



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE CHRISTA MCAULIFFE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):30Q149

PRINCIPAL: ESTHER SALORIO EMAIL: ESALORIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. COMPOSTO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
*Esther Salorio	*Principal or Designee	
*Susan Apicella	*UFT Chapter Leader or Designee	
*Angelica Gonzalez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
*Jessica Lopez	Member/Assistant Principal	
*Dawn Renta	Member/ Chairperson	
*Sarina Gursky	Member/ Teacher	
*Nuala O’Doherty	Member/ Parent	
*Maria Hernandez	Member/ Parent	
*Magali Garcia	Member/ Parent	
*Maria Murillo	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, 100% of the Science curriculum in Grades K-5 will be aligned with the Common Core Standards, embedding ESL methodology through curriculum mapping.

Comprehensive needs assessment

- With the introduction of the Common Core Learning Standards, as a school, we agreed to use the Common Core Learning Standards and the Science Scope and Sequence to create curriculum maps in Grades Kindergarten through 5. In addition, the maps also include ESL strategies and techniques to address the needs of our English Language Learners in developing vocabulary in the content area. The TC Writing Continuum will also be used as a guide when assessing content area informational writing.

Instructional strategies/activities

- **Content Area teachers** will meet once a month to align the Common Core Standards to the Science curriculum.
 - Analyzing formative and summative assessment.
 - Establishing secure goals within the Science department using the pacing calendar and scope and sequence.
 - Establishing a uniform grading system.
- Benchmark goals will be evaluated through checklists, rubrics, conferencing, projects and student work so that progress can be monitored, measured and revised.
- Content area and ESL teachers will use a template, which includes a time frame, essential questions, Common Core Standards, ESL standards, vocabulary, and language structure.
- Content area and ESL teachers will plan unit overviews in order to ensure consistency throughout the grades.

Target Population(s): Teams of Teachers servicing grades K-5 students.

Responsible Staff Members: Assistant Principals for grades K-5, Data Specialist, Teacher Teams.

Implementation Timeline: September 2011 through June 2012

- **Initial Indicator (September, 2011)**
 - Review and analyze multiple data sources in order to define a target population.
- **Mid-Term (November, 2011)**
 - Teacher teams will develop long and short term goals for the target population and implement an instructional change strategy.
- **Mid-Term (March, 2012)**
 - Teacher teams will evaluate and revise base on interim progress
- **End-Term (June, 2012)**
 - Target population will show at least 1yrs. growth or improvement.
 - Teacher Teams will share their findings with school community.

Strategies to increase parental involvement

- Parents and caregivers were invited to an Orientation meeting in October 2011. They had the opportunity to meet all Content Area teachers (Social Studies, Science, Music, Math, Art, Physical Education, and Technology) and learn about their specific programs. In addition, ongoing parent workshops are provided throughout the year which include: Title 1/NCLB, Grade Curriculum, Technology, Literacy, Math and Dual Language meetings.
- Parents/Caregivers will be invited to the Art and Healthy Living Exhibition on December 8, 2011.
- Parents/Caregivers will be invited to the Science Fair.
- Parents/Caregivers are invited to attend grade specific workshops.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have established a partnership with the Teaching Fellows Program and several universities such as St. John's University, CCNY, and Queens College as a way of acquiring highly qualified teachers for our school's vacancies. We have a committee of Assistant Principals and Coaches to review resumes and interview potential highly qualified candidates.

Service and program coordination

- To assist us in achieving this goal we have partnered with the following community groups and DOE programs/grants: Beacon, Cookshop and the NYC Food Bank, Teachers College, Nutrition Committee, Student Government, Penny Harvest, Art and Healthy Living Grant, Arts Achieve, Science Fair/Exhibition and Achieve 3000.

Budget and resources alignment

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. 2011-June 2012 as indicated below:

- Assistant Principals / Data Specialist will provide Professional Development on Data Analysis and Benchmark goals.
 - Reading/Math Teachers- Title I
 - Literacy and Math coaches funded by Tax Levy and Contract for Excellence will provide demonstrations and coaching for teachers.
 - ESL Teachers- Title III
 - After School ESL programs are funded with Title III monies
 - Professional instructional materials to support curriculum mapping development during the regular school day

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, 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 Grades K-5.

Comprehensive needs assessment

Based on instructional walkthroughs and previous Quality Review recommendations, we recognized a need for formalizing a system that would set interim goals and benchmarks for every grade in the core curriculum subject areas. This will help students, teachers and parents understand expectations and will support students in achieving grade level benchmarks.

Instructional strategies/activities:

TEACHERS:

- **Classroom teachers** will meet weekly for fifty minutes to establish benchmark goals by:
 - 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 WRAP Assessments)
 - Reviewing and formalizing the writing Narrative and Non-narrative Continuum
 - Establishing secure goals for math, social studies, and science using the pacing calendar

Target Population(s): Classroom and Content Area Teachers servicing grades K-5 students.

Responsible Staff Members: Assistant Principals for grades K- 5, Math Coach, Data Specialist, Classroom and Content Area Teachers.

Implementation Timeline: September 2011 through June 2012

- **Initial Indicator (September 2011)**
 - Review of 2011 ELA and Math scores.
 - Review of curriculum and performance standards.
- **Mid-Term (November 2011)**
 - Analyzing formative and summative assessment in addition to pacing calendars and scope and sequence.
- **Mid-Term (March 2012)**

- Generate a benchmark checklist for at least 25% of the core curriculum.
- **End-Term (June 2012)**
- Reevaluate formative systems to measure student success.

