



**P.S. 149 CHRISTA MCAULIFFE**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 149 CHRISTA MCAULIFFE**  
**ADDRESS: 93-11 34 AVENUE**  
**TELEPHONE: 718-898-3630**  
**FAX: 718-476-1976**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 343000010149      **SCHOOL NAME:** P.S. 149 Christa McAuliffe

**SCHOOL ADDRESS:** 93-11 34 AVENUE, QUEENS, NY, 11372

**SCHOOL TELEPHONE:** 718-898-3630      **FAX:** 718-476-1976

**SCHOOL CONTACT PERSON:** ESTHER SALORIO      **EMAIL ADDRESS:** ESalorio@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dawn Renta

**PRINCIPAL:** ESTHER SALORIO

**UFT CHAPTER LEADER:** Susan Apicella

**PARENTS' ASSOCIATION PRESIDENT:** Julia Leon

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

**NETWORK LEADER:** ALTAGRAC SANTANA/Wladimir Pierre

**SUPERINTENDENT:** DR. PHILIP 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.*

Name	Position and Constituent Group Represented	Signature
ESTHER SALORIO	Principal	
Jessica Lopez	Admin/CSA	
Susan Apicella	UFT Chapter Leader	
Sarina Gursky	UFT Member	
Julia Leon	PA/PTA President or Designated Co-President	
Dawn Renta	UFT Member	
Maria Hernandez	Parent	
Johanna Arias	Parent	
Nula Odaherty	Parent	
Magaly Garcia	Parent	

\* 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.

The Christa McAuliffe School – P.S. 149 embraces a caring, nurturing environment where all students are expected to reach their full potential academically, socially and physically. Staff, parents and students work collaboratively to raise achievement at all levels. Instructional programs reflect an interdisciplinary approach and are designed to focus on Literacy, Mathematics, the Social Sciences and Technology. Our vision is to create a school that exudes pride, high academic achievement and respect for knowledge.

English Language Learners represent over half of our student population. For this reason a special effort is made to ensure that all parents are welcome and comfortable in our school. Language is not a barrier to their full participation in school activities and their involvement in their child's education.

We have implemented a highly successful Dual Language Program which has become a model for other schools throughout the city. In addition, we offer Bilingual, English As a Second Language Free Standing and English as a Second Language Push-In Programs to service our English Language Learners.

The Everyday Mathematics program, science and social studies programs offer our students a rigorous curriculum which encourages hands on learning and student discovery. This year professional development and instruction will reflect exposure to the evolving state standards.

We strive to prepare our students for success in the 21st century. All classrooms, as well as, the library, auditorium, main office and both cafeterias are equipped with Smart Boards. Technology is incorporated into all aspects of daily instruction.

Arts education is stressed at P.S. 149Q in an effort to develop students' interests and talents. This year we have two music teachers, a visual arts teacher and enrichment clubs that include both drama and dance classes.

Parents are a very important part of our school community. They actively participate in workshops during the school day and in the evening. They are active members of our School Leadership Team and our Parent Teacher Association. We also have a large number of parents involved in our Learning Leader program. These parents assist teachers in the classroom and volunteer to coordinate and work on all school activities.

At our school the students themselves have taken the initiative to get involved in various community-based activities. The student government, the P.S. 149Q school chorus, the Art Club, the Star Squad and the box top initiative group have designed projects and activities focused on helping and giving back to the school and the community.

In essence, the P.S. 149Q school community is committed to making every effort to align our programs, resources and services to meet our mission of:  
“Educating all children as if they were our own!”

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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. 149 Christa McAuliffe								
<b>District:</b>		30	<b>DBN #:</b>		30Q149	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input 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 checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			95.3	95.7	TBD	
Kindergarten		150	175	168						
Grade 1		168	183	196	<b>Student Stability - % of Enrollment:</b>					
Grade 2		160	169	173	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		219	220	213			94.7	95.88	TBD	
Grade 4		212	221	216						
Grade 5		209	199	204	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			77.9	80.8	94.9	
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			4	11	TBD	
Grade 12		0	0	0						
Ungraded		2	2	7	<b>Recent Immigrants - Total Number:</b>					
Total		1120	1169	1177	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							43	29	21	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		12	8	12	Principal Suspensions		3	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		38	55	56	Superintendent Suspensions		0	0	TBD	
Number all others		51	41	40						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		171	285	168						

# in Dual Lang. Programs	139	130	126	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	299	316	299	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	2	67	Number of Teachers	84	88	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	13	TBD
				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	78.6	76.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	70.2	69.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	89	TBD
American Indian or Alaska Native	0.1	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	94	TBD
Black or African American	0.4	0.9	1.2				
Hispanic or Latino	84.6	83.2	83.3				
Asian or Native Hawaiian/Other Pacific Isl.	10.4	11.2	10.6				
White	4.5	4.3	4.1				
Multi-racial							
<b>Male</b>	49.4	48.7	49.4				
<b>Female</b>	50.6	51.3	50.6				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<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							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	91.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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)

## 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 schools 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

Trends have been identified by reviewing information from both the New York State Education Department and The New York City Department of Education accountability and assessment resources. School Report Cards, Quality Review, Periodic Assessments, ARIS, surveys, school-based assessments, as well as results of Inquiry Team action research have been analyzed.

Student Progress for English Language Arts indicates the following:

§ Median Growth Percentile: The median growth of our students was 70%, which is 63.6% of the way from the lowest (51.8%) to the highest (80.4%) score relative to our Peer Horizon and 54.7% of the way relative to our City Horizon.

§ Median Growth Percentile for School's Lowest Third: - The median growth for our school's lowest third was 72%, which is 49.2% of the way from the lowest (56.7%) to the highest (87.8%) score relative to our Peer Horizon and 45.6% of the way relative to our City Horizon.

The overall score for student progress was 30.4 out of 60. Although it appears that progress declined significantly, the transition to using growth percentile as a measure, contributed to the drop in scores.

Student Progress for Math indicates the following:

§ Median Growth Percentiles: The median growth of our students was 65%, which is 50.5% of the way from the lowest (43.8%) to the highest (85.8%) score relative to our Peer Horizon and 45.6% of the way relative to our City Horizon.

§ Median Growth Percentile for School's Lowest Third: - The median growth for our school's lowest third was 65%, which is 44.4% of the way from the lowest (48.7%) to the highest (85.4%) score relative to our Peer Horizon and 41.5% of the way relative to our City Horizon.

The overall score for student progress was 30.4 out of 60. Although it appears that progress declined significantly, the transition to using growth percentile as a measure, contributed to the drop in scores.

## Greatest Accomplishments

§ Teachers have deepened their understanding and utilization of Balanced Literacy in all classrooms and across all programs. Teachers are using data to systematically track each student's progress and set new goals for student achievement. Both formative and summative data, such as standardized tests, conference notes, Teachers College Running Records, the Writing Continuum, Acuity (Instructionally Targeted Assessments, Predictive Assessments and English Language Learner Periodic) and teacher created tools are used to plan instruction and meet the individualized instructional needs of students.

§ Implemented the Everyday Mathematics Program in all grades with a focus on the formative and summative assessments which are embedded in the program.

English as a Second Language (ESL) Teachers have aligned their instruction to the work taking place in the classroom with a focus on using content to develop English language skills. Additionally, we have worked with staff to scaffold instruction for English Language Learners and Special Education populations. ESL teachers currently use an ESL assessment tool created by teachers which is aligned to the standards, informs instruction and helps move students to higher levels of language proficiency.

Expanded Academic Intervention to students at-risk through various programs such as: Wilson/Fundations, Everyday Counts, Title I (Reading and Math), Special Education Teacher Support Services (SETSS), After School programs, Saturday Academies and Extended Day.

Integrated Co-Teaching Services (ICT) in grades K-5 provide appropriate services to special education students' in our school community. Ongoing collaboration between the staff, providers, Academic Intervention Team and the Pupil Personnel Committee ensure that student needs and services are provided in accordance with the Individual Educational Plan requirements.

Professional Development is critical to improving the quality of instruction and meeting individual student needs. To this end, teachers have the opportunity to participate in differentiated learning activities designed to meet their needs. We accomplish this through full day professional development activities throughout the year/ weekly common planning periods/ professional development menu of workshops provided by in-house staff/ Teachers College staff development days/ Teachers College Conferences and Institutes/ Learning Support Organization subject specific workshops.

We collaborated with our feeder middle school in establishing a Dual Language Program. Our students are now able to continue learning in two languages giving them an advantage as they become productive members of society.

## Significant Aids/Barriers to Continuous School Improvement

### Aids

Data systems are in place supporting teachers in setting instructional priorities.

Academic Intervention Team- Provides services to at-risk students and reviews the response to intervention, making changes when needed.

Continuous focus on acquiring training and materials which enable teachers to implement programs and address student needs.

Teachers College – Balanced Literacy has helped us make improvements in reading and writing school-wide.

Common Planning – Classroom teachers gather by grades in order to plan and to share best practices. Teachers also use this time to turn-key information from conferences and workshops to their colleagues. In addition, grade level parent newsletters ensure that parents are made aware of monthly curriculum goals and school/class events.

The ability to appropriate funds based on our Comprehensive Educational Plan has helped us meet our Goals and Objectives.

The establishment of a Literacy Center, stocked with leveled Guided Reading books, has provided teachers the resources to move students to higher levels of achievement.

**Barriers**

- Large class size
- Lack of quality, high interest reading books in Spanish.
- Limited Budget
- Lack of Spanish Literacy Assessments

**ADDITIONAL DATA**

**ENGLISH LANGUAGE ARTS –GRADE 3**

Grade 3 Student Performance on the NYS ELA Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	21	10	75	36	90	43	23	11
2009	3	1.4	47	22.6	146	70.2	12	5.8

ENGLISH LANGUAGE LEARNERS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	16	18	42	46	32	35	1	1
2009	2	2.1	39	41.1	54	56.8	0	0

Grade 3 Student Performance on the NYS ELA Assessment								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	5	33	5	33	4	27	1	7
2009	1	10.0	4	40	5	50.0	0	0

**Summary of Data Analysis/Findings – Grade 3 ELA:**

An analysis of grade 3 ELA Test results, over the 2 year period (2009 and 2010) indicates the following:

- § Results for all tested students indicate an 8.6% increase (from 1.4% to 10%) of students performing at level 1 and a 5.2% increase of students performing at level 4.

§ Results for English Language Learners indicate a 15.9 increase (from 2.1% to 18%) of students performing at level 1 and a slight increase of 1% in the number of students performing at level 4.

§ Results for special education students indicates an increase of level 1 and a decrease of levels 3 and 4 however, the special education population was very small (10 students in 2009 and 15 students in 2010).

This year, New York State changed how the ELA was graded. According to the new grading system a scaled score that last year was high enough to earn a level 3, this year would only be a level 2. The tougher grading system resulted in a significant drop in overall grades. However, instructional initiatives for the teaching and learning of Students with Disabilities whom did not meet Annual Yearly Progress (AYP 09-10) must remain our highest priority.

#### ENGLISH LANGUAGE ARTS –GRADE 4

Grade 4 Student Performance on the NYS ELA Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	21	10	80	38	106	50	4	2
2009	5	2.3	42	19.7	159	74.6	7	3.3

Grade 4 Student Performance on the NYS ELA Assessment								
ENGLISH LANGUAGE LEARNERS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	17	19	43	49	27	31	1	1
2009	5	6.2	26	32.1	50	61.7	0	0

Grade 4 Student Performance on the NYS ELA Assessment								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	5	42	6	50	1	8	0	0
2009	0	0	8	44.4	10	55.6	0	0

#### Summary of Data Analysis/Findings – Grade 4 ELA:

An analysis of grade 4 ELA assessment results over the two year period (2009 and 2010) indicates the following:

§ Results for all tested students indicate a 7.7% increase (from 2.3% to 10%) of students performing at level 1 and a 1.3% decrease of students performing at level 4.

§ Results for English Language Learners indicate a 12.8 increase (from 6.2% to 19%) of students performing at level 1 and a slight increase of 1% in the number of students performing at level 4.

§ Results for special education students indicates an increase of level 1 and a decrease of levels 3 and 4 however, the special education population was small (18 students in 2009 and 12 students in 2010).

This year, New York State changed how the ELA was graded. According to the new grading system a scaled score that last year was high enough to earn a level 3, this year would only be a level 2. The

tougher grading system resulted in a significant drop in overall grades. However, instructional initiatives for the teaching and learning of Students with Disabilities whom did not meet Annual Yearly Progress (AYP 09-10) must remain our highest priority.

#### ENGLISH LANGUAGE ARTS –GRADE 5

Grade 5 Student Performance on the ELA Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	26	13	73	37	78	39	24	12
2009	4	2.1	45	23.4	137	71.4	6	3.1

Grade 5 Student Performance on the NYS ELA Assessment								
ENGLISH LANGUAGE LEARNERS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	17	27	31	48	12	19	4	6
2009	3	4.8	30	47.6	30	47.6	0	0

Grade 5 Student Performance on the NYS ELA Assessment								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	6	35	10	59	1	6	0	0
2009	1	4.8	13	61.9	7	33.3	0	0

#### Summary of Data Analysis/Findings – Grade 5 ELA:

An analysis of grade 5 ELA assessment results over the two year period (2009 and 2010) indicates the following:

- § Results for all tested students indicate a 10.9% increase (from 2.1% to 13%) of students performing at level 1 and an 8.9% increase of students performing at level 4.
- § Results for English Language Learners indicate a 22.2 increase (from 4.8% to 27%) of students performing at level 1 and an increase of 6% in the number of students performing at level 4.
- § Results for special education students indicates an increase of level 1 and a decrease of levels 3 and 4 however, the special education population was small (21 students in 2009 and 17 students in 2010).

