, guided reading and revising and editing.

2. Our fifth grade students attend an orientation at the zoned middle school in the spring to ease their transition from the elementary to middle school program.

3. Non-ELL teachers attend ELL training which is provided by staff developers from The ISC, as well as, the esl coordinator and literacy coach to ensure a minimum of 7.5 hours of professional development for our non-ell staff. This ELL training is provided yearly to ensure that new teachers will be able to identify any specific language needs of their ELL students and address them (ie. pair with an EP student)

There are monthly planning meetings during common preps, lunch periods and full day PD at which service providers meet with classroom teachers, administrators, and the literacy coach to plan ensuing units of study and discuss ways that instruction may be differentiated to meet ELL needs.

## E. Parental Involvement

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

Our parent coordinator maintains an open door policy with our parents. She works closely with our ESL coordinator, guidance counselor and administration to ensure that parents feel welcome and are comfortable voicing their concerns. The parent coordinator is involved in orientations both before and during the school year. These orientations are presented to inform parents of the available programs and activities in our school.

Our staff and administrators offer a series of math workshops throughout the school year to provide assistance for parents who wish to help their children achieve greater success. These workshops are presented in English and Spanish. International luncheons maintain a connection with our ELL parents.

In an effort to encourage parental involvement, notices are sent home in English and the various community languages. Translators are available at all parent teacher meetings. As a school community, we use the HLIS and other parent surveys to evaluate the needs of the parents. The information gleaned from these surveys drives our activity choices.

Our parent coordinator and guidance counselor refer parents to outside Community Based Organizations, such as Queens Public Library, Queens Child Guidance Center, Western Queens Consultation Center, and the East Elmhurst evaluation center and health clinic. Previously based on funding in recent years, we partnered with the Artisans in Baking Community Organization which provided English as a second language instruction for our limited English parents. However due to funding cuts that program has been eliminated and we are now looking to locate other sources to supplant that program. Our Title III Afterschool Program provides for parent sessions which meet twice weekly commencing in November and continuing through May.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	21	20	2	7	4	9								63
Intermediate(I)	11	32	13	17	15	10								98
Advanced (A)	28	7	31	22	32	23								143
Total	60	59	46	46	51	42	0	0	0	0	0	0	0	304

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	3	31	2	0	2							
	I	1	8	2	3	1	8							
	A	1	23	31	9	21	9							
	P	0	23	12	24	29	19							
READING/ WRITING	B	2	18	1	7	1	5							
	I	0	32	10	8	14	9							

	<b>A</b>	0	6	16	22	30	22							
	<b>P</b>	0	1	16	0	3	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	31	12	1	58
4	9	20	10	0	39
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	28	1	20	0	8	1	61
4	2	2	19	2	18	1	0	0	44
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	4	14	3	18	3	3	0	47
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	8	1	5	2	16	3	0	1	36
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

1. The results derived from State assessments, Teacher's College Assessments, LABR, NYSESLAT, ELL Interim Assessments, and teacher observations/running records help to drive instruction to better address our ELL students' academic needs. These assessments tools are invaluable for outlining goals for our students. According to the 2009 - 2010 Progress Report, 47.5% of our English language learners showed exemplary proficiency gains in ELA. A majority of our ELLs scored within the intermediate to advanced level on the Spring NYSESLAT. Therefore, instruction will address the skills needed to attain proficiency and to pass the NYSESLAT. Our school uses the Teachers College Reading/Writing Workshop model to assess the literacy skills of our ELL students. Once these students have been assessed, differentiated instruction is geared towards their reading level. The "just right" books are leveled as per the Fountas and Pinnell program. Trends indicate the newcomers will read at the A-C level ( the correspondence between the illustrations and the text are conducive to language acquisition). The majority of our ell students who have been receiving services demonstrate consistent progression through these levels. In order to continue this progression towards literacy, instruction will include vocabulary reinforcement, visual aids, and small group activities in order to strengthen comprehension. ELL students whose scores did not demonstrate adequate yearly progress are targeted by the PS 148 inquiry team, and receive additional support during extended day, and also with extra esl minutes. In order to enhance reading comprehension and develop writing skills, these students will receive intervention services during the school day. Additionally, ELL students are also invited to attend the Title III Afterschool Academy. This program provides instruction that is geared to the specific needs of these students (differentiated instruction geared towards developing production level language skills for beginners and test prep for advanced level students).