Strategies to increase parental involvement

- Parents and caregivers were invited to an Orientation meeting in October 2011. They had the opportunity to meet all Content Area teachers (Social Studies, Science, Music, Math, Art, Physical Education, and Technology) and learn about their specific programs. In addition, ongoing parent workshops are provided throughout the year which include: Title 1/NCLB, Grade Curriculum, Technology, Literacy, Math and Dual Language meetings.
- Assistant Principals, Parent Coordinator and Literacy Coach will conduct parent workshops that will focus on Literacy and promote literacy development at home.
- Participating parents will turnkey information gleaned at Teachers College “Parents as Literacy Partners” workshops.
- Parents/Caregivers will be encouraged to sign up to ARIS Parent Link throughout the school year during Parent Teacher Conferences and monthly Parent Teacher Association meetings.
- Information will be available in monthly Parent/Caregiver Newsletters.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have established a partnership with the Teaching Fellows Program and several universities such as St. John’s University, CCNY, and Queens College as a way of acquiring highly qualified teachers for our school’s vacancies. We have a committee of Assistant Principals and Coaches to review resumes and interview potential highly qualified candidates.
- Nationally Board certified Literacy Coach will conduct ongoing “Lunch & Learn” sessions as well as Professional Book Clubs/Study Groups for new teachers as well as interested veteran teachers.

Service and program coordination

- To assist us in achieving this goal we have partnered with the following community groups and DOE programs/grants: Beacon, Cookshop and the NYC Food Bank, Teachers College, Nutrition Committee, Student Government, Penny Harvest, Art and Healthy Living Grant, Arts Achieve, Science Fair/Exhibition and Dial-A-Teacher.
- Internal Professional Development: Lunch & Learn Sessions, Professional Book Clubs/Study Groups, Teachers College Topic Days

Budget and resources alignment

Funding Sources: 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:

- Assistant Principals / Data Specialist will provide Professional Development on Data Analysis and Benchmark goals.
- Reading/Math Teachers- Title I
- Literacy and Math coaches funded by Tax Levy and Contract for Excellence will provide demonstrations and coaching for teachers.

- ESL Teachers- Title III
- An additional 10% of Title I funds used to support ongoing Professional Development
- Professional instructional materials to support curriculum alignment development during the regular school day.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, there will be at least a 50% increase of parental activities that will address K-5 curriculum areas, the arts and community concerns.

Comprehensive needs assessment

In order to increase parental involvement we have instituted a "Mommy & Me" program for the 4 year old siblings of present students in Grades K-5. The sessions are conducted by the Parent Coordinator and Guidance Counselor. In addition, we have created and distributed a Parent Information Handbook for all families. A monthly grade by grade Parent/Caregiver Newsletter is sent home with important information including: Reading/Writing, Social Studies, Science and Math Units, Dates to Remember, Grammar Tips and helpful websites.

Instructional strategies/activities

September

- During the first week of school, a PTA table will be set up at arrival and dismissal time, in order to answer parent questions.
- The Parent Handbook will be distributed in multiple languages during the first week of school. It reviewed during the first PTA meeting.
- A schedule will be established to encourage parents to sign up for ARIS Parent Link. Workshops will also be available to parents so that they may become familiar with the features available in ARIS.

September/October

- Classroom with plan curriculum workshops that review the expectations and goals for the academic year.
- Content area teachers will present an overview of the Arts, Science, Social Studies, and Physical Education curriculum.
- We will continue to encourage more parents to become Learning Leaders Training will be provided in both English and Spanish.
- The initial PTA meeting will review the 2011 test results and CEP Goals for the year.
- Mommy-and-Me classes will be available to incoming Kindergarten students and their parents.
- Grade specific parent workshops.

November

- A Family Night will be coordinated in the areas of Math, Science, Literacy and the Arts, in order to foster family literacy.
- A parent workshop will be conducted in order to explain all 3-5 state tests (ELA, Math, Science and Social Studies) Grammar hints for the month will be launched.
- Grade specific parent workshops.

January

- During the PTA meeting representatives from several local museums will be invited to share activities available during the winter and spring breaks.
- Grade specific parent workshops.

March

- Secretarial staff, Teacher teams, Guidance Counselors will create and assemble Welcome Kits (i.e. Curriculum information, calendar, uniform policy,

breakfast/lunch menu, schedules, etc.) to new incoming families and students to P.S.149Q.

- Parent coordinator and staff members will create a Parent Handbook for entire student body creating pertinent information for each grade.
- Guidance Counselors, Parent Coordinator and Teacher teams will implement the Mommy & Me program for 4 year old siblings of student body.

Target Population(s): All responsible staff members will serve all parents of grades K-5 and 4 year old siblings of student body.

Responsible Staff Members: Assistant Principals for grades K-5, Data Specialist, Teacher Teams, Guidance Counselor, Technology Support Specialist, Parent Coordinator and Secretarial Staff.

Implementation Timeline: September 2011 through June 2012

- **Initial Indicator (September 2011)**
 - Review and analyze environmental survey identifying trends and patterns
- **Mid-Term (November 2011)**
 - Participation and attendance of parent-teacher conference, PTA, ARIS training.
- **Mid-Term (March 2012)**
 - Welcome kits and handbook will be in place and presented to families
- **End-Term (June 2012)**
 - Assess if there was a 15% increase in parent response to the environmental survey and overall parent participation

Strategies to increase parental involvement

- Parents and caregivers were invited to an Orientation meeting in October 2011. They had the opportunity to meet all Content Area teachers (Social Studies, Science, Music, Math, Art, Physical Education, and Technology) and learn about their specific programs. In addition, ongoing parent workshops are provided throughout the year which include: Title 1/NCLB, Grade Curriculum, Technology, Literacy, Math and Dual Language meetings.
- Assistant Principals, Parent Coordinator and Literacy Coach will conduct parent workshops that will focus on Literacy and promote literacy development at home.
- Participating parents will turnkey information gleaned at Teachers College "Parents as Literacy Partners" workshops.
- Parents/Caregivers will be encouraged to sign up for ARIS Parent Link throughout the school year during Parent Teacher Conferences and monthly Parent Teacher Association meetings.
- Information will be available in monthly Parent/Caregiver Newsletters.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have established a partnership with the Teaching Fellows Program and several universities such as St. John's University, CCNY, and Queens College as a way of acquiring highly qualified teachers for our school's vacancies. We have a committee of Assistant Principals and Coaches to review resumes and interview potential highly qualified candidates.