This year, New York State changed how the ELA was graded. According to the new grading system a scaled score that last year was high enough to earn a level 3, this year would only be a level 2. The tougher grading system resulted in a significant drop in overall grades. However, instructional initiatives for the teaching and learning of Students with Disabilities whom did not meet Annual Yearly Progress (AYP 09-10) must remain our highest priority.

In summary, it should be noted that despite the change in the grading system, we still met one of our 2010 CEP goals. By June 2010 there will be a 4% increase in the number of level 3 students moving to level 4 in grades 3, 4 and 5 on the NYS ELA assessments.

Math –Grade 3

Grade 3 Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	15	7	52	24	81	37	72	33
2009	2	0.9	11	5.0	142	64.8	64	29.2

Grade 3 Student Performance on the NYS Mathematics Assessment								
English Language Learners								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	12	12	33	32	36	35	21	21
2009	1	1	9	8.7	79	76	15	14.4

Grade 3 Student Performance on the NYS Mathematics Assessment									
Special Education Students									
Year	Level 1		Level 2		Level 3		Level 4		
	#	%	#	%	#	%	#	%	
2010	2	13	8	53	5	33	0	0	
2009	0	0	3	30	6	60	1	10	

Summary of Data Analysis/Findings – 3<sup>rd</sup> Grade Mathematics:

An analysis of grade 3 NYS Mathematics assessment results over the two year period (2009 and 2010) indicates the following:

- § Results for all tested students indicate a 6.1% increase (from .9% to 7%) of students performing at level 1 and a 3.8% increase of students performing at level 4.
- § Results for English Language Learners indicate an 11% increase (from 1% to 12%) of students performing at level 1 and an increase of 6.6% in the number of students performing at level 4.
- § Results for special education students indicates an increase of level 1 and a decrease of levels 3 and 4 however, the special education population was small (10 students in 2009 and 15 students in 2010).

This year, New York State changed how the Math test was graded. According to the new grading system a scaled score that last year was high enough to earn a level 3, this year would only be a level 2. The tougher grading system resulted in a significant drop in overall grades.

However, it should be noted that despite the change in the grading system, we still had an increase in the number of students scoring at level 4.

Further examination of the instructional program suggests that teachers should continue to utilize data from ARIS, Interim Assessments and EDM unit assessments for differentiating instruction.

Math –Grade 4

Grade 4 Student Performance on the NYS Mathematics Assessment								
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ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	18	8	68	31	85	39	48	22
2009	6	2.8	17	7.9	121	56	72	33.3

Grade 4 Student Performance on the NYS Mathematics Assessment								
ENGLISH LANGUAGE LEARNERS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	14	14	42	43	33	34	8	8
2009	3	3.5	11	12.8	56	65.1	16	18.6

Grade 4 Student Performance on the NYS Mathematics Assessment								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	4	33	7	58	1	8	0	0
2009	2	11.8	4	23.5	7	41.2	4	23.5

Summary of Data Analysis Findings – Grade 4 NYS Mathematics Assessment:

- § Results for all tested students indicate a 5.2% increase (from 2.8% to 8%) of students performing at level 1 and an 11.3% decrease of students performing at level 4.
- § Results for English Language Learners indicate a 10.5% increase (from 3.5% to 14%) of students performing at level 1 and a decrease of 10.6% in the number of students performing at level 4.
- § Results for special education students indicates an increase of level 1 and a decrease of levels 3 and 4 however, the special education population was small (17 students in 2009 and 12 students in 2010).  
This year, New York State changed how the Math test was graded. According to the new grading system a scaled score that last year was high enough to earn a level 3, this year would only be a level 2. The tougher grading system resulted in a significant drop in overall grades.

Further examination of the instructional program suggests that Inquiry/ Teacher Teams should conduct an action research in the area of math. A change strategy should result in higher student achievement. Teachers should continue to utilize data from ARIS, Interim Assessments and EDM unit assessments for differentiating instruction.

Math –Grade 5

Grade 5 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%

2010	6	3	69	33	93	44	42	20
2009	2	1	10	5.1	125	64.1	58	29.7

Grade 5 Student Performance on the NYS Mathematics Assessment								
ENGLISH LANGUAGE LEARNERS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	5	7	36	49	29	40	3	4
2009	2	3	7	10.6	53	80.3	4	6.1
Grade 5 Student Performance on the NYS Mathematics Assessment								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	3	18	8	47	6	35	0	0
2009	2	10	3	15	13	65	2	10

Summary of Data Analysis/Findings – Grade 5 NYS Math:

An analysis of grade 5 NYS Math assessments results over the two year period (2009-2010) indicates the following:

- § Results for all tested students indicate a 2% increase (from 1% to 3%) of students performing at level 1 and a 9.7% decrease of students performing at level 4.
- § Results for English Language Learners indicate a 4% increase (from 3% to 7%) of students performing at level 1 and a decrease of 2.1% in the number of students performing at level 4.
- § Results for special education students indicates an increase of level 1 and a decrease of levels 3 and 4 however, the special education population was small (20 students in 2009 and 17 students in 2010).

This year, New York State changed how the Math test was graded. According to the new grading system a scaled score that last year was high enough to earn a level 3, this year would only be a level 2. The tougher grading system resulted in a significant drop in overall grades.

Further examination of the instructional program suggests that Inquiry/ Teacher Teams should conduct an action research in the area of math. A change strategy should result in higher student achievement. Teachers should continue to utilize data from ARIS, Interim Assessments and EDM unit assessments for differentiating instruction.

Science –Grade 4

Grade 4 Science NYS Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%

2010	4	2	32	15	113	52	69	32
2009	8	4	35	16	94	44	79	37

Grade 4 Science NYS Assessment									
ELL STUDENTS									
Year	Level 1		Level 2		Level 3		Level 4		
	#	%	#	%	#	%	#	%	
2010	3	3	24	26	54	57	13	14	
2009	5	6	24	28	43	49	15	17	

Grade 4 Science NYS Assessment									
Special Education									
Year	Level 1		Level 2		Level 3		Level 4		
	#	%	#	%	#	%	#	%	
2010	1	10	4	40	5	50	0	0	
2009	2	11	8	44	7	39	1	6	

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

An analysis of our data indicates that 84% of our 4<sup>th</sup> grade students performed at Levels 3 and 4 and 2% at Level 1. This was a 2.0% decrease in the number of students scoring at level 1 from the previous year and a 3% increase in the number of students scoring at levels 3 and 4.

Our English Language Learner population has a total of 94 students with 71% performing at Levels 3 and 4 and 3% performing at Level 1. This represents a decrease of 3% in level 1 and an increase of 5% in levels 3 and 4 from the previous year.

Our special education population, a total of 10 students indicates that 50% are performing at levels 3 and 4, and 10% are performing at level 1. This was a 1% decrease in the number of students scoring at level 1 from the previous year and a 5% increase in the number of students scoring at levels 3 and 4.

The overall results for the two years indicate a positive trend in the performance of all grade 4 tested students, including English Language Learners and Students with Disabilities.

#### Social Studies –Grade 5

Grade 5 Student Performance on the NYS Social Studies Assessment
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ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
09-10	30	15	24	12	122	60	27	13
08-09	18	9	21	11	107	56	46	24

Grade 5 Student Performance on the NYS Social Studies Assessment								
ENGLISH LANGUAGE LEARNERS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
09-10	25	36	8	12	36	52	0	0
08-09	15	24	12	19	35	56	1	2

Grade 5 Student Performance on the NYS Social Studies Assessment								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
09-10	5	29	7	41	5	29	0	0
08-09	7	32	6	27	8	36	1	5

#### Summary of Data Analysis/Findings – Social Studies:

An analysis of our data indicates that 73% of our 5<sup>th</sup> grade students performed at Levels 3 and 4 and 15% at Level 1. This was a 6% increase in the number of students scoring at level 1 from the previous year and a 7% decrease in the number of students scoring at levels 3 and 4.

Our English Language Learner population has a total of 69 students with 52% performing at Levels 3 and 4 and 36% performing at Level 1. This was a 12% increase in the number of students scoring at level 1 and a decrease of 6% in levels 3 and 4 from the previous year.

Our special education population, a total of 17 students indicates that 29% are performing at levels 3 and 4, and 29% are performing at level 1. This was a 3% decrease in the number of students scoring at level 1 from the previous year and a 12% decrease in the number of students scoring at levels 3 and 4.

It is important to identify and implement effective differentiated instructional strategy in the area of social studies in order to accelerate progress.

TEACHERS COLLEGE READING ASSESSMENT - GRADE K

Grade K Student Performance on the Reading Assessment (End of Year)				
ALL TESTED STUDENTS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	.68	9.59	73.29	16.44
2009	14.86	16.00	59.43	9.71

Grade K Student Performance on the Reading Assessment (End of Year)				
ENGLISH LANGUAGE LEARNERS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	1.15	16.09	77.01	5.75
2009	21.55	22.41	50.86	5.17

Grade K Student Performance on the Reading Assessment (End of Year)				
SPECIAL EDUCATION STUDENTS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	5.56	16.67	72.22	5.56
2009	8.33	33.33	58.33	0

Summary of Data Analysis/Findings – Kindergarten:

An analysis of the kindergarten assessment results, over the 2 year period from 2009 to 2010 indicates the following:

- § 89.73% of kindergarten students were reading at performance levels 3 and 4
- § 10.27% of kindergarten students were reading at performance levels 1 and 2
- § 20.59% increase in the number of students performing at or above grade level
- § 19.46% decrease in the number of Special Education students performing at levels 1 and 2
- § 26.72% decrease in the number of English Language Learners performing at levels 1 and 2.

The overall results for the 2 years seem to indicate a positive trend in the performance of all students tested in kindergarten. This data indicates that students are exiting kindergarten better prepared for first grade. The implementation of the Teacher’s College Reading Writing Program has significantly aided in the kindergarten’s improvement. Using Assessment Pro allows teachers to thoroughly analyze the data and to plan for differentiated instruction.

TEACHERS COLLEGE READING ASSESSMENT - GRADE 1

Grade 1 Student Performance on the Reading Assessment (End of Year)
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ALL TESTED STUDENTS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	46.08	21.57	29.41	2.94
2009	56.35	19.89	18.78	4.97

Grade 1 Student Performance on the Reading Assessment (End of Year)				
ENGLISH LANGUAGE LEARNERS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	61.76	19.12	19.12	0
2009	72.58	20.16	7.26	0

Grade 1 Student Performance on the Reading Assessment (End of Year)				
SPECIAL EDUCATION STUDENTS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	66.67	16.67	16.67	0
2009	66.67	23.33	10	0

Summary of Data Analysis/Findings – Grade 1:

An analysis of grade 1 assessment results, over the 2 year period from 2009 to 2010 indicates the following:

- § 32.35% of grade one students were reading at performance levels 3 and 4
- § 67.65% of grade one students were reading at performance levels 1 and 2
- § 8.6% increase in the number of students performing at or above grade level
- § 11.86% decrease in the number of English Language Learners performing below grade level.
- § 6.67% increase of the number of Special Education students in levels 3 and 4.

The overall results for the 2 years seem to indicate a positive trend in the performance of all students tested in first grade. This data indicates that students are exiting first grade better prepared for the second grade. The implementation of the Teacher’s College Reading Writing Program has significantly aided in the first grade’s improvement. Using Assessment Pro, as well as, teacher’s conference notes and miscue analysis allows teachers to plan for differentiated instruction. Also, giving students independent guided reading levels provides students and parents with an idea of which books are appropriate for their reading abilities. Students take leveled books home nightly and use them to practice newly acquired reading strategies.

TEACHERS COLLEGE READING ASSESSMENT - GRADE 2

Grade 2 Student Performance on the Reading Assessment (End of Year)				
ALL TESTED STUDENTS				

Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	27.59	15.52	51.72	5.17
2009	32.74	20.83	40.48	5.95

Grade 1 Student Performance on the Reading Assessment (End of Year)				
ENGLISH LANGUAGE LEARNERS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	40.85	19.72	38.03	1.41
2009	48.48	25.25	32.53	2.41

Grade 1 Student Performance on the Reading Assessment (End of Year)				
SPECIAL EDUCATION STUDENTS				
Year	Level 1	Level 2	Level 3	Level 4
	%	%	%	%
2010	13.33	6.67	80	0
2009	71.43	14.29	14.29	0

Summary of Data Analysis/Findings – Grade 2:

An analysis of grade 2 assessment results, over the 2 year period from 2008 to 2009 indicates the following:

- § 56.89% of grade two students were reading at performance levels 3 and 4
- § 20% of grade two students were reading at performance levels 1 and 2
- 65.71% increase in the number of special education students performing at or above grade level
- § 60.57% of English Language Learners were performing at levels 1 and 2

Overall our second graders who scored at or above reading level increased by 10% this year. This positive trend can be attributed to the emphasis that was placed on guided reading lessons.