2 .A review of the spring 2010 NYSESLAT data reveals the following trends and patterns:

Grade	Score Increase	Decrease	Consistent
First	33%	3%	13%
Second	29%	19%	57%
Third	43%	4%	53%
Fourth	51%	0	49%

The first and fourth grades demonstrated the most progress towards English language proficiency. The second grade results indicate a need for language reinforcement for students whose scores dropped form advanced to intermediate. These students will be targeted to receive test prep weekly during the extra esl minutes.

- As in previous years, special education ELL students' speaking scores tend to demonstrate proficiency or advanced level in the listening/speaking component of the spring 20010 NYSESLAT, while their reading and writing scores remain stagnant or decrescent. This is an indication of academic issues other than language acquisition. Additionally, ELL students with IEPs not to exhibit adequate yearly progress. These students will be targeted to receive additional support in extended day, Title III ESL Afterschool, and with our SBST.
- Students who demonstrate limited progress tend to do so because of academic delays as per their IEP. These students are placed in the appropriate classes according to their disabilities. Additionally, students whose learning disabilities are not language related receive language services as per their IEP.
- The fall 2010 LABR was utilized to assess our kindergarten students. Of the tested students in kindergarten, 17% scored at the beginning level, 18% scored at the intermediate level,16% scored at the advanced level and 48% test out/not entitled. These results of the fall 2010 LABR indicate a trend towards higher levels of fluency for our incoming kindergarten students. This correlates with the increasing number of children who have attended the Universal Pre-K program at our school and at community churches etc. Eligible students are placed in language programs as per parents' choice. The classes are formed heterogeneously with students at beginning, intermediate as well as advanced level of language acquisition.

3. Instruction is driven by the results of NYSESLAT subtests. Students whose scores indicate a proficiency in listening/speaking but an intermediate or advanced level in reading/writing will be targeted for literacy reinforcement through the TC reading/workshop model with lessons focussing on advanced vocabulary and higher levels comprehension. Students whose scores indicate a need for further development in oral language & listening will receive additional assistance through readalouds, "book walks", partner reading, and books on tape. Examination of the performance data reflects that our ELL students who stall at certain proficiency levels tend to be IEP students. While our IEP ELLs tend to be proficient in listening and speaking modalities, their scores indicate below proficiency for reading and writing. These students are targeted by our inquiry team personnel in order to better provide for their academic needs. Instruction is tailored so as to support these students. Furthermore, if SBST assessment indicates their academic issues are not related to language, their IEP will show monolingual without esl placement.

The patterns within the NYSESLAT modalities affect instructional decisions in that the ELL teacher will be able to group students as per their scores and modify esl methodology accordingly. For example, long term ELLs in need of grammatical support will receive assistance with writing conventions. Language instruction is scaffolded so as to support and enhance these students' reading and writing skills. ELL students whose score indicates a deficiency in listening and speaking will be placed in a setting to reinforce these language skills.

4a. As per testing regulations, newly admitted ELLs (in English speaking schools less than one year) are administered the NYSESLAT in lieu of the ELA. However, all ELL students are administered content area exams. These students may take the translated version. Immigrant students entering our system with a formal education in their native language tend to achieve a high score on the translated version of state exams. However, an analysis of the results of translated version of the State Science exam indicates the majorityof students scored at levels1 and 2.

While these students social language may be spanish dominant, their academic language is english dominant. ELL Periodic Assessments are valuable tools for driving instruction. Teacher and administrators use these results to group students so as to better provide language instruction. These ongoing assessments are used to monitor ELL students' progression towards fluency.

5. N/A

6. In order to evaluate the success of our ELL program, we use the results of state exam and assessments, as well as teacher made tests and observations. Students' portfolios will provide a sampling of students' capabilities and progress.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		