Service and program coordination

- To assist us in achieving this goal we have partnered with the following community groups and DOE programs/grants: Beacon, Queens Legal Services, Health Plus, Learning Leaders, Cornell University (Nutrition Committee), Cool Culture Family Pass, Disney Music Grant, ARIS Parent Link Grant, Dial-A-Teacher, Teachers College "Parents As Literacy Partners", Career Day for Grade 5, Monthly Parent Newsletters.

Budget and resources alignment

Funding Sources: *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. 2011-June 2012 as indicated below:*

- Assistant Principals / Data Specialist will provide Professional Development on the Inquiry Process, data analysis, goal setting, and differentiation of instruction.
- Contract for Excellence and Tax Levy funds will provide Professional Development for teachers in and out of school.
- Parent Involvement activities and programs will be funded with 1% of Title III monies.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2012, there will be a 20% increase in the number of second grade (35) students meeting grade level benchmarks (from Levels 1 and 2 to Levels 3 and 4) on the independent reading (running record) subtest of the Teachers College reading assessment.

Comprehensive needs assessment

Based on the Grade 3 2011 New York State ELA Test results, we decided to target Grade 2 early on in the school year. We have done a trend analysis and it shows that Grade 2 students have difficulty once they reach reading level D on Teachers College running record assessments. Therefore, with the support of lead teachers, the literacy coach and grade supervisor, targeted intervention is being given to those students in need. Focused attention is being given during small group strategy lessons, guided reading sessions and during individual reading conferences.

Instructional strategies/activities

- Provide all second graders with a balanced literacy curriculum using the TCRWP program which includes Reading Workshop, Shared Reading, Read Aloud and Word Study.
- Classroom teachers will formally assess, three times per year, students in all aspects of literacy.
- Literacy Coach and teacher teams will look at student work to continue the cycle of inquiry.
- Classroom teachers will conduct informal ongoing assessments of students' independent reading levels using benchmark books to ensure appropriate movement in levels.
- Teachers will provide differentiated instruction to students in reading through strategy lessons, conferencing and guided reading.
- Formal monitoring of progress by grade supervisor, literacy coach and teachers to evaluate and determine effectiveness of strategies and plan accordingly.

Target Population(s): Classroom Teachers servicing grade 2 students.

Responsible Staff Members: Assistant Principals for grades K- 2, Literacy Coach, Data Specialist, Classroom and Content Area Teachers.

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Assistant Principals, Parent Coordinator and Literacy Coach will conduct parent workshops that will focus on Literacy and promote literacy development in the home.
- ARIS Parent Link stations will be available during Parent Teacher Conferences
- Availability to access "Dial-A-Teacher"
- Continuation of Learning Leaders training
- Monthly Parent Newsletters
- Parents will attend Teacher College "Parents as Literacy Partners" workshops throughout the year.
- PTA Meetings will include mini-workshops (Read-Aloud, Book Give Away, and Book Fair) as well as opportunities to meet with teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have established a partnership with the Teaching Fellows Program and several universities such as St. John's University, CCNY, and Queens College as a way of acquiring highly qualified teachers for our school's vacancies. We have a committee of Assistant Principals and Coaches to review resumes and interview potential highly qualified candidates.

Service and program coordination

- To assist us in achieving this goal we have partnered with the following community groups and DOE programs/grants: Beacon, Cookshop and the NYC Food Bank, Teachers College, Nutrition Committee, Student Government, Penny Harvest, Art and Healthy Living Grant, Arts Achieve, Science Fair/Exhibition, Dial-A-Teacher, Queens Legal Service, Health Plus, Learning Leaders, Cool Culture (Parent Family Pass), ARIS Parent Link, Monthly Parent Newsletters and Achieve 3000.
- Internal Professional Development: Lunch & Learn Sessions, Professional Book Clubs/Study Groups, Teachers College Topic Days

Budget and resources alignment

Funding Sources: 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. 2011-June 2012 as indicated below:

- Assistant Principals / Data Specialist will provide Professional Development on the Inquiry Process, data Analysis, goal setting, and differentiation of instruction.
- Contract for Excellence and Tax Levy funds will provide Professional Development for teachers in and out of school.
- Parent Involvement activities and programs will be funded with 1% of Title III monies.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By June 2012 we will increase student participation in the arts by at least 5 hours per student in grades 4 & 5 as indicated in the Annual Arts in Schools Report 2011-2012.

Comprehensive needs assessment

Based on the Annual Arts in Schools Report from 2010-2012 we found the need to increase student participation in the arts by at least 5 hours in the upper grades. We have several programs in place which will address this need and assist us in efforts to provide a well rounded educational program for students in grades 4 and 5.

Instructional strategies/activities

Grades 4 & 5 Students:

- Student participation in Arts Achieve Initiative and Art and Healthy Living Program (Grants).
- Lessons aligned to the Blueprint for Teaching and Learning in the Arts.
- Art instruction by a trained studio artist incorporating new art making techniques.
- Nutrition lessons led by nutritionists from Teachers College or the Greenmarket.
- Lessons will revolve around seasonal fresh fruits and vegetables.
- Integration of visual arts and nutrition instruction.
- Participate in yearly spring summative arts assessments.
- Receive arts assessment data for the school and participate in professional development around the interpretation and use of this data.
- Continue enrichment programs such as: Music and the Brain, Music Appreciation, Chorus, Art Club and Dance Club.
- Participation in Disney Broadway Production.
- Art teacher will implement arts program during the school day.

Target Population(s): Classroom, Art and Music Teachers servicing grades 4-5 students.

Responsible Staff Members: Assistant Principals for grades 3- 5, Data Specialist, Classroom, Art and Music Teachers

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement.

- Parents and Caregivers will be invited to join the Nutrition Committee as well as attend the Cornell University workshops
- Parents and Caregivers will be invited to visit the Art & Healthy Living Exhibition on December 8, 2011.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have established a partnership with the Teaching Fellows Program and several universities such as St. John's University, CCNY, and Queens College as a way of acquiring highly qualified teachers for our school's vacancies. We have a committee of Assistant Principals and Coaches to review resumes and interview potential highly qualified candidates.