Our special education population scores indicate a 65.71% increase of students performing at level 3. Goals given to students throughout the year help them and their parents understand how to improve. Collaborative Team Teaching practice has allowed teachers to work together to help the students meet their goals through the modifications indicated on their IEP.

There were 71 English Language Learners tested this year. Of these students, 60.57% were reading below the grade level. Of these students 28% participate in a dual language immersion program.

This program believes in the philosophy that students should learn to read in their first language first and then those skills will be transferred to the second language. Second grade English Language Learners who participate in this program begin transitioning in January of each year. Therefore, progress is slow at first but picks up pace as the student moves into the upper levels. Further examination of the instructional program suggests that teachers should continue to utilize data to differentiate literacy instruction, and particularly use the results of the NYSESLAT to guide their work with ELL students. Conference notes, miscue analysis, and the Words Their Way Spelling Inventory provide data that can also be used by both the classroom and English as Second language teacher.

## 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.

Annual Goal	Short Description
<input type="checkbox"/> <b>By June 2011, there will be a 70% increase in the number of all teachers involved in Teacher Teams using the Inquiry Process. These teams, which will include 95% of all teachers, will focus on increasing student achievement in Literacy, Math, Social Studies and the Arts.</b>	<input type="checkbox"/> The 2009-2010 Quality Review recommendations indicated that grade teams needed to use an inquiry approach to identify problems of practice in order to develop improved instructional practices. Therefore, we have determined that, as a school, we will focus on increasing and developing new teacher teams that will use the inquiry process. They will concentrate on increasing student achievement in Literacy, Math, Social Studies and the Arts.
<input type="checkbox"/> By June 2011, classroom teachers and content area teachers will establish interim goals and benchmarks for 25% of the core curriculum in order to effectively meet the needs of all students in all grades.	<input type="checkbox"/> After reviewing the Quality Review recommendations we recognized a need for formalizing a system that would set interim goals and benchmarks for each grade in the core subjects. This will help students, teachers and parents understand expectations and will help students achieve benchmarks for each grade.
<input type="checkbox"/> By June 2011, the top third percentile of grade 5 students will be given opportunities within an enrichment program to apply their interest, knowledge, creative ideas, and task commitment to a selected area of study and thereby demonstrate at least 3 percentile points in the growth on the state assessment rank.	<input type="checkbox"/> It was noted in the Quality Review that enrichment programs are not always available to high performing students. As a result we established an enrichment program for high achieving fifth grade students during extended day. We expect these students will demonstrate at least 3 percentile points in the growth on the state assessment rank.
<input type="checkbox"/> By June 2011, there will be at least a 15% increase in parent response in the environmental survey and parent participation in school wide events.	<input type="checkbox"/> There was only a 48% percent response to the 2009-2010 parent survey. Therefore, we have developed plans to increase parent participation by instituting a “Mommy and Me” program, training parents in ARIS and ECHALK, distributing PS 149Q Welcome Kits and creating a Parent Handbook for all families. In addition, we have received a grant which will

	place computers in our parent coordinator's office for parental use only. Parents will have the opportunity to log on to ARIS, ECHALK, and complete their 2010-2011 surveys in school.
<input type="checkbox"/> By June 2011, 10% of Students with Disabilities who scored level 1 in grades 3, 4 and 5 will score level 2 or higher on the NYS English Language Arts test.	<input type="checkbox"/> According to the State Report card we did not meet AYP for Students with Disabilities in English Language Arts. Therefore, we have developed specific protocols to address this population. We expect 10% of these students to score level 2 or higher.



**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**

**Teacher Teams**

(where relevant) :

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><b>By June 2011, there will be a 70% increase in the number of all teachers involved in Teacher Teams using the Inquiry Process. These teams, which will include 95% of all teachers, will focus on increasing student achievement in Literacy, Math, Social Studies and the Arts.</b></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>	<p><input type="checkbox"/></p> <p>Implementation Timeline : September 2010 through June 2011 will meet weekly for fifty minutes or more to engage in the inquiry process. Teacher teams will define a school-wide focus group and define a target population to eliminate problem of practice. Teacher teams will analyze item skills reports, as well as, periodic assessment reports to identify and group students. Teacher teams will analyze and utilize formal/informal assessments on an on-going basis to better inform instruction and meet all students' needs (i.e., running records, conference notes, teachers' observations, on-demand writing assessments, RSA's, EDM units assessment, DBQ's, Social Studies and Science unit assessments, Grade 4 Science state test and grade five Social Studies state test). Teacher teams will develop long and short-terms goals for the target population. Teacher teams will analyze targeted populations conditions of learning (i.e. low inference observation, identifying best practice and evaluating curriculum materials) Teacher teams will design and implement an instructional change strategy and revise based on interim progress. Teacher teams will design and implement a system-level change strategy to improve problem of practice.</p>

	<p>Teams of Teachers servicing grades K-5 students.</p> <p><b>Responsible Staff Members</b> : Assistant Principals for grades K-5, Data Specialist, Teacher Teams.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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><input type="checkbox"/>: As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <p>Common prep, extended day, grade team meetings and coverage for teachers will provide opportunities to plan and participate in professional development activities.</p> <p>Assistant Principals / Data Specialist will provide Professional Development on the Inquiry Process, data Analysis, goal setting, and differentiation of instruction.</p> <p>Core Inquiry Team members will provide demonstrations and coaching for teachers of the Inquiry Process.</p> <p>Contract for Excellence and Tax Levy funds will provide Professional Development for teachers in and out of school.</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>	<p><input type="checkbox"/></p> <p>Initial Indicator (September, 2010)  Review and analyze multiple data sources in order to define a target population.</p> <p><b>Mid-Term (November, 2010)</b>  Teacher teams will develop long and short term goals for the target population and implement an instructional change strategy.</p> <p><b>Mid-Term (March, 2011)</b>  Teacher teams will evaluate and revise base on interim progress</p> <p><b>End-Term (June, 2011)</b>  Target population will show at least 1yrs. growth or improvement.  Teacher Teams will share their findings with school community.</p>

**Subject Area**  
(where relevant) :

**Curriculum Alignment**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, classroom teachers and content area teachers will establish interim goals and benchmarks for 25% of the core curriculum in order to effectively meet the needs of all students in all grades.</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>	<p><input type="checkbox"/></p> <p>Implementation Timeline : September 2010 through June 2011</p> <p><u>TEACHERS:</u> <b>will meet weekly for fifty minutes to establish benchmark goals by:</b></p> <p>Reviewing curriculum and aligning with performance standards Analyzing formative and summative assessment (NYS ELA/Math, ITA's, Predictives, TC Assessment Pro, end of unit assessments and EL SOL) Reviewing and formalizing the writing Narrative Continuum Establishing secure goals for math, social studies, and science using the pacing calendar <b>will meet once a month to establish benchmark goals by:</b></p> <p>Reviewing curriculum and aligning with performance standards Analyzing formative and summative assessment Establishing secure goals within each department using the pacing calendar and scope and sequence. Establishing a uniform grade system by department. Benchmark goals will be evaluated through checklists, rubrics, conferencing, projects and student work so that progress can be monitored, measured and revised.</p> <p>Classroom and Content Area Teachers servicing grades K-5 students. <b>Responsible Staff Members :</b> Assistant Principals for grades K- 5, Math Coach, Data Specialist, Classroom and Content Area Teachers.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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><input type="checkbox"/></p> <p>: As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <p style="padding-left: 40px;">Analysis and Benchmark goals.</p> <p style="padding-left: 80px;">Reading/Math Teachers- Title I</p> <p style="padding-left: 80px;">Math coaches funded by Tax Levy and Contract for Excellence will provide demonstrations and coaching for teachers.</p> <p style="padding-left: 80px;">ESL Teachers- Title III</p> <p>Professional instructional materials to support curriculum alignment development during the regular school day.</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>	<p><input type="checkbox"/></p> <p style="padding-left: 40px;">Initial Indicator (September, 2010)</p> <p>Review of 2010 ELA and Math scores.</p> <p>Review of curriculum and performance standards.</p> <p style="padding-left: 40px;"><b>Mid-Term (November, 2010)</b></p> <p>Analyzing formative and summative assessment in addition to pacing calendars and scopeand sequence.</p> <p style="padding-left: 40px;"><b>Mid-Term (March, 2011)</b></p> <p>Generate a benchmark checklist for at least 25% of the core curriculum.</p> <p style="padding-left: 40px;"><b>End-Term (June, 2011)</b></p> <p>Reevaluate formative systems to measure student success</p>

**Subject Area**  
 (where relevant) :

**School-Wide Enrichment Model**  
 (SEM) \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, the top third percentile of grade 5 students will be given opportunities within an enrichment program to apply their interest, knowledge, creative ideas, and task commitment</p>
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<p><i>Time-bound.</i></p>	<p>to a selected area of study and thereby demonstrate at least 3 percentile points in the growth on the state assessment rank.</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>	<p><input type="checkbox"/></p> <p>September 2010 through June 2011</p> <p>Enrich the lives of all students by expanding the scope of experiences provided by the school during extended day</p> <p>Give teachers directions in making meaningful decisions about the kind of enrichment activities that should be selected for particular groups of students</p> <p>Structure their enrichment instruction to meet the needs of students in the top third of their classes as measured by their lesson plans</p> <p>Set interim and long-term instructional goals for these students</p> <p>Use different paths from the Teachers College curricular calendar to differentiate during the reading and writing workshop.</p> <p>Provide ongoing, job embedded Professional Development</p> <p>Create Student/Teacher Interest Surveys</p> <p>Teachers servicing the top third percentile of grade 5 students.</p> <p><b><u>Responsible Staff Members</u></b> : Assistant Principal for grade 5, Out of Classroom teachers and Data Specialist</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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><input type="checkbox"/></p> <p>As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <p>Professional instructional materials to support the enrichment clubs during extended day.</p> <p>Consumable instructional materials for use during extended day programs.</p> <p>Assistant Principals / Data Specialist will provide data for the high achieving students.</p> <p>Title I teachers and out of classroom personnel will provide enrichment activities for our high achieving students.</p>



	<ul style="list-style-type: none"> <li>- Data Specialist, Assistant Principals, Math Coach and Parent Coordinator will provide parent workshops on accountability reports, understanding reading levels, the new state tests, Everyday Math program.</li> <li>- The Guidance Counselor will provide parental support in understanding middle school choices and process.</li> </ul> <p>All responsible staff members will serve all parents of grades K-5 and 4 year old siblings of student body.</p> <p><b>Responsible Staff Members : Assistant Principals for grades K-5, Data Specialist, Teacher Teams, Guidance Counselor, Technology Support Specialist, Parent Coordinator and Secretarial Staff.</b></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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><input type="checkbox"/></p> <p>As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010- June 2011 as indicated below:</p> <p><b><u>Assistant Principals / Data Specialist will provide Professional Development on the Inquiry Process, data Analysis, goal setting, and differentiation of instruction.</u></b></p> <p><b>Contract for Excellence and Tax Levy funds will provide Professional Development for teachers in and out of school.</b></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>	<p><input type="checkbox"/></p> <p><b>Initial Indicator (September, 2010)</b></p> <p>Review and analyze environmental survey identifying trends and patterns</p> <p><b>Mid-Term (November, 2010)</b></p> <p>Participation and attendance of parent-teacher conference, PTA, ARIS and eChalk training.</p> <p><b>Mid-Term (March, 2011)</b></p> <p>Welcome kits and handbook will be place and presented to families</p>

**End-Term (June, 2011)**

- Assess if there was a 15% increase in parent response to the environmental survey and overall parent participation

**Subject Area  
(where relevant) :**

**English Language Arts**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 10% of Students with Disabilities who scored level 1 in grades 3, 4 and 5 will score level 2 or higher on the NYS English Language Arts test.</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>	<p><input type="checkbox"/></p> <p><b>Implementation Timeline</b> : September, 2010 through June, 2011</p> <ul style="list-style-type: none"> <li>- ICT teachers, Assistant Principal, Teacher Teams will conduct periodic outreach to ICT parents in grade 3 to review and explain test expectations.</li> <li>- Assist parents/guardians in creating manageable goals.</li> <li>- Strengthen communication between teachers servicing Students with Disabilities.</li> <li>- The special education liaison will facilitate communication and sharing of information between all teachers and service providers.</li> <li>- ICT teachers will analyze the Accountability reports of level 1 and 2 students. They will create benchmarks to serve as a guide for instruction taking into account the modifications in the IEP of each student.</li> <li>- To prepare students for the day of the test, the guidance counselor will conduct exercises that alleviate test anxiety and build stamina.</li> <li>- Include ICT teams and other related service providers in AIS meeting.</li> <li>-Chapter 408 will be followed as per state requirements. IEP’s will be shared with all service providers in accordance with Chapter 408.</li> </ul> <p><b>Responsible Staff Members : ICT Classroom teachers, Related Service providers, Special Education teacher, IEP Team, Content Area teachers, AIS providers, Assistant Principals for grades 3-5, Data Specialist, Teacher Teams, Guidance Counselor and</b></p>

	<b>Parent Coordinator.</b>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include 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>	<input type="checkbox"/> As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010- June 2011 as indicated below:
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <b>Initial Indicator (September, 2010)</b> - Review student data, such as running records, conference notes and item skills analysis, to determine areas of weakness. <b>Mid-Term (November, 2010)</b> - Compare September and November running records. Analyze progress and determine next steps. <b>Mid-Term (March, 2011)</b> - - Compare November and March running records. Analyze progress and determine next steps. - Review ELA predictive results and determine needs. End-Term (June, 2011) - - Compare March and June running records. - Review ELA scores to determine whether 10% of Students with Disabilities scored level 1 in grades 3, 4 and 5 scored a level 2 or higher.