Service and program coordination

To assist us in achieving this goal we have partnered with the following community groups and DOE programs/grants: Beacon, Cookshop and the NYC Food Bank, Teachers College, Nutrition Committee, Student Government, Penny Harvest, Art and Healthy Living Grant, Arts Achieve, Science Fair/Exhibition and Artsonia (Online art museum)

Budget and resources alignment

Funding Sources: *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. 2011-June 2012 as indicated below:*

- Assistant Principals / Data Specialist will provide Professional Development on the Inquiry Process, data Analysis, goal setting, and differentiation of instruction.
- Contract for Excellence and Tax Levy funds will provide Professional Development for teachers in and out of school.
- Parent Involvement activities and programs will be funded with 1% of Title III monies.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	25	25	N/A	N/A	2	0	0	0
1	98	98	N/A	N/A	3	0	0	0
2	126	126	N/A	N/A	2	0	0	0
3	150	125	N/A	N/A	4	0	0	0
4	128	82	25		3	0	0	0
5	102	57	27		5	1	1	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Title I reading teachers will push in during the school day to work with small group of students to reinforce reading skills and strategies in Grades 3-5.</p> <p>The Wilson Program will be used during Extended Day with small groups of students who need additional phonics, decoding and spelling support in Grades 2-5.</p> <p>The Foundations Program will be used during the day with children requiring additional support in phonics, decoding and spelling in Grades K-2.</p> <p>The after school Success Academy, ELL Academy, Project Bravo and Saturday Success Program will continue to provide academic services to small groups of students in Grades 2-5.</p> <p>Guided Reading lessons will be implemented during Extended Day and the regular school day with small groups of students who require additional support and intervention.</p> <p>The (G.O.A. L) Gathering Organizing Analyzing Linking Program will be used during Extended Day with small groups of students who require additional academic support 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 academic support in reading in Grades 1-2.</p>
<p>Mathematics</p>	<p>Title I Math teachers will push in and pull out small groups of students during the school day and provide additional math instruction and practice.</p> <p>The after school Success Academy, ELL Academy, Project Bravo and Saturday Success Program will continue to provide academic services to small groups of students in Grades 2-5.</p> <p>Kindergarten teachers will utilize learning activities, readiness, and games adapted from the Every Day Math program.</p> <p>Every Day Counts program will be used during Extended Day and regular day with small groups of students who need additional academic support.</p>

Science	Students will read Science content material with reading teachers, cluster teachers and ESL teachers in small groups during the school day and in the after school programs.
Social Studies	Students will read Social Studies content material with reading teachers, cluster teachers and ESL teachers in small groups during the school day and in the 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.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor will provide at-risk counseling to students whose behavior may be affecting their academic achievement. The GIG (Guidance Intervention Groups) meets during lunch periods to help build socialization skills with particular emphasis on communication and listening strategies.
At-risk Services provided by the School Psychologist	The School Psychologist will provide at-risk counseling to students whose behavior may be affecting their academic achievement and emotional well being.
At-risk Services provided by the Social Worker	The Social Worker will provide at-risk counseling to students whose behavior may be affecting their academic achievement and emotional well being.
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

P.S. 149Q – THE CHRISTA MCAULIFFE SCHOOL

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

P.S. 149Q-The Christa McAuliffe School will:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- ensuring success by providing differentiated instruction to address student needs;
- conducting Parent-Teacher Conferences twice a year;
- conducting workshops for parent and students in Grades 3-5 to discuss Common Core Learning Standards and New York State ELA, Math and Science Tests
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

We as students will share the responsibility to improve our academic achievement and personal growth by:

- attending school regularly and arrive on time;
- completing my homework and submit all assignments on time;
- following the school rules and be responsible for my actions;
- showing respect for myself, other people and property;
- trying to resolve disagreements or conflicts peacefully;
- always trying my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader A. Santana	District 30	Borough Queens	School Number 149
School Name The Christa McAuliffe School			

B. Language Allocation Policy Team Composition [?](#)

Principal Esther Salorio	Assistant Principal Mayra Ruiz Lotito
Coach Dawn Renta	Coach Phyllis Campbell
ESL Teacher Mary Thompson	Guidance Counselor Odalis Fernandez
Teacher/Subject Area Arlene Fernandez/Bil. AIS	Parent Maria Hernandez
Teacher/Subject Area Francisco Luna, Teacher	Parent Coordinator Adriana Gil
Related Service Provider Cindy Franco, Speech Teacher	Other Karen Salinas, ESL Teacher
Network Leader Altagracia Santana	Other Tanya Rodriguez, Teacher

C. 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	25	Number of certified bilingual teachers	13	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	4	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	16		

D. School Demographics

Total number of students in school	1203	Total Number of ELLs	495	ELLs as share of total student population (%)	41.15%
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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 Paste response to questions 1-6 here

Part II: ELL Identification Process

1. 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. Every student who is new to the New York City Department of Education is given the LABR and/or LAB if necessary according to the HLIS within the 10 day period of having arrived. Students are usually tested within one or two days of arriving at our school. Our school Trained pedagogues who speak fluently in Spanish are provided training by the Assistant Principal during normal school hours and during ESL committee sessions. The pedagogues are highly qualified and some have multiple licenses such as bilingual, ESL and commonbranch. Some of the teachers trained to administer the HLIS are Ms. Arlene Fernandez, ESL/Bilingual AIS teacher, Ms. Dawn Renta, Literacy Coach, Carlos Vallderuten, ESL Teacher, Ms. Karen Salinas, ESL Teacher, and Mayra Ruiz Lotito, Assistant Principal. The above teachers also administer the LABR along with Ms. Thompson, ESL Teacher, and Mr. Seidman, ESL Teacher. During the ELL Identification process, a pedagogue meets with the student/s 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 a copy in the Assistant Principal's mailbox for appropriate next steps. The next step is to analyze the 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. The Speaking portion of the NYSESLAT is administered individually at a location separate from other students. The Listening, Reading and Writing portions are administered on separate days to a group of students. Students who are absent during this testing period, will make up the test during the makeup testing period. Students are provided with testing accommodations as per their IEP or Section 504 Accommodation Plan. The school supplies CD players to those testing students in Grades 2 and above for the listening portion of the test.

2. 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 during an orientation at registration. In addition, brochures in different languages are provided informing parents of the different programs available in NYC Public Schools.

3. Entitlement letters are distributed to parents at the beginning of the school year. The ESL Department meets and reviews the RNMR report to gather information on what students are entitled to continued ESL service as per the NYSESLAT report and as per the LABR scores. Parents are then provided a letter. A copy of all distributed entitlement letters are placed in a binder in the Assistant Principal's Office to serve as proof such letters were given to parents. The majority of parents fill out the Parent Survey and Program Selection Forms during the registration process and after the orientation is provided. In case parents choose to fill out the registration forms at home, they are informed that they must return forms. A sign-in sheet is made available to confirm attendance during orientation. This also helps to ensure that all parents admitted their Parent Program Selection Form. During the school year, as new admits register, a trained pedagogue meets with the parent and child and the Chancellor's video is shown. 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.

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

4. 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, and 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 test, 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.

5. After reviewing the Parent Survey and Program Selection for the past few years, the continuing trend is that the the majority of parents are still requesting the Dual Language Program. We have a dual language program from K-5 and in order to accommodate parents and student from a K-2 neighboring dual language school, we continue to provide a side by side dual language program in third grade as well as an additional dual self contained class. There is an increase in parents requesting ESL programs and fewer bilingual programs. 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 2011-2012 school year, many 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. Last year's Kindergarten bilingual class was small, in addition, parents had requested either dual or esl for this school year. The TBE class in the third grade consists of students who are mostly at an intermediate, advanced level and some newcomers 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.

6. 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.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	1	1	0	0								3
Dual Language <small>(50%:50%)</small>	2	2	2	3	2	2								13
Freestanding ESL														
Self-Contained	3	1	3	3	4	1	0							15
Push-In	0	4	2	3	4	4								17
Total	6	7	8	10	10	7	0	0	0	0	0	0	0	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	495	Newcomers (ELLs receiving service 0-3 years)	377	Special Education	46
SIFE	1	ELLs receiving service 4-6 years	117	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

	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	
TBE	71	0	0	0	0	0	0	0	0	71

ELLs by Subgroups										
	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	Total
Dual Language	79	0	0	31	0	0	0	0	0	110
ESL	227	1	35	86	0	10	1	0	1	314
Total	377	1	35	117	0	10	1	0	1	495
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	0	23	26	0	0								71
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
TOTAL	22	0	23	26	0	71								

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	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP										
Spanish	23	27	19	23	18	29	20	45	20	40	10	30							110	194
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	23	27	19	23	18	29	20	45	20	40	10	30	0	0	0	0	0	0	110	194

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 195 Number of third language speakers: 14

Ethnic breakdown of EPs (Number):

African-American: 1 Asian: 9 Hispanic/Latino: 178
 Native American: 0 White (Non-Hispanic/Latino): 5 Other: 2

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	41	40	39	55	63	44								282
Chinese	2	0	1	2	1	2								8
Russian														0
Bengali	0	4	3	1	3	1								12
Urdu	1	1	1	0	4	0								7
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	2	0	1	1								5
TOTAL	44	46	46	58	72	48	0	0	0	0	0	0	0	314

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1a. We have ESL Push-in services for ELLs in monolingual classes as well as dual classes. In addition to ESL services, a Bilingual AIS teacher assist the teachers in the classroom and works with students in small groups. There are ICT classes from K-5 and Self-Contained ESL classes in grades K-5. Classroom teachers such as Bilingual teachers and ESL teachers provide ESL instruction to students. All teachers servicing our ELLs work collaboratively as a team. There are no pull-out programs.

1b. 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 LABR or NYSESLAT English Proficiency scores as per NYS CR Part 154 . The ESL instruction in our building is delivered through Self Contained ESL classrooms, or ESL Push in Services. There are no Pull-Out Programs.

2. 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 beginners, 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. All our programs and organization of our staff ensures 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. Students are provided the mandated period of ESL according to their proficiency level and CR Part 154 English Language Requirements for English Language Learners/LEP Students. If students scored Advanced, they are provided 180 minutes of ESL. For students whose proficiency level is at a beginning or intermediate level, they are provided 360 minutes per week. Students in bilingual classes and dual language classes follow the 50/50 language allocation policy. All content area subjects, read alouds, shared reading and writing, word study, are taught in both languages, english and spanish. Students receive the ELA/ESL/NLA according to the 50/50 language allocation policy.

3. 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 in the teaching of Language Arts to limited English proficient/English Language Learners. An emphasis is placed on amplifying 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. Two

A. Programming and Scheduling Information

certified ESL Social Studies teachers pushes in during the content area once or twice a week to various classes in grades K - 5.

4. ELLs are evaluated in their native language using the Writing and Reading Assessment Profile (WRAP) in spanish. This assesment is used to assess students' native language in spanish for students in bilingual and dual language programs.

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

5a. Currently we have one known SIFE student. We provide a Transitional Bilingual Program as well as an ELL After-School Academy 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, Math Routines, Content Area, 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 through extra periods of ESL and Native Language support from a Bilingual AIS Provider, Certified ESL Teachers and Reading Teachers.

5b. Transitional Bilingual Program and an ESL Push in program is offered to all newcomers. These children also participate in the ELL Academy Program 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.

5c. 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/ESL AIS teacher pushes in to assist bilingual classes by providing additional support in methodologies and in the teaching of ESL.

5d. We currently have one Long Term ELL. 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 supplemental support will be provided by ESL Providers and Reading teachers.

6. 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 responses and how to use graphic organizers to organize information. This program is correlated meet the new ELA core curriculum standards and the Common Core Learning 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 and word solving strategies for content area reading in Science and Social Studies.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%			
50%			
25%			
0%			
100%	Freestanding ESL		
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

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9. Where programming allows, an ESL teacher will continue to provide additional support to former ELLs by pushing in and reinforcing literacy skills. Additionally, after students have tested out of the ESL program, we will continue to follow and provide testing accommodations for two years.