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

**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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**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	62	59	N/A	N/A	3			
1	128	128	N/A	N/A	2			
2	127	127	N/A	N/A	5	1		
3	104	88	N/A	N/A	4			
4	101	65	101	101	3			
5	94	75	36	94	3			
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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>	<input type="checkbox"/> <p>Title I reading teachers will push in during the day to work with small groups of students to reinforce reading skills and strategies (Gr. 3-5).</p> <p>The Wilson Program will be used during Extended Day with small groups of students who need additional phonics and spelling support in grades 2-5.</p> <p>The Foundations Program will be used during the day with children needing additional support in phonics and spelling (K-2)</p> <p>After school Success Academy, ELL Academy, Project Bravo and Saturday programs will continue to provide service to small groups of students in grades 1-5.</p> <p>Guided Reading will be used during Extended Day and regular school day with small groups of students who need additional support.</p> <p>The Gathering Organizing Analyzing Linking (G.O.A.L) program will be used during Extended Day with small groups of students who need additional help in reading comprehension.</p> <p>The Soar To Success program will be used during the school day with small groups of students who need additional support in reading (1-2)</p>
<b>Mathematics:</b>	<input type="checkbox"/> <p>Title I Math teachers will push in and pull out small groups of students during the school day in order to provide additional instruction and practice in mathematics.</p> <p>After school Success Academy, ELL Academy, Project Bravo and Saturday programs will continue to provide service to small groups of students in grades 1-5.</p> <p>Kindergarten teachers will use learning activities, readiness, and games adapted from the EDM program.</p> <p>Extended Day Program in grades 1-2 will target and support Levels 1 and 2 students in mathematics using learning activities consistent with Everyday Mathematics.</p> <p>Every Day Counts program will be used during Extended Day and regular day with</p>

	small groups of students who need additional support.
<b>Science:</b>	<input type="checkbox"/> Students will read science content material with reading teachers in small groups during the regular school day and in after school programs
<b>Social Studies:</b>	<input type="checkbox"/> Students will read social studies content material with reading teachers in small groups during the regular school day and in after school programs. Extended day teachers will examine authentic documents with small groups of students. They will focus on social studies skills such as map reading and determining relevant information.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> The guidance counselor will provide at risk counseling to students whose behavior may be affecting their academic achievement. The G.I.G. (Guidance Intervention Groups) meets during lunch periods to help build socialization skills with a particular emphasis on communication and listening strategies.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The school psychologist will provide at risk counseling to students whose behavior may be affecting their academic achievement.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The social worker will provide at risk counseling to students whose behavior may be affecting their academic achievement.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> N/A

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

*NCLB/SED requirement for all schools*

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

**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)**

**1-5**

**Number of Students to be Served:**

**LEP 190**

**Non-LEP 0**

**Number of Teachers 19**

**Other Staff (Specify) 1 Supervisor**

**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.

□

P.S. 149Q Title III program provides English Language Learners with supplemental instruction through an After School Instructional Academy and a Dual Language After school Program. The instructional programs in the After School ELL Academy will service ELLs in grades 2, 3, 4 and 5 who score at the beginning and intermediate levels on the NYSESLAT and Levels 1 and 2 on the ELA. These students will receive support in mathematics and reading. The language of instruction will be English.

The After School ELL Instructional Academy classes will meet two times a week beginning in December 2010 through April 2011 from 3:15 p.m. to 5:15 p.m for 38 sessions. Group size will be maintained at 20 students per teacher to facilitate differentiated instruction according to student's Individualized Instructional Plan. There will be a total of eight classes. Bilingual and ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on Literacy and Math in English using ESL strategies. Additionally, they will focus on developing vocabulary, test taking skills, strategies and writing skills. Supplementary materials will be provided to increase ESL, and Math Instruction. General instructional supplies such as chart paper, markers, and certificates of achievement will be purchased to support the After School Academy.

Several programs will be used to improve English Language Arts learning. For the English Language Learners, Getting Ready for NYSESLAT and Beyond will be used to prepare students for taking the test. This program provides thematic- based lessons that aid in the development of vocabulary through best practices in standards- based instruction. They will also use Read, Write Edit and Listen for the ELA test sophistication in order to prepare them for the state exams. ESL through the content areas (Science and Social studies) will be provided to ensure language acquisition in the areas of reading, writing, listening, and speaking through content based thematic units. Finally, Buckle Down will be used to develop problem solving skills and computational skills.

The instructional Dual Language After-School Program will service ELLs and English Proficient students who are in need of additional academic support and second language development. The Dual Language After- School Program will meet three times a week from December 2010 through April 2011 from 3:15 p.m. to 5:15 p.m for 38 sessions. Group size will be maintained at approximately 20 students per teacher to facilitate differentiated instruction according to student's Individualized Instructional Plan. The language of instruction will be Spanish and English. There will be a total of 11 classes. Instruction will be delivered by certified Bilingual (5) and Common Branch teachers (5) and (1) Self Contained Dual Teacher with dual licenses in Bilingual Education and ESL. This program will address student needs in terms of first and second language. There will be a concentrated focus on developing fluency and comprehension skills using the Benchmark Skill Packs in English and Spanish. Test Sophistication will be addressed using the Rise and Shine series and other teacher created materials. In the area of mathematics, programs have been selected to improve and strengthen the student's computational and problem solving skills. Teachers will be using the Buckle Down Series, manipulatives and other teacher-made materials to ensure mastery of skills and strategies.

### **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. 149Q Title III Professional Development program will focus on providing teachers participating in the Title III program with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. The professional development session will be facilitated by school administrators, Network Curriculum Specialist, ESL/Bilingual/Dual Language Supervisor, literacy and math coaches and Reading Test Coordinator. The professional development topics listed below will be tailored for the teachers participating in the Title III program. The session will be scheduled during the course of the program and conducted after-school hours for a duration of 2 hours. Participating teachers along with the program supervisor will be paid per-session rate for attending, participating and assessing the instructional plan of the supplemental program.

#### **Professional Development will include:**

- School based workshop focused on analyzing results from the LAB/R, NYSESLAT, New York State Exams, ELA and Math to facilitate the use of this information to drive instruction. The information will be presented to classroom teachers and ESL teachers so that they can individualize instruction based on students' needs.
- School based professional development session devoted to the strategies needed to prepare ELLs to meet city and state standards and to gain a clear understanding of the NYSESLAT.
- School based professional development session will be devoted to developing lesson plans that integrate language objectives and that are modified to meet the needs of English Language Learners.
- Teachers will receive professional development on the Reading and Writing Workshop Model in English and Spanish through Teachers College.
- School based professional development sessions devoted to scaffolding across the disciplines and differentiated instruction.
- Title III funds will be used to pay for the per-diem teachers who will cover classes for teachers attending local conferences/workshops on ESL, NLA and NYSESLAT in order to hear the latest information and research on effective practices for ELLs. The information gained will then be used to turn-key to the entire staff throughout the school year.
- Title III funds will be used to purchase professional books detailing current research and most effective strategies to use with ELLs.

### **Section III. Title III Budget**

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**School: PS 149Q**

**BEDS Code: 343000010149**

<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	\$ 79,343	<input type="checkbox"/> <b>The After School ELL Instructional Academy :</b> Eight Bilingual and ESL teachers will be paid per-session rate to provide instruction to ELLs three times a week for a total of 38 sessions from 3:15 p.m. to 5:15 p.m. One administrator will oversee both programs and will be paid per-sessions for 38, 2.25 hour sessions. (3:15-5:30 p.m.) $8 \text{ teachers} \times 38 \text{ sessions} \times 2 \text{ hours} \times \$49.89 = \$30,333$ $1 \text{ administrator} \times 38 \text{ sessions} \times 2.25 \text{ hours} \times \$52.21 = \$4,464$  <b>The instructional Dual Language After-School Program:</b> Five Bilingual, five CB teachers and one dual language teacher will be paid per-session rate to provide instruction to ELLs three times a week for a total of 38 sessions from 3:15 p.m. to 5:15 p.m. $11 \text{ teachers} \times 38 \text{ sessions} \times 2 \text{ hours} \times \$49.89 = \$41,708$ <b>Professional Development</b> All 19 teachers participating in the Title III program along with the program supervisor will attend a 1 two-hour professional workshop sessions. $19 \text{ teachers} \times 1 \text{ session} \times 2.0 \text{ hours} \times \$49.89 = \$1,896$ $1 \text{ administrator} \times 1 \text{ session} \times 2.0 \text{ hours} \times \$52.21 = \$104$ 5 per-diem days for substitute teachers to cover class when the ESL/Bilingual/Dual Language teachers attend local conferences/workshops. $5 \text{ days} \times \$167.60 = \$ 838$
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b>	\$ 8,317	<input type="checkbox"/>

<ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>		<p>Instructional materials to support the program:</p> <ul style="list-style-type: none"> <li>Rise and Shine NY ELA prep series</li> <li>Buckle Down NY series (Math and ELA)</li> <li>Library books</li> <li>Manipulative</li> <li>General Supplies</li> <li>Professional books</li> <li>Assessments</li> </ul>
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **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**

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.

P.S. 149Q services a population of approximately 1,162 students in grades Kindergarten through Five. Currently, we have 531 students who are English Language Learners. This represents approximately 46% of our school community population. This community is predominantly Hispanic, where 83.3 % of our students come from Spanish speaking countries.

Due to our large ELL population, the school is always in need of translation and interpretation services during parent workshops, PTA Meetings, Parent Orientations, and Parent Teacher Conferences. In addition, we provide translated letters, parent notifications, brochures, and newsletters.

We have assessed the needs of translation and interpretation services through parent surveys, parent requests, Environment Survey and Demographical Statistic as reported on our yearly report card. 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 interpretation services to parents. We enlist the assistance of community members to assist 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 interpretation services during Parent-Teacher Conferences. Translation services were provided to parents speaking languages other than English including Urdu, Hindi and Chinese through a contracted vendor called "Legal Interpreting Services". During regular school hours translation services are provided by school personnel and when needed by phone through the Department of Education. In addition, we found a need to advertise to parents that these services were available when needed. Therefore, translated documents from the Chancellors Regulation A-663 were printed and posted throughout bulletin boards, informing parents of these

services available to them on the DOE website. This information was also provided to them at PTA meetings and at Parent-Teacher Conferences.

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

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

P.S. 149Q will provide translation and interpretation services in the following ways:

- w Different languages: letters, notices, brochures, surveys, etc.
- w Documents are translated by school personnel (teachers, secretaries and the Parent Coordinator) in Spanish.
- w Documents needed in other languages are secured through the Department of Education.
- w Interpretation Services during PTA Meetings, Parent-Teacher Conferences, Parent Workshops, Pupil Registration, Telephone Calls, etc.
- w Use D.O.E Call in Service to provide information under Chancellor's Regulations A-663.

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.

PS 149Q will provide translation and interpretation services through contracted DOE vendors, administrators, bilingual staff members, PTA President, PTA members and Parent Coordinator.

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>.

P.S. 149Q will continue to provide Translation and Interpretation services as needed at all meetings and events. The availability of these services will be communicated to parents through letters. Chancellor's Regulation A-663 signs and other documents will be posted throughout the school building where it is visible and provided to parents at their request. Our school will continue to be kept well informed of any changes and additions to the translations and interpretation services as well as provide parents/guardians, and staff members with these changes at meetings and through written correspondences.

## 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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	802,292	15,442	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,023		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	40,115	*	
4. Enter the anticipated 10% set-aside for Professional Development:	80,230	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
96%

6. If the percentage of high quality teachers during 2009-2010 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.

96% of our teachers are fully licensed and permanently assigned to our school. We retain the teachers by providing instructional support and reducing the teacher/student ratio through Co-teachers and other specialists (reading/math) in all classrooms. We have established communication with the Teaching Fellowship Program and several universities, such as St. John's and Queens College, as a way of acquiring highly qualified teachers for our school's vacant position. We have instituted a Human Resource committee to review resumes and interview potential highly qualified candidates.

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

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation :** 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

#### TITLE I – PARENTAL INVOLVEMENT POLICY

The Christa McAuliffe School – PS 149Q is a Title I – SWP School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. Under the NCLB Act of 2001, it is our obligation to improve education for all children, to include parents in the planning, review and improvement of Title I programs and to be responsible for results and promote teaching methods that work. Title I funds help educators improve learning and teaching. Our student population comes from a diverse community, where parents have always been a vital and important component for their children’s success. As a Title I School, administrators, teachers and staff work in a collaborative partnership with parents to ensure the success to their children’s education.

Our Title I – Parent Advisory Council working along with Administration, our Parent Coordinator, Math and Literacy Coaches, Bilingual/ESL/DUAL Coordinator and School Leadership Team to provide and schedule informational workshops and meeting for all parents, and provide parents with knowledge about choices, programs and services that are available to our diverse school community to meet high academic standards. Our plan includes and encourages parents to participate, learn and to become stakeholders in the success of their children’s education.