10. No new program for our ELLs have been implemented. However, Achieve 3000 will continue to be implemented for the bilingual and dual language programs. This research based reading program delivers differentiated reading and writing assignments based on each student's actual Lexile level. Below is a description how this program will be used in various components:

- 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 - Kibitz 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.

11. Not applicable.

12. 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 program. During this time, students work in smaller group settings and receive small group instruction. Students are provided literacy and mathematical support in areas of need. The dual language classrooms will provide additional support in native language acquisition.

13. Teachers use technology to support their teaching such as Smart boards, Elmos, 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 support in Spanish.

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14. 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 annually revisits the 50/50 Language Allocation Policy created by teachers and administrators.

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14. 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 annually revisits 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

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

1. In the lower grades K-2, students are separated by language proficiency and receive literacy instruction in their native language. In grades 3-5, students are mixed linguistically and receive their literacy instruction in English or Spanish as it follows the alternate day. No lesson is repeated twice.
2. Students are linguistically mixed during content area instruction. During the literacy block, a sequential model of literacy is followed. No lesson is repeated twice. In this 50:50 organizational design, the amount of instructional time is equally divided.
3. Two groups of students are linguistically integrated where half of the class is English dominant and the other half is 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. Children are linguistically mixed during content area instruction including: mathematics, language arts, science and social studies.
4. The Dual Language follows the Side by Side model in all grades. There is one self contained dual language classroom that also alternates between English and Spanish as does the side by side model.
5. 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 in the dual language program at least twice per week. In grades K-2, the literacy block is taught in the child's dominant language. In grades 3-5, it alternates between one day in English, and the next day in Spanish. No lesson is repeated.

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

1. Professional development topics presented in the past to support staff members assisting ELLs are: interpreting the RNMR report that details the proficiency levels in both reading and writing and listening and speaking. Teachers will use this information to assess the needs of the ELLs they service and plan instruction accordingly to help students achieve a level of proficiency. Teachers also receive information during staff development in the Teacher's College Reading and Writing Workshops, articles on the Understanding Second Language Development, Understanding the Needs of ELLs, Specific Strategies to develop listening, speaking, reading and writing, scaffolds to implement to assist learning, and learning about the various types of ELLs such as long term ELLs, and SIFE, differentiated instruction, 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 intervisitation visits across grades and classes. A follow up debriefing always takes place where best practices are discussed as well as next steps. Teachers participate in professional development offered by the Teacher's College. Teachers turkey information to other staff members during various times in the year and at grade meetings. The ESL providers have been given a common prep period with the grade they mostly service in order to plan ahead for future lessons. All members of our staff are involved in weekly teacher teams meetings and topics on student improvement is studied. These teams are developing inquiry projects many centered around English Language Learners such as developing skills in reading, writing and math critical thinking skills. This inquiry work will also support our ELLs in all four modalities (reading, speaking, writing, and listening).
2. 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.
3. 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 through professional development workshops throughout the school year. All staff members are provided training on ESL methodologies in the beginning of the year through staff development with the Assistant Principal. Interpretation of the NYSESLAT proficiency levels is reviewed as well as strategies to be used to teach LEP students. All ESL teachers attend common prep planning with the grades they mostly service and plan with Non - ESL teachers for each subject area. ESL teachers are part of a team with content area teachers in both Science and Social Studies where they create a year-long curriculum map for each grade as well as embed the ESL.

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?

Parent Involvement

1. 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, Literacy 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 are 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.

2. 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 2011-2012 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.

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B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. 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 and Common Core Learning 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 and word solving strategies for content area reading in Science and Social Studies. When possible, ELLs are provided supplemental periods of ESL and reading instruction in addition to the mandated periods they receive as per NYS CR Part 154.

9. Where programming allows, an ESL teacher will continue to provide additional support to former ELLs by pushing in and reinforcing literacy skills. Additionally, after students have tested out of the ESL program, we will continue to follow and provide testing accommodations for two years.

10. No new program for our ELLs have been implemented. However, Achieve 3000 will continue to be implemented for the bilingual and dual language programs. This research based reading program delivers differentiated reading and writing assignments based on each student's actual Lexile level. Below is a description how this program will be used in various components:

- 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 - Kibitz 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.

11. Not applicable.

12. 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 program. During this time, students work in smaller group settings and receive small group instruction. Students are provided literacy and mathematical support in areas of need. The dual language classrooms will provide additional support in native language acquisition.

13. Teachers use technology to support their teaching such as Smart boards, Elmos, 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 support in Spanish.

14. 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 annually revisits the 50/50 Language Allocation Policy created by teachers and administrators.

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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

1. In the lower grades K-2, students are separated by language proficiency and receive literacy instruction in their native language. In grades 3-5, students are mixed linguistically and receive their literacy instruction in English or Spanish as it follows the alternate day. No lesson is repeated twice.
2. Students are linguistically mixed during content area instruction. During the literacy block, a sequential model of literacy is followed. No lesson is repeated twice. In this 50:50 organizational design, the amount of instructional time is equally divided.
3. Two groups of students are linguistically integrated where half of the class is English dominant and the other half is 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. Children are linguistically mixed during content area instruction including: mathematics, language arts, science and social studies.
4. The Dual Language follows the Side by Side model in all grades. There is one self contained dual language classroom that also alternates between English and Spanish as does the side by side model.
5. 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 in the dual language program at least twice per week. In grades K-2, the literacy block is taught in the child's dominant language. In grades 3-5, it alternates between one day in English, and the next day in Spanish. No lesson is repeated.

from these assessments assists teachers in targetting areas of need and serves as a tool to drive instruction. Teachers also use the data to plan effectively when forming small group strategy lessons, and to place students in appropriate reading levels and groups. Students need to be able to be reading at their independent level in order for them to succeed and achieve higher levels in literacy. Students who are at risk in reading and writing will be invited to attend extended day where further intervention is provided. Many of our ELLs are receiving Achieve 3000 which is a research based reading program that assesses student's independent reading level and monitors their progress. Students are placed in higher reading levels after they have passed an assessment that indicates they are ready to move up. This program allows for students to practice reading and writing skills in both english and spanish. Besides reading assessments, teachers use the data they gather from observing students during one on one conferences as well as in a small group. This information is analyzed and appropriate instructional plans and next steps are put in place.

2. During the school year 2010-2011, 523 English Language Learners were tested compared to 603 from the previous year. Our ELL population has decreased due to students successfully achieving a proficiency level in English in both Listening/Speaking and in Reading/Writing. In grades K-1, 43% of our students became proficient in Listening and Speaking compared to 32% last year. In grades 2-4, 64% of our ELLs became proficient compared to 72% last year, however, we had a substantial increase in Advanced levels, 31% from 19% last year, an increase of 12%. In grade 5, 76% of our ELLs became proficient in 2010-2011, compared to 58% from the previous year in the listening/speaking subtest, an increase of 18%. Overall, there was an increase in proficiency levels in the NYSESLAT scores for the school year 2010-2011. In the Reading/Writing subtest, 39% of our ELLs in grades K-1 became proficient during the school year 2010-2011 compared to 26% from the previous year. In grades 2-4, 19% became proficient compared to 18% the previous year. In grade 5, 54% became proficient compared to only 35% last year, a 19% increase. Overall our proficiency levels in the four modalities have been rising indicating our students are becoming more English dominant year after year. Most of our students administered the LABR are incoming Kindergarten students. More than 50% of these students are in the Beginning/Intermediate Level of English proficiency.
3. 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 plan instructional lessons based on student's needs. As a result of more of our students becoming proficient or at an advanced level, ESL teachers have additional instructional periods available. As a cabinet, administrators have made a decision to have ESL teachers and Reading teachers provide supplemental support to these students in addition to the mandated periods they are currently receiving. An individualized instructional plan is being followed in collaboration with the classroom teachers and content area teachers. 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. Professional development on analyzing and interpreting these scores was provided to teachers in the beginning of the school year.

Additional Information

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

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

1. Professional development topics presented in the past to support staff members assisting ELLs are: interpreting the RNMR report that details the proficiency levels in both reading and writing and listening and speaking. Teachers will use this information to assess the needs of the ELLs they service and plan instruction accordingly to help students achieve a level of proficiency. Teachers also receive information during staff development in the Teacher's College Reading and Writing Workshops, articles on the Understanding Second Language Development, Understanding the Needs of ELLs, Specific Strategies to develop listening, speaking, reading and writing, scaffolds to implement to assist learning, and learning about the various types of ELLs such as long term ELLs, and SIFE, differentiated instruction, 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 intervisitation visits across grades and classes. A follow up debriefing always takes place where best practices are discussed as well as next steps. Teachers participate in professional development offered by the Teacher's College. Teachers turkey information to other staff members during various times in the year and at grade meetings. The ESL providers have been given a common prep period with the grade they mostly service in order to plan ahead for future lessons. All members of our staff are involved in weekly teacher teams meetings and topics on student improvement is studied. These teams are developing inquiry projects many centered around English Language Learners such as developing skills in reading, writing and math critical thinking skills. This inquiry work will also support our ELLs in all four modalities (reading, speaking, writing, and listening).
2. 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.
3. 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 through professional development workshops throughout the school year. All staff members are provided training on ESL methodologies in the beginning of the year through staff development with the Assistant Principal. Interpretation of the NYSESLAT proficiency levels is reviewed as well as strategies to be used to teach LEP students. All ESL teachers attend common prep planning with the grades they mostly service and plan with Non - ESL teachers for each subject area. ESL teachers are part of a team with content area teachers in both Science and Social Studies where they create a year-long curriculum map for each grade as well as embed the ESL Standards and the CCLS. Grade Leaders keep a sign in sheet. All professional development attendance sheets are kept in binders by the Assistant Principals, and/or teachers.

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?

Parent Involvement

1. 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, Literacy 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

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- 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.
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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)	56	26	19	12	10	8								131
Intermediate(I)		24	22	56	11	10								123
Advanced (A)	33	15	46	36	71	40								241
Total	89	65	87	104	92	58	0	0	0	0	0	0	0	495

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	4	1	3	1							
	I		17	4	1	3	2							
	A		25	50	34	28	20							
	P		27	44	68	52	52							
READING/ WRITING	B		23	13	4	4	2							
	I		19	21	54	11	10							
	A		11	24	37	69	39							
	P		20	44	9	2	24							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	22	60	25	0	107
5	5	49	16	0	70
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	12	7	31	17	26	16	3	0	112

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	0	24	4	34	2	6	2	73
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	16	3	22	5	4	0	52
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	0	9	45	17	0	6	24	40
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. P.S. 149 uses Teacher's College Assessment to assess the early literacy skills from grades K - 5. Last year we began assessing Spanish literacy skills using the Writing and Reading Assessment Profile (W.R.A.P) starting in Kindergarten to fifth grade. The data provided from these assessments assists teachers in targetting areas of need and serves as a tool to drive instruction. Teachers also use the data to plan effectively when forming small group strategy lessons, and to place students in appropriate reading levels and groups. Students need to be able to be reading at their independent level in order for them to succeed and achieve higher levels in literacy. Students who are at risk in reading and writing will be invited to attend extended day where further intervention is provided. Many of our ELLs are receiving Achieve 3000 which is a research based reading program that assesses student's independent reading level and monitors their progress. Students are placed in higher reading levels after they have passed an assessment that indicates they are ready to move up. This program allows for students to practice reading and writing skills in both english and spanish. Besides reading assessments, teachers use the data they gather from observing students during one on one conferences as well as in a small group. This information is analyzed and appropriate instructional plans and next steps are put in place.