TITLE I, PART A – PARENTAL INVOLVEMENT POLICY – page 2

OUR PARENTAL INVOLVEMENT POLICY WILL PROVIDE YOU, THE PARENT, WITH:

- Information about your Parental Rights and Responsibilities
- What you and the school are supposed to do to ensure student achievement which is included in our School’s Parent-Compacts

- Information in a timely matter about Title I meetings, activities including participating in planning for these activities and to schedule dates.
- We will communicate with you via letters, flyers, phone calls, bulletins and individual appointments for our working class parents or those parents who cannot attend any scheduled meetings during the school day. During the school year, our school provides one-on-one meetings with parents to speak and interact with our teachers and staff. Our Parent Coordinator is available to confer with parents and/or schedule appointments.
- A pamphlet entitled “What your child should know” for each grade level, the Chancellor’s Regulation on Discipline and Behavioral Policy at the beginning of the school year. Our own School Agreement as per School-Parent Compacts for parents and students who agree to take a responsibility for their part in the success of their education, letter to update parents of their child’s status and intervention services available and provided as per our CEP and Parent-Compact Agreement will also be provided.
- Access to classroom visits during Open School Week and Parent-Teacher conferences which take place twice each school year. You are encouraged to schedule appointments with your child’s teacher or any staff member who work directly with your child. Teachers and staff meet with parents during, before and after school and those students who attend after-school or Saturday Programs, those teachers are also available to meet with parents.
- Our school measures the progress of students through testing such as Teachers College Assessments, NYC Predictives/ITAs, NYSELAT, NYS ELA, Math, Science and Social Studies test results. We provide parents with meetings and workshops to prepare you and your child for the test and to provide updates on their child’s academic progress including letters, report cards and annual report cards. Our school has a Pupil Personnel Team which monitors students who are below level and provide any extra services that fall into the needs of this student. Parents are notified of services being provided to their children and sign on a tear-off to acknowledge their being notified of these services. Meetings with parents are scheduled to work together towards a goal in which all parties are in agreement to the academic interventions being provided for their child.
- Training and materials about Title I, NCLB, and curriculum for Reading, Math, ESL, Bilingual, Dual Language and Special Education. Trainings, workshops and meetings are scheduled according to the needs of parents, including Learning Leaders Certification Training for Parent Volunteers to work with their children and other students in small groups in a classroom setting. You are encouraged to volunteer as statistics show that the children of parents who volunteer excel and grow academically faster than those parents who are not involved in their children’s education. Our school community wholeheartedly supports parent volunteers in our school building they are part of the fabric of our success.
- During meetings and workshops we welcome you to bring younger siblings who are not yet in school. We provide activities such as coloring books, crayons and paper for these children while the parents are engaged in workshops. During certain workshops, parent volunteers and/or our Parent Coordinator provide voluntary babysitting services. When a trip for parents is scheduled to museums during the day, we provide transportation and parents are asked to provide a babysitter for this occasion.
- Opportunities for you and your child’s teacher to learn and share information from each other and spend time together in the classroom at the beginning of each school year, during Parent-Teacher Conferences, during individuals meetings and communication by phone between teacher and parent and vice-versa.
- Every year our school hosts Title I Parent Literacy Night, Title I – Math and Science Night and Art Fair. We provide workshops several times per year to address the importance of different areas such as; NYS Standards, Literacy, Math, Science, Writing, Health, Nutrition, Violence, Behavior, Citizenship and Immigration issues which are our communities biggest needs. We also provide several times per year Relaxation Workshops for you, the parents to teach them Stress Management and how to teach their children these techniques at home.

These workshops promote quality time for you and your children to bond and make the necessary time for your family to talk about important issues. Our Literacy and Math Coaches, the Bilingual/ESL/Dual Coordinator along with the Parent Coordinator provide specific academic subject areas in Literacy and Math for you to learn how your child learns through the curriculum and how you can help and support them in these vital areas. We host a Science Fair where you and your child are encouraged to work together and utilize and put into practice the NYS Standards in preparing their projects. In our Parent Coordinator's office provides many services for parents including reference information and handouts for parents that are available in many subject areas and different languages including NYS Just the Facts on NCLB, curriculum, health and community related issues.

## YOUR INVOLVEMENT CAN MAKE A DIFFERENCE IN YOUR CHILD'S SCHOOL

You are welcomed to:

- Visit and ask questions about teacher and staff qualifications
- Ask as many questions as needed for you to understand the School's Parental Involvement Policy
- Ask the Parent Coordinator, Title I Coordinator, School Leadership Team Member or the Principal's Office for a copy of the district and school parent involvement Policy
- We encourage you as part of our team to help write and update this policy when needed and give us your comments as to the needs you feel we are not providing as a school community or how we can help you and/or your child.
- In addition to the Parent Coordinator and our school, our District 30 office located at 28-11 Queens Plaza North in Long Island City also provides assistance to parents for any services not readily provided by the school or you can dial 311 on your phone for any information in the City of New York.

## WHO YOU SHOULD KNOW IN OUR SCHOOL:

Main Office – 2<sup>nd</sup> Floor

Principal

Esther Salorio

Assistant Principal (K-2)

Chris Halkias

Rm. 202

Assistant Principal (3-5)	Jessica Nuñez	Rm. 311
Assistant Principal (K-5) (Dual, ESL, Bilingual)	Mayra Ruiz Lotito	Rm. 461
Pupil Acctg. Secy.	Martha Guaman	
Data/Testing Coordinator	Marren Simmons	Rm. 200
Math Coach	Phyllis Campbell	Rm. 411
Guidance Counselor	Odalis Fernandez	Rm 261
School Nurse	Barbara Guerra	Rm. 260
Parent Coordinator	Adriana Gil	Rm. 102

**2. 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.

SCHOOL-PARENT COMPACT

The Christa McAuliffe-PS 149Q and the parents of the students who participate in activities, services and programs funded by Title I of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the NYS high standards.

This school-parent compact is in effect during the school year 2010-11.

## REQUIRED SCHOOL PARENT COMPACT PROVISIONS

### School Responsibilities

The Christa McAuliffe School-PS 149Q will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the NYS students academic achievement standards as follows:

Teachers will ensure success by providing differentiated instruction which will meet student needs. Reading and Math teachers will provide additional support for students who have not met standards.

2. Hold Parent-Teacher Conferences (at least annually in elementary schools) during this which this compact will be discussed as it relates to the individual child's achievement. (Specifically, those conferences will be held:

Parent-Teacher Conferences are held twice each school year. Our school schedules a meeting for parents and students in third, fourth and fifth grades during the early fall, to discuss NYS Standards and prepare the students and parents for testing. A Title I- Literacy, Math and Science Night is held annually in the late spring.

3. Provide parents with frequent reports on their children's progress. Specifically the school will provide reports as follows:

Our school provides parents with report cards two times during the school year. Title I parents are also provided with a progress report of those students being provided with Title I Literacy and Title I Math services.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents at PS 149Q have access to all staff through our Parent Coordinator's Office. The Parent Coordinator prepares an intake form and submits it to the appropriate person. Translators are provided for parents who speak other languages other than English. Teachers call parents occasionally to update them on their children's progress. Teachers schedule meetings with parents before, during and after school.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

PS 149Q takes pride in providing parents the opportunity to volunteer and encourage their participation in all activities that involve our students. Parents are a vital lifeline to all our children's education and a very welcomed addition to our family at PS 149Q. Parents who wish to take their career a step further are professional trained for a period of 15 hours to become certified as a Learning Leader. These volunteers are placed in classrooms. Some are assigned to perform clerical duties. Our parents are encouraged to continue their education and learn English and computers through our Beacon Program. Our school has Open School Week where parents are encouraged and welcomed to observe their child's classroom activities.

6. Provide parents with a Parent Agreement (written summary) of this School Parent Compact, as follows:

Parents will receive a written summary to this compact and agree by signing their signature on the Parent Agreement and returning the signed copy to the school. Their signature is an agreement to its contents and verification of their receipt of this document.

#### PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- Monitor my child's attendance
- Make sure that my child's homework is completed
- Monitor amount of television my child watches
- Volunteer in my child's school
- Participate, as appropriate, in decisions relating to my child's education
- Attend one New Parent Workshop for newly enrolled students to find out the choices of programs available to my child at PS 149
- Promote positive use of my child's extra-curricular time
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisor groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, or other school advisory or policy groups.
- Make sure that my child's uniforms are clean and available for their daily wear.

#### OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES ( revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework everyday and for help when I need to
- Read at least 30 minutes every day outside of school time
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Will arrive daily on time and prepared to learn
- Behave in an appropriate manner at all times and not disrupt instructional time

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (requirement that school must follow, but optional as to being included in the School Parent Compact)

THE CHRISTA MCAULIFFE-PS 149Q WILL :

1. Involve parents in the planning, review, and improvement of the school's Parental involvement policy, in an organized, outgoing, and timely way.
2. Involve parents in joint development of any school-wide program plan, in an organized, ongoing and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the rights of parents to be involved in the Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
4. Provide information to participating students in an understandable and uniform format, including alternative formats upon request of parent with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. At the request of parents, provide the opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestion as soon as practicably possible.
7. Provide each parent timely notice when their child has been assigned or has taught for four (4) or more consecutive weeks by a teacher who is not qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, Dec. 2, 2002)

## OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high standards, the Christa McAuliffe School-PS 149Q will:

1. Recommend to the local educational agency (LEA), the names of the parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams
2. Notify parents of the school's participation in Early Reading, Reading First and Even Start Family Literacy Programs operating within the school, the district or the Region and the contact information.
3. Work with the LEA in addressing problems, if any in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issues of violations) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Please note that signatures are not required

## 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.

See Needs Assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The Comprehension Education Plan identifies key priorities with goals and timeframes for all curriculum areas. The plan is available in condensed form for all staff and parents. As a result, the school's goals and objectives are fully understood. Teachers are supported by coaches who help with planning and class goal setting based on data analysis. Grade and unit goals are established in order to promote achievement. Teachers confer with students to set individual goals. (See Action Plans)

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.

After school Success Academy, ELL Academy, Project Bravo and Saturday programs will continue to provide service to small groups of students in grades 1-5. Summer Success and Summer ELL Academy provides continuity of instruction to students who are at risk.

- o Help provide an enriched and accelerated curriculum.

P.S. 149 has an interdisciplinary approach with clear connections between the arts and content areas. Projects arts provide our students with high interest activities that promote learning. Dual Language students use music and knowledge of keyboard skills to challenge all students. At our school the students themselves have taken the initiative to get involved in various community based activities. The Student Government, the school chorus, the Art Club, the Star Squad and the Box Top Initiative Group have designed projects and activities focused on helping and giving back to the school and the community.

- o Meet the educational needs of historically underserved populations.

English Language Learners and Special Education students receive effective push-in and pull-out support. Teachers analyze the data resulting in effective grouping of students. They plan together, evaluate and modify their teaching. The inquiry team gives additional support to low achieving students and share successful methodology with all staff.

- o 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.

The Pupil Personnel Committee and the Academic Intervention Team reviews the progress of low achieving students and recommends at-risk services and referrals to special education.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

94% of our teachers are fully licensed and permanently assigned to our school. We retain the teachers by providing instructional support and reducing the teacher/student ratio through Co-teachers and other specialists (reading/math) in all classrooms.

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.

We will be utilizing the expertise of our mentor and mathematics coaches as well as our data specialist. In addition the administration will be taking a greater role in the area of professional development by immersing themselves in the Teachers' College Model of Balanced Literacy and Everyday Math Program. Informational meetings addressing specific curriculum will be provided to parents to maximize the support that students receive at home.

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

We have established communication with the Teaching Fellowship Program and several universities, such as St. John's and Queens College, as a way of acquiring highly qualified teachers for our school's vacant position. We have instituted a Human Resource committee to review resumes and interview potential highly qualified candidates.

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

At PS 149Q parents are a very important part of our school community. They actively participate in workshops during the school day and in the evening. They are active members of our school leadership team and our PTA. We also have a large number of parents involved in our Learning Leader program. These parents assist teachers in the classroom and volunteer to coordinate and work on all school activities. We have organized parent meetings and workshops for specific programs and/or topics based on needs and parent request. Annual Family Literacy and Math/Science nights further increase parent involvement.

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.

Interviewing of all entering students and their parents to ensure proper placement and determine eligibility for our monolingual, dual language, bilingual, and ESL programs. The Home Language Survey is used as means of identifying the students' linguistic needs. If a child is entering our school system for the first time proficiency in English is assessed by the Lab-R.

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.

□

Teachers collect data from a variety of sources such as standardized tests, ITAs, Predictive Assessments, NYSELAT, Acuity Reports, IEPs and assessments from Wilson, Foundations etc. We also use data from our Running Records, On-demand writing pieces, Skills Checklists, Kid- watching Sheets and conference notes. In math we use the State Math results, ITAs, Predictives, Unit assessments, the RSA and the Progress Checks to measure growth and plan for instruction. This data can be found in all classrooms in the following ways:

Data Binders contain individual student data tracking their growth in literacy and mathematics

Writing Portfolios contain On-Demand assessments and published pieces from previous units of study. Folders also contain work in progress and supports such word wall lists, editing/ revising checklists

Reading Folders contain reading logs, assessments, book summaries/projects and unit reflection sheets

Conference Notes are used to set goals, plan for small group instruction, monitor progress and plan next steps

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.