2. During the school year 2010-2011, 523 English Language Learners were tested compared to 603 from the previous year. Our ELL population has decreased due to students successfully achieving a proficiency level in English in both Listening/Speaking and in Reading/Writing. In grades K-1, 43% of our students became proficient in Listening and Speaking compared to 32% last year. In grades 2-4, 64% of our ELLs became proficient compared to 72% last year, however, we had a substantial increase in Advanced levels, 31% from 19% last year, an increase of 12%. In grade 5, 76% of our ELLs became proficient in 2010-2011, compared to 58% from the previous year in the listening/speaking subtest, an increase of 18%. Overall, there was an increase in proficiency levels in the NYSESLAT scores for the school year 2010-2011. In the Reading/Writing subtest, 39% of our ELLs in grades K-1 became proficient during the school year 2010-2011 compared to 26% from the previous year. In grades 2-4, 19% became proficient compared to 18% the previous year. In grade 5, 54% became proficient compared to only 35% last year, a 19% increase. Overall our proficiency levels in the four modalities have been rising indicating our students are becoming more English dominant year after year. Most of our students administered the LABR are incoming Kindergarten students. More than 50% of these students are in the Beginning/Intermediate Level of English proficiency.

3. 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 plan instructional lessons based on student's needs. As a result of more of our students becoming proficient or at an advanced level, ESL teachers have additional instructional periods available. As a cabinet, administrators have made a decision to have ESL teachers and Reading teachers provide supplemental support to these students in addition to the mandated periods they are currently receiving. An individualized instructional plan is being followed in collaboration with the classroom teachers and content area teachers. 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. Professional development on analyzing and interpreting these scores was provided to teachers in the beginning of the school year.

Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Esther Salorio	Principal		10/31/11
Ms. Mayra Ruiz-Lotito	Assistant Principal		10/31/11
Ms. Adriana Gil	Parent Coordinator		10/31/11
Ms. Mary Thompson	ESL Teacher		10/31/11
Maria Hernandez	Parent		10/31/11
Ms. Arlene Fernandez	Teacher/Subject Area		10/31/11
Karen Salinas	Teacher/Subject Area		10/31/11
Dawn Renta	Coach		10/31/11
Phyllis Campbell	Coach		10/31/11
Odalys Fernandez	Guidance Counselor		10/31/11
Altagracia Santana	Network Leader		10/31/11
Francisco Luna	Other <u>Teacher</u>		10/31/11
Tanya Rodriguez	Other <u>Teacher</u>		10/31/11
Cindy Franco	Other <u>Speech Teacher</u>		10/31/11
	Other		10/31/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q149 **School Name:** The Christa McAuliffe School

Cluster: 410 **Network:** Altagracia Santana

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.

PS 149 services a population of approximately 1,204 students in grades Kindergarten through Five. Currently we have 495 students who are English Language Learners. This represents approximately 41% of our school community population. This community is predominantly Hispanic where 82% of our students come from Spanish speaking countries. Due to our large ELL population, the school is always in need of translation 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 translations and interpretation services through parent surveys, parent requests, environment surveys, and demographical statistics as reported on our yearly report card and Ethnic Census Report (RSSS). 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, and staff 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 interpretations services during Parent Teacher Conferences, and during the registration process. Translations services were provided to parents speaking languages other than English including Urdu, Bengali, and Chinese through a contracted vendor called "Legal Interpreting Services." During regular school hours translations services are provided by school personnel and when needed by phone through the Department of Education. If possible, school personnel will write home a letters in the language that parent/care giver understands. Translated documents from the Chancellor's Regulation A-663 were printed and posted throughout school 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. Our parent coordinator also communicates to all the parents the above information throughout the year.

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 translations and interpretations services in the following ways:

- * Through letters, notices, brochures, home language surveys, report cards, handbook, etc in various languages.
- * Documents will be translated by school personnel (teachers, secretaries, administrators, and the parent coordinator) in Spanish.
- * Documents that are needed in other languages will be accessed through the Department of Education Website.
- * Interpretation services will be provided when requested during school-wide events such as PTA meetings, parent-teacher conferences, parent workshops, pupil registration sessions, and telephone calls.
- * Accessing the D.O.E. Call in Services 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, parent volunteers, bilingual staff members, PTA President, PTA members, and the 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>.

PS 149Q will continue to provide Translation and Interpretation Services and information as needed at all meetings and school events. The availability of these services will be communicated to parents through Chancellor's Regulations A-663, as well as visibly, posted signs throughout the school. Our school will continue to be kept well informed of any changes and additions to the translations and interpretations services as well as provide parents/care givers, and staff members with any information on these changes at meetings and through written correspondences.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Christa McAuliffe School	DBN: 30Q149
Cluster Leader: Altagracia Santana	Network Leader: Santana
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 247
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 17
of certified ESL/Bilingual teachers: 12
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The After School ELL Instructional Academy classes will meet three times a week beginning in January 2012 through the April from 3:15 p.m. to 5:15 p.m. for 33 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, paper, markers, pencils 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. 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 in Math" will be used to develop problem solving skills and computational skills in math and also New York State Coach - Empire Edition (ELA).

The 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 January 2012 through April from 3:15 p.m. to 5:15 p.m. for 33 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 9 classes. Instruction will be delivered by certified Bilingual (4) and Common Branch teachers (4) and (1) Self Contained Dual Teacher with dual licenses in Bilingual Education and ESL. This program will address student's 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 testing skills will be addressed using 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, New York State Coach - Empire Edition (ELA), manipulatives and other teacher created materials to ensure mastery of oiskills, and strategies.

A supervisor will be paid per session to oversee both after-school programs due to the large number of classes (17).

Part C: Professional Development

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

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

Begin description here: - 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 a school administrator. 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 session will be devoted to scaffolding across the disciplines and differentiated instruction.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: PS 149Q will host a parent technology program every Thursday for the duration of the year. This program is funded by the school with non Title III allocation. Since 41% of the student population is identified as ELLs, PS 149 makes necessary translation arrangements available for all parent involvement activities to accommodate parents of ELLs.

- Parent Workshops throughout the year are scheduled to 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 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.

Part E: Budget

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

Allocation Amount: \$

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