□The Pupil Personnel Committee and Academic Intervention Team reviews the progress of low achieving students and recommends at-risk services and referrals to special education. In addition, the committee monitors annual and triennial reviews in order to ensure that they are conducted on time. Teaching providing Integrated Co-Teaching services and 12:1:1 teachers meet with the committee to review the progress of each special education student and recommend any necessary changes to IEPs.

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.

□P.S. 149 collaborates with a variety of agencies and programs to secure services for students and their families. This collaboration allows us to address issues which support student learning and promotes the well being of families. The Beacon Program (CBO) housed in our school provides recreational after school programs for students and adult education programs in the evening.

## **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 specifically 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, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program
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					activity has been described in this plan.		
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			673,926	True	31, 32
Title I, Part A (ARRA)	Federal	Yes			15,280	True	31, 32,36
Title II	Federal	Yes			526,444	True	31,32, 34, 36
IDEA	Federal	Yes			218,002	True	32,33,36
Tax Levy	Local	Yes			5,257,192	True	32,33,34,35,36

<sup>1</sup>**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.

<sup>2</sup>**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.

#### **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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

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 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

1 Student in Temporary Housing as of October 25, 2010

2. Please describe the services you are planning to provide to the STH population.

Students are eligible to receive services that comparable to services provided to non homeless students in Title I schools. P.S. 149Q is dedicated to delivering and academically rigorous and emotionally nurturing program to all students while addressing the specific needs of the Students in Temporary Housing. Small class size, highly qualified teachers, appropriate guidance and support, after-school programs and parent involvement are provided. Students in Temporary Housing are given our school uniform, school supplies and books. Transportation for these students is arranged. They also participate in our Extended Day program.

### **Part B:**

#### **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.



## **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_30Q149\_012811-175449.doc

## 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 <b>CFN410</b>	District <b>30</b>	School Number <b>149</b>	School Name <b>Christa McAuliffe</b>
Principal <b>Ms. Esther Salorio</b>		Assistant Principal <b>Ms. Mayra Ruiz Lotito</b>	
Coach <b>type here</b>		Coach <b>Phyllis Campbell</b>	
Teacher/Subject Area <b>M. Thompson, ESL Teacher</b>		Guidance Counselor <b>Odalis Fernandez</b>	
Teacher/Subject Area <b>S. Taggart, Bilingual Teacher</b>		Parent <b>J. Leon</b>	
Teacher/Subject Area <b>E. Moulinos, Bilingual Teacher</b>		Parent Coordinator <b>A. Gil</b>	
Related Service Provider <b>M. Vitale</b>		Other <b>M. Medina</b>	
Network Leader <b>Altagracia Santana</b>		Other <b>A. Fernandez, Bil AIS</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>19</b>	Number of Certified Bilingual Teachers	<b>14</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>4</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>1162</b>	Total Number of ELLs	<b>531</b>	ELLs as Share of Total Student Population (%)	<b>45.70%</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.

Paste response to questions 1-6 here

#### Part II: ELL Identification Process

P.S. 149 has a team of trained pedagogues in the administration of the HLIS which includes the parent survey, program selections, and assessment of formula. Trained pedagogues are provided training during normal school hours and during ESL committee meeting sessions. During the ELL Identification process, a pedagogue meets with the student registering and their parents. Parents are given the Home Language Identification Survey (HLIS) which identifies possible ELLs. The school secretary provides the parents with a folder containing documents to be completed at this time. A pedagogue who has been trained in the in-take process administers the HLIS. The majority of the parents who come to register are of Hispanic descent. A trained pedagogue fluent in the parent's native language conducts the interview. A translation unit may be contacted upon parent request if it is another language other than Spanish. The Pedagogue/Assistant Principal conducts an interview in the parent's preferred language to determine student's dominant language. A formal initial assessment to determine the student's language dominance is done by implementing a formula. The results are analyzed and considered when determining the student's dominant language. An assessment may be provided to determine which language is more dominant if the information on the HLIS indicates more than one dominant language. Once the HLIS is completed, the form is given to the school secretary who makes a copy and places the copy in the Assistant Principal's mailbox for appropriate next steps. The next steps are to analyze NYSESLAT scores including running a RLER report which indicates students eligible to take the NYSESLAT for the new school year. Prior to the NYSESLAT testing period, a schedule is created indicating students to be tested.

During the registration process, the Assistant Principal/trained pedagogues explain to the parents the different types of programs available to their children. These programs are Transitional Bilingual Education (TBE), Dual Language, and Free Standing ESL. Parents are also invited to attend an orientation that explains in detail the structure and the model of all available programs if their child tested at/below the cut score mark as per the LABR and hand scores. This orientation date is scheduled within 10 days of student's admission date. The Chancellor's video is watched by the parents in the language the parent understands. In addition, brochures in different languages are provided informing them of the different programs available in NYC Public Schools. Many parents who chose to fill out the registration forms at home previously were informed that they must have all forms on this day. A phone call is made by the parent coordinator to remind the parents of the importance of bringing in completed documentation. A sign-in sheet is made available to confirm attendance and to ensure that all attendees completed and submitted their Parent Program Selection Form. During the school year, as new admits register at our school, a trained pedagogue meets with the parent and child and the Chancellor's video is shown.

At P.S. 149Q all three program models are offered to parents making their preferred program selection possible. Students are placed in bilingual program by default if the Parent Program Selection Form is not returned. Parents are advised that if they oppose this decision, they must fill out the Parent Program Selection form accordingly. Outreach is made for parents to attend/return the Parent Program Selection forms prior to the start of the school day, after school, during the day, during parent/teacher conferences, PTA meetings, during school functions, and through telephone conversations. The timeline for the above is within 10 days from the day the student was admitted.

The criteria for placing ELLs in a Bilingual or ESL program is based on the results of the LABR and the parent's selection on the Parent Program Selection Form. Parents are informed of their child's placement through the entitlement letter.

After parents have filled out the HLIS, parent surveys, parent selections forms are reviewed. Based on their preference, the student is placed in the program the parent has selected. Upon administration of the LABR tests, the proficiency level is determined by hand scoring the exam. Parents are notified yearly of their child's status in English proficiency based on the NYSESLAT scores. Students' eligibility for ESL service is determined and parents are notified of the findings. Parents are informed of mandated ESL services through an entitlement letter. Parents of students who passed the NYSESLAT or LABR are notified of their non-entitlement to ESL services. Since our school makes all three program models available to parents, a transfer option to another participating school is not necessary.

After reviewing the Parent Survey and Program Selection for the past few years, the trend noticed is that there has been an increase in parents opting more for the Dual Language Program. There is also an increase in parents requesting ESL programs and less bilingual programs. Parents have expressed an interest in having their children immersed in English. For parents choosing Bilingual programs, students transition into monolingual classes as they move up a grade as a result of becoming proficient in the English language according to the NYSESLAT test scores. For the 2010-2011, parents opted out of bilingual classes in the upper grades as they wanted their children to prepare for the state exams in English. Because of this request, there is no longer a fourth and fifth grade bilingual class. However, an additional third grade dual language classroom was opened this year after parents of dual language students from a K-2 neighboring school made a request for our school to accommodate and continue the dual language experience for their children. We now have three third-grade dual language classrooms. The TBE class in the third grade consists of students who are mostly at an intermediate and advanced level according to the NYSESLAT scores. In our Dual Language classes students remain in the program until they exit the school or transfer into another community.

The programs offered at P.S. 149 are aligned with parent requests according to the parent survey. All three programs, Dual Language, Transitional Bilingual Education (TBE), and ESL Self Contained Programs as well as ESL Push-In Services are available. At P.S. 149Q every attempt is being made to reach out to low incident languages. However, all letters are sent home in English and Spanish. Our parent-teacher association meetings are held in both English and Spanish during evening hours providing parents the opportunity to attend and understand information presented to them. Parents are made aware of the translation letters available to them on the New York City Department of Education website. Reports cards are sent home in English and Spanish. Where a low incident language report card is available, it is sent home with the English report card. We also provide translators for the low incident languages during Parent Teachers Conferences. In addition, the Citywide Standards of Discipline and Intervention Measures were also distributed, wherever possible, in the parent's native language. We are developing a master list of low incident languages in order to target additional languages such as Bengali. Parents in low incident languages are not requesting a program in their native language.

ELLs are evaluated every year upon the receipt of the NYSESLAT scores. Using the RSNR reports, proficiency levels are studied and used to drive instruction in order to target and strengthen areas of need in Reading, Listening, Speaking and Writing. Part III: ELL Demographics

We have ESL Push-in services for ELLs in monolingual classes as well as Dual classes. Bilingual AIS teachers assist the teachers in the classroom and work with students in small groups. There are ICT classes from K-5 and Self-Contained ESL classes in grades K-1. Classroom teachers such as Bilingual teachers and ESL teachers provide ESL instruction to students. All teachers servicing our ELLs work as a team. There are no pull-out programs. Every effort is made to use the NYSESLAT results to group children homogeneously (beginners, intermediate, advanced) within regular classes in order to provide appropriate push-in ESL services. All ESL and Bilingual classes must devote the number of minutes per week to the teaching of ESL depending on the student's LAB-R or NYSESLAT English Proficiency scores. Currently we have 411 Newcomer students who are 0-3 year ELLs, 120 Pre-Long Term Ells (4-6 years) who are receiving services, and 0 Long- Term ELLs, who are receiving 7+ years of service and have not yet reached a level of English proficiency. There has been a decrease in the number of Pre Long Term ELLs and Long Term ELLs due to students becoming proficient according to the NYSESLAT. We believe this success is a result of our school's dedication and continued support of all our English Language Learners. There is one student in the second grade bilingual class who is a Student with Interrupted Formal Education (SIFE) who is in the 0-3 year subgroup. There are 31 special education students in the ESL program (0-3years); 11 special education students (4-6 years); and no special education student who is a Long-Term ELL (7+ years).

## 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	1	0	0								4
<b>Dual Language</b> <small>(50%:50%)</small>	2	2	2	3	2	2								13
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1	1	0	0	0								3
<b>Push-In</b>	3	5	6	4	2	5								25
<b>Total</b>	7	9	10	8	4	7	0	0	0	0	0	0	0	45

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	531	Newcomers (ELLs receiving service 0-3 years)	411	Special Education	42
SIFE	1	ELLs receiving service 4-6 years	120	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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>	94			4						98
<b>Dual Language</b>	95			24						119
<b>ESL</b>	222		31	92		11				314
<b>Total</b>	411	0	31	120	0	11	0	0	0	531

Number of ELLs in a TBE program who are in alternate placement: 0

## 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	18	24	29	27	0	0								98

**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
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>18</b>	<b>24</b>	<b>29</b>	<b>27</b>	<b>0</b>	<b>98</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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP								
Spanish	23	8	26	17	20	19	27	33	15	20	8	27							119	124
Chinese				1															0	1
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other		13		8		5		7		9		11							0	53
<b>TOTAL</b>	<b>23</b>	<b>21</b>	<b>26</b>	<b>26</b>	<b>20</b>	<b>24</b>	<b>27</b>	<b>40</b>	<b>15</b>	<b>29</b>	<b>8</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>119</b>	<b>178</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): <u>130</u>	Number of third language speakers: <u>5</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>2</u>	Asian: <u>13</u>
Native American:	White (Non-Hispanic/Latino): <u>5</u>
	Hispanic/Latino: <u>158</u>
	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	29	43	47	48	53	52								272
Chinese	1	3	2	2	4									12
Russian														0
Bengali	3	6	1	4	2									16
Urdu	1	1	0	4										6
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	1		1	3								8
<b>TOTAL</b>	<b>35</b>	<b>55</b>	<b>51</b>	<b>58</b>	<b>60</b>	<b>55</b>	<b>0</b>	<b>314</b>						

## Part IV. ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>
Paste response to questions 1-4 here
Part IV: ELL Programming

#### Programming and Scheduling Information:

The ESL instruction in our school building is delivered through Self Contained ESL classrooms, or ESL Push in Services. There are no Pull-Out Programs. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model. Scheduling the appropriate numbers of ESL minutes for beginner, intermediate and advanced students is planned carefully taking into consideration the above levels. This instruction is provided by licensed teachers in the classroom or push in services by ESL teachers. Our programs ensure that ELLs are receiving the mandated ELA instruction required and that Native Language Arts (NLA) is provided by their teachers as per their levels. Classroom libraries are leveled in Spanish and English to ensure that students are reading the required books in the appropriate language of instruction. Self-Contained ESL classes are formed heterogeneously. Monolingual classes with ESL Push-In providers are on the most part, formed homogeneously.

ESL strategies and methodologies are provided through the reader's and writer's workshop model. In the Dual Language classes "Cancionero" is used to provide SSL (Spanish as a Second Language). Teachers use multi-level approaches provided in the teaching of Language Arts to limited English proficient/English Language Learners. An emphasis is placed on modifying lessons to better meet the needs of students. When pushing in during content area instruction, ESL providers work collaboratively with Content Area Teachers and classroom teachers in planning lessons that incorporate vocabulary development, ESL methodologies and ESL scaffolding. We have a Bilingual Certified Science Teacher who pushes in and provides instruction in Science to the Bilingual and Dual Language Classrooms.

Differentiation of instruction for all ELLs is provided by using the information from formal and informal assessments in order to individualize their instruction and to better meet their needs. Instruction and planning is based on the student's level and needs. ELLs and Non-ELLs as well are provided with instruction that includes ESL methodologies and scaffolding and taught in small, flexible groups with similar needs. Classroom teachers and ESL teachers collaborate and share information on their students during common planning time or meet during lunch periods. They discuss and plan for ways to better meet the needs of their ELLs as well as how to differentiate their instruction in order to assist the ELL in meeting their goals.

Currently we have one SIFE student. In order to support our SIFE students, we have established an instructional plan. We provide a Transitional Bilingual Program as well as an ELL after-school program. In addition, the ESL Push In program provides additional scaffolding until the students reaches proficiency level. The ESL teacher assigned to assist the classroom teacher provides additional support to the student during Read Aloud, Word Study, Math Routines, Content Area, literacy in grades K-1, and small group instruction. Extended day is also provided for children at risk and in need of additional support. Bilingual classes and classes with a high number of ELLs receive additional support when possible through extra periods of ESL and Native Language support from Bilingual AIS Providers and Certified ESL Teachers.

A Transitional Bilingual Program and an ESL Push in program is offered to all newcomers. These children also participate in the ELL Academy provided after school. Extended day is also provided for students at risk and in need of additional support. Title I support from Reading Teachers is also provided to help prepare students with the state exams, as well as NYSESLAT.

Pre-Long Term ELLs are provided push in ESL services by certified ESL teachers or Bilingual teachers. Bilingual classes receive push in literacy support by a Reading teacher as well as a Math teacher. A certified Bilingual Special Education teacher pushes in to assist a bilingual class by providing additional support in methodologies and teaching of ESL.

We currently have no Long Term ELLs. However, in the event we may in the future, our Long Term ELLs will receive academic intervention services with a focus on ELA and Math. In addition, after school programs are offered as well as a Saturday Preparatory Academy for grades 3-5 which offers additional support in literacy and mathematics. Many of these students also qualify for Title I services. Students receive small group instruction in reading, mathematics and content area instruction. Additional support will be provided by ESL Providers.

ELLs identified as having special needs are placed into appropriate classes and receive related services as per their IEP. Children in the 12:1:1 and ICT classes have fully licensed certified teachers. Children requiring ESL services in these classes are provided push-in services. Students in regular monolingual classes are provided with services as well. All staff members have received professional development in order to support students. Scaffolding strategies and language goals provide additional support for children with special needs. Intervention and at-risk services are also provided through AIS and PPC Committees. These services are monitored and altered as needed in order to meet student needs.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

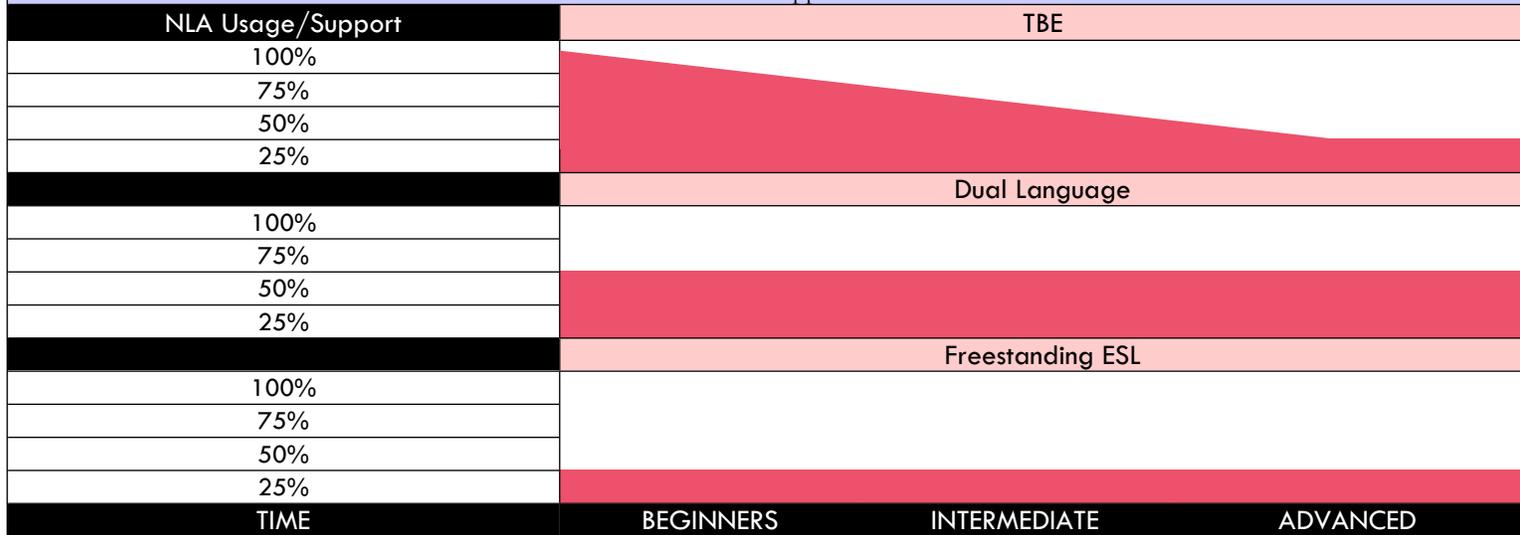
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.  
Please note that NLA support is never zero.



## 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?

Paste response to questions 5-14 here

We offer our ELLs intervention in ELA and Math as well as other content areas through special after school programs as well as the Saturday Preparatory Academy. The ELL Academy After School Program for grades 2-5 provides instruction and practice for editing, constructive responses, short responses, extended response and how to use graphic organizers to organize information. This program is correlated to the new ELA core curriculum standards. We also offer math intervention that incorporates the teaching of Math using a math program that provides instruction matched to the New York Math State Test. Teachers teach in small groups in order to differentiate the instruction and target specific skills that students are struggling with. This program also offers ELLs a program that is tailored in teaching them academic vocabulary, word solving strategies for content area reading in Science and Social Studies, and builds on critical thinking skills.

Where programming allows, an ESL teacher will continue to provide additional support to former ELLs by pushing in and reinforcing literacy skills. Additionally, we will continue to follow and provide for two years testing accommodations even after students have tested out of the ESL program. During the 2010-2011 school year, our school will continue implementing the ESL differentiated Reading Program called Achieve 3000. This program delivers differentiated reading and writing assignments based on each student's actual Lexile level. The program works as follows:

- Assess. Students' Lexile levels are assessed initially using LevelSet™, a proprietary assessment tool that provides a summative assessment of each student's level of comprehension for informational text. This enables progress to be made immediately, without spending precious time identifying students' correct levels.
- Individualize. Each day, students receive level-appropriate, standards-aligned nonfiction reading/writing assignments via a safe, secure email system. The Web-based assignments are interactive, engaging and highly motivating. They provide more time on task and more practice - which in turn fosters gains in reading comprehension, writing skills and vocabulary development across subject areas.
- Reassess. Students' levels of comprehension are monitored by a daily formative assessment of students' reading comprehension abilities. However, in order to measure Lexile growth, a second administration of LevelSet is given mid-year so that students' Lexiles can be adjusted and more appropriate-leveled assignments can be delivered. A post assessment is done at the end of the year when another version of LevelSet is administered.
- Report. KidBiz also provides teachers and administrators with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.

An additional program that was implemented last year, Imagine Learning, which is a program that has proven to be an effective tool in English language and literacy achievement, will once again be implemented this school year to provide additional language and literacy support to our ELLs.

At P.S. 149Q, all English Language Learners participate in all school activities and programs such as Art, Gym, Music, and Library. Students are not pulled out as we offer push-in services. We provide explicit ESL services during literacy and content area instruction. Students are given the opportunity to attend after school programs through the Title III supplemental programs.

Teachers use Smart boards and Elmos in their teaching, laptops, listening centers, books with CD's, etc. In addition, ESL strategies and methodologies are provided through the readers and writers workshop. In the Dual Language classes "Cancionero" is used to provide SSL (Spanish as a Second Language). Foundations will be used to support and provide additional interventions during extended day.

In the TBE program, Native Language Arts is provided during the Literacy Block as well as Math Block to develop mathematical skills in the student's home language. Our team revisits annually the 50/50 Language Allocation Policy created by teachers and administrators. The LAP

details how instruction is being provided to our ELLs in both English and Spanish. This policy is discussed and revised at meetings with bilingual teachers and administrators as well as those providing additional support services to our ELLs. Content Area instruction – language arts, science and social studies is taught in both languages. Grades K-3 students receive literacy instruction and Math instruction in their native language. All required services and resources correspond to our students' ages and grade levels accordingly. When appropriate, differentiation of instruction and materials is taken to consideration to better amplify academic instruction.

At P.S. 149Q, students' reading levels are identified using the Teacher's College reading assessments as well as El Sol Spanish reading assessments in grades K-3 and other Spanish reading assessments in grades 3-5. Students' reading progress is reassessed periodically to determine growth and to drive instruction to better meet individual students' needs. The resources and materials used are aligned to students' reading level using the thematic approach model that supports the curriculum for each grade as well as New York State Standards.

### 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

Dual Language Program:

In the lower grades K-2, students are separated by language proficiency and receive literacy instruction in their native language. Students are linguistically mixed during content area instruction. During the Literacy Block, a sequential model of literacy is followed. No lesson is taught twice.

In grades 3-5, students are mixed linguistically and receive their literacy instruction in English or Spanish as it follows the alternate day 50/50 model. In this 50/50 organizational design, the amount of instructional time is equally divided between the two languages at all levels. Children are linguistically mixed during content area instruction including: mathematics, language arts, science, and social studies.

Two groups of students are linguistically integrated where half of the class is English dominant and the half Spanish dominant. The two groups move from one language classroom to the other according to the 50/50 variant. In the lower grades students are separated by language proficiency and receive instruction in their native language. The additional third grade dual is self contained. The teacher is responsible for teaching Spanish and English, alternating between days. One day instruction is provided in Spanish, and the next day instruction is provided in English.

The Dual Language follows the Side by Side model in all grades. In grades K-2 the Dual Language Program follows the Sequential Teaching of Literacy on alternate days. In grades 3-5 it follows a simultaneously teaching of literacy on alternating days. No lesson is ever repeated twice. Native Language Arts is provided to the English Proficient students of Hispanic descent in the dual language program at a minimum of 4 times a week. The Dual language is comprised of 178 English proficient students of which 20 are of Non-Hispanic descent.

All students participate in a middle school presentation provided by I.S. 145Q. In addition to this presentation, students are invited to visit the school, learn about their programs, and meet their future teachers and administrators. A special visit is arranged for Dual Language Parents to visit I.S. 145Q also in the spring.

### 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.

Paste response to questions 1-3 here

Professional development topics presented in the past to support staff members assisting ELLs are: Demystifying ELL Data, Staff Development in the Teacher's College Reading and Writing Workshops, Understanding Second Language Development, Understanding the Needs of ELLs, Specific Strategies to develop listening, speaking, reading and writing, Learning about the various types of ELLs such as Long Term ELLs, and SIFE, Differentiated Instruction, NYSESLAT interpretation, Vocabulary development such as Tier I, II, III, and Cognates, Scaffolding techniques and developing vocabulary, and Language Allocation Policy discussions and planning. Teachers take part in intervisitations across grades and classes throughout the key. A follow up debriefing always takes place where best practices are discussed as well as next steps. During the year, teachers participate in professional development workshops offered by Teacher's College. Teachers who attend these workshops are given the opportunity to turkey information to other staff members during various times in the year and at grade meetings.

All members of our staff are involved in Teacher Teams. These teams are developing inquiry projects many centered around English Language Learners. For example, our ESL department is presently focusing on improving critical thinking skills when problem solving in Math. They are also studying ways to better support our ELLs in their ability to explain their problem-solving strategies. This inquiry work will also support our ELLs in all four modalities (reading, speaking, writing, and listening).

The school has identified teachers who have already complied to the 7.5 hours of ELL training. Non-ESL/Bilingual teachers new to the system will be provided professional development in ESL methodologies through designated school pedagogues who are certified in ESL and professional development workshops. Records will be kept in the teacher's file in the main office.

## 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?

Paste response to questions 1-4 here

### Parent Involvement

P.S. 149Q values and respects the parental involvement in the decision-making of their children's education. As a result, a set team made up of the School Principal, Assistant Principal, Parent Coordinator, Math coach, and ESL teachers provide parents with several orientations during the year on our English Language Learners Programs, including: TBE, Dual Language, Monolingual and ESL Self Contained. This orientation focuses on providing parents with information about the school system and explains program options. A video in nine languages provides parents of newly enrolled ELLs into the New York City school system information on the new reorganization and their right to choose educational options for their children. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu and Bengali. Parents are also provided with brochures that explain the program models. At P.S.149 we adhere to the procedures for identifying ELLs. Parents enrolling their children are administered the Home Language Identification Survey (HLIS) to determine their LAB-R eligibility. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements. Below are some examples of how the home and school connection is strengthened at P.S. 149Q:

- Parent Workshops throughout the year are scheduled that keep families up to date on important school information and testing.
- Family Literacy Night- parents and students share wonderful activities in reading and writing. Parents and children rotate through different areas where they create bookmarks, read stories to their children, create poems and book making. Also, a section on parent literature is set to help parents understand ways they can help in their children's education, particularly to the reading and writing process, homework help and routines.
- Math Night - parents and students share wonderful experiences in math as they rotate through different centers. Parents and their children have an opportunity to play mathematical games and problem solve together.
- Newsletters will soon be sent home on a monthly basis as an additional means to communicate to parents important schools events, and goals for each subject area each month.
- Science Fair - all students participate in this school-wide annual activity. Students create scientific projects that are celebrated and displayed at this fair.

- Music and The Brain -selected classes participate and learn keyboarding skills.

The Parent Coordinator of the school also provides the parents with information on the Learning Leaders Program and other upcoming educational workshops geared to helping their children succeed in school. The Learning Leader Activities includes but are not limited to the following:

- A. Learning Leaders-Certification Program: is a training program which teaches parents and community volunteers to work one-on-one in groups with students and classroom teachers. This program is a three session workshop which is required in order to be certified. All participants are screened and must provide three references.
- B. Learning Leaders - Author's Read Aloud Program: Our Parent Coordinator is presently working on implementing this program for the 2010-2011 school year. This an 8 week program where Authors and/or illustrators go into designated classrooms and work with the teachers and students to show them how books are made. The parents of these children are invited to breakfast to meet with the authors and/or illustrators. They learn what their children are being taught and how parents can help to make reading fun. The parents are allowed to follow the authors and/or illustrators around to the designated classrooms to see the students working with the Authors/ Illustrators.
- C. Learning Leaders - We All Count - Math Program For Parents: is a family based math program designed to introduce numbers and the fundamentals of math as they relate to everyday life. The goal of the workshop is to demystify math and make it fun for the whole family.
- D. Learning Leaders - Alphabet Soup: Addresses the role of books in our daily lives and how they can be used to improve children's language skills, vocabulary, memorization and creativity. This program focuses on bookmaking and storytelling. This program will also focus in training parents to level libraries in the classrooms.
- E. Learning Leaders - Write from the Start: This is a family-based writing program designed to make writing fun and enjoyable for students. A parent component workshop is based on this same concept. This program is ongoing all year round.
- F. Queens Legal Services - This organization offers workshops on various topics such as Immigration, and applying to assistance such as in food stamps.
- G. Cornell University – Cornell University offers various workshops on nutrition and on building healthy eating habits, energy conservation, and managing one's finances. This program will commence in January.
- H. Parent Coordinator:
  - a. Workshops are provided to parents on the School Leadership Team and PTA and CEC. These workshops included how to be an active member of the SLT and PTA and CEC.
  - b. NCLB Act of 2001- How it affects our schools and what we can do to help.  
What parents need to know! Parental Rights and Facts about the NCLB.
    - Bilingual & ESL Programs
    - Conflict Resolution
    - Students Achievement
    - Roles Parents Play in School
    - School Rules
    - Orientation For Parents of Newly Admitted Students
    - Nutrition And Learning
    - Parents As Art Partners - Art Club
- I. Health Plus – Monthly workshops on various health topics is explained to parents.
- J. Primerica: Subsidy of Citigroup-Citibank provides detailed workshops to the community and parents on financial and insurance products available to consumers.
- K. Title I: Title I committee meets monthly to plan parents meetings (3x year). The focus is to explain the Title I Program and services children receive. The final meeting includes a fair where children's work is displayed and children make presentations. Parents meet to

discuss everyone's duties and have elections for the Parent Advisory Council Title I PAC.

L. Make the Road New York: This program is provided by Alejandra Ruiz, Education Justice Organizer. Workshops are provided for community members of District 24 and District 30. The following are some areas this organization helps community members with: GED Preparation, Immigration matters, and Employment opportunities.

M. Teachers College Parent Workshops- Throughout the year parents are invited to attend workshops at Teacher's College. Parents are informed of the Reading and Writing Process during these workshops as well as ways in which they can support their children at home.

During PTA meetings important issues and concerns are addressed. Parents are given the opportunity to have their questions answered. Parents will be given once again this school year the opportunity to create goals they would like to see achieved at the school. Information is collected from parents and used to design a system in which parents' concerns are evaluated and services are provided.

The goals established by parents will be looked at and needs will be taken into consideration. The programs above were implemented as a result of parent needs.

We are adding a fourth goal to our CEP pertaining to Parent Involvement. Our goal is to encourage our parents to become active participants who understand how our schools runs and how they can become partners in their child's education. During Parent Teachers Association meetings, various topics will be presented. In addition to the above, a proposal was presented to the City Council to provide our school with the proper funds that would enable us to open a 'Mommy and Me" program. This program would serve to strengthen the home and school connection by providing parents of children currently enrolled in our school, the opportunity to experience school life with their young ones prior to the commencement of Kindergarten.

## 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)	53	44	13	11	13	7								141
Intermediate(I)		48	35	52	5	13								153
Advanced (A)	23	13	52	49	57	43								237
Total	76	105	100	112	75	63	0	0	0	0	0	0	0	531

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	9	1	3	4	3							
	I	0	39	7	3	3	2							
	A	0	33	63	25	18	12							
	P	0	26	47	84	63	66							
READING/ WRITING	B	0	40	10	7	6	6							
	I	0	46	32	52	5	13							
	A	0	5	34	49	56	39							

New York State Regents Exam										
		Number of ELLs Taking Test				Number of ELLs Passing Test				
		English		Native Language		English		Native Language		
Grade	Other	Level 1	Level 2	Level 3	Level 4	Total				
3	Comprehensive English	15	42	33	1	91				
4	Math	17	43	27	1	88				
5	Math	18	30	12	3	63				
6	Biology					0				
6	Chemistry					0				
7	Earth Science					0				
7	Living Environment					0				
8	Physics					0				
8	Global History and Geography					0				
		<b>NYS Math</b>								
Foreign Language		Level 1		Level 2		Level 3		Level 4		Total
Grade	Other	English	NL	English	NL	English	NL	English	NL	
Other		3	9	17	14	21	16	14	8	102
NYSAA ELA		3	11	23	19	25	8	6	2	97
NYSAA Mathematics		1	4	19	17	26	3	2	0	72
NYSAA Social Studies										
NYSAA Science										0
7										0
8										0
Native Language Tests										
		# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
		Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)		Level 1 1	Level 2 7	Level 3 4	Level 4 23	0	4	35	20	
Chinese Reading Test		3	14	10	43					
8										0
NYSAA Bilingual Spe Ed										0

### NYS Social Studies

#### 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.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

## Review and Analysis of Assessment Data:

### NYSESLAT:

A total of 603 students were tested for the NYSESLAT in the 2009-2010 school year compared to 616 in the previous year. An analysis of the NYSESLAT results in the Listening and Speaking portion of the test reveals that 32% of the ELL population in grades K-2 scored at a proficient level. This is an increase of 12% from the prior school year 2008-2009. In grades 2-4 72% of our students scored at a proficient level compared to 60% in the 2008-2008 school year. This is again an increase of 12%. Fifty-eight percent of our fifth graders scored at a proficient level an increase of 13% percent from the prior year. The increase in the number of ELLs becoming proficient across all grades has been consistent. The increases are in the double digit numbers. We have made gains in the proficiency levels in Reading and Writing although not as high as in the other modalities. In grades K-1, 26% of our students scored at a proficient level compared to only 16% the previous year; again an increase of 10%. In grades 2-4, 18% of our students scored at a proficient level, compared to 15% in the previous year; a gain of 3%. In grade 5, 35% of our students scored at a proficient level compared to 29% the previous year, an increase of 6%. Overall our proficiency levels in the four modalities have been rising indicating our students are becoming more English dominant year after year.

Students scoring in the intermediate and beginning level are participating in the Title III Supplemental After-School Program where further analysis of the NYSESLAT scores is used to design an individual instructional plan. As a result of more students becoming proficient or at an Advanced level, some ESL teachers have available instructional periods. These extra periods are currently being used to provide supplemental instructional support to students in need of extra services. An individualized instructional plan is being followed in collaboration with the classroom teacher and content area teacher. Furthermore, the NYSESLAT scores have been analyzed using the David Abrams memo which illustrates the scale score conversion. This was used to design an individual instructional student plan that targets specific modalities.

### ELA Assessments:

Two hundred-forty two ELLs in grades 3-5 were eligible to take the ELA exam of which 50 students scored at Level 1 representing 20% of our ELL student population. Forty-eight percent of our students scored at Level 2, which indicates they are approaching the standard for their grade. 30% of our students scored at Level 3 and 2% scored at Level 4. Overall, 80% of our ELL population are either approaching state standards or have achieved the state standards for their particular grade. Some of the students who scored at Level 1 were identified as Newcomers. These students will participate in the afterschool Title III Program and are receiving extended-day instruction. Additional support is being provided by the ESL teachers and Bilingual AIS Support Staff.

### Math Assessment:

Two hundred seventy one of our ELL students took the New York State Math Test. Only 11% scored at Level 1. Forty percent of our ELLs scored at Level II indicating they are approaching grade-level standards in Math. Forty-nine percent of grade 3-5 ELLs scored at grade level or above (Levels 3 or 4). Students identified as needing additional support in Math will be given the opportunity to attend the Title III after-school program as well as extended day. Forty percent of our ELL students took the Math State Test in their native language.

Individualized instructional plans are designed for each student in the Title III program based on the collaborative analysis of the NYSESLAT, ELA, and Math State Scores. The plan targets each student's area of needs as well as enhancing their strengths. Of the 131 students who scored on grade level, 94 took the exam in English and 37 took the exam in Spanish. In levels 1 and 2, 74 students took the exam in Spanish and 66 in English. These results also revealed that as students move up in grades more ELLs tend to take the exam in English indicating their proficiency in academic English is growing stronger.

### New York State Science Exam:

Ninety-four fourth grade ELLs took the New York Science State Exam. Twenty-six students took the test in their native language while 68 took the test in English. Three percent of our ELL students scored level 1. Approximately 26% scored at Level 2, 57% scored at Level 3 and 14% scored at Level 4. Again, the results demonstrate that our ELLs are developing the academic language needed to meet state standards on state exams.

### New York Social Studies State Exam:

Sixty eight of our fifth grade ELLs took the New York State Social Studies State Test. Nineteen of the students took the exam in their native language while 49 took the test in English. Thirty-five percent scored Level 1, 50% of the Level 1 students were in the Bilingual class which included Newcomers. 11% of our ELLs scored Level 2, and the majority of our ELLs, 53%, achieved Level 3. There were no ELLs scoring Level 4.

ELE Assessments:

Students in grades 3-5 in bilingual and dual classes are assessed for Spanish proficiency using the ELE Assessment. Based on the results, 75 percent of the ELLs in the dual language program scored in quartile 3 and 4, while 93% of the EPs scored in quartile 3 and 4, indicating that both the English proficient students and Spanish dominant students are achieving proficiency levels in Spanish language. In the early grades, K-2, EL Sol and TC assessments are utilized in determining Spanish proficiency for ELLs and English Proficient students.

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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 149 Christa McAuliffe					
<b>District:</b>	30	<b>DBN:</b>	30Q149	<b>School</b>		343000010149

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.3	95.7	95.6
Kindergarten	175	168	136				
Grade 1	183	196	171	<b>Student Stability - % of Enrollment:</b>			
Grade 2	169	173	196	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	220	213	238		94.7	95.9	92.2
Grade 4	221	216	214				
Grade 5	199	204	201	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.9	94.9	87.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	11	21
Grade 12	0	0	0				
Ungraded	2	7	5	<b>Recent Immigrants - Total Number:</b>			
Total	1169	1177	1161	(As of October 31)	2007-08	2008-09	2009-10
					43	29	21

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	12	12	Principal Suspensions	3	0	0
# in Collaborative Team Teaching (CTT) Classes	55	56	64	Superintendent Suspensions	0	0	2
Number all others	41	40	28				

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

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	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>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	285	168	TBD	Number of Teachers	84	88	85
# in Dual Lang. Programs	130	126	TBD	Number of Administrators and Other Professionals	11	13	10
# receiving ESL services only	316	299	TBD				
# ELLs with IEPs	2	67	TBD	Number of Educational Paraprofessionals	1	1	4

*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	100.0	100.0	98.8
				% more than 2 years teaching in this school	78.6	76.1	88.2
				% more than 5 years teaching anywhere	70.2	69.3	82.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	90.6
American Indian or Alaska Native	0.4	0.4	0.3	% core classes taught by "highly qualified" teachers	96.7	94.0	91.6
Black or African American	0.9	1.2	1.6				
Hispanic or Latino	83.2	83.3	83.6				
Asian or Native Hawaiian/Other Pacific	11.2	10.6	9.7				
White	4.3	4.1	4.6				
<b>Male</b>	48.7	49.4	51.4				
<b>Female</b>	51.3	50.6	48.6				

**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	Comprehensive
	Improvement Year 1					
	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:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<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>				P
<b>Overall Score:</b>	52.9	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				P
School Environment:	10	Quality Statement 2: Plan and Set Goals				P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P
School Performance:	12.5	Quality Statement 4: Align Capacity Building to Goals				P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P
Student Progress:	30.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

<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)