



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P. S. 148 QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q148

PRINCIPAL: ANDREW PACCIONE

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SUPERINTENDENT: DR. PHILIP 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](#).

Name	Position and Constituent Group Represented	Signature
Andrew Paccione	*Principal or Designee	
Diane Allison	*UFT Chapter Leader	
Joan Barnett	UFT Designee	
Altagracia Grullion	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Anna DeLisse	Member/Assistant Principal	
Judith Sommer	Member/Assistant Principal	
Eileen Braghieri	Member/ESL Coordinator	
Geraldine Toth	Member/Secretary	
Isabella Barrera	Member/Parent	
Emme Prete	Member/Parent	
Liliana Long	Member/Parent	
Leopoldo Vasquez	Member/Parent	
Maria Elena Baguena	Member/Parent	
Ruby Heras	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, 20% of all K-5 classroom teachers will use Leveled Reading Instruction Sheets to assess students' reading levels, set interim benchmarks and plan small group instruction for students below standards in K-5 as per data available on Assessment Pro resulting in improved learning outcomes as evidenced in individual Leveled Reading Instruction Sheets and Fountas and Pinnell scores.

Comprehensive needs assessment

First and foremost, our 2011-2012 Quality Review recommendations state, "the school needs to improve goal setting so that there is greater consistency in identifying precise long and short terms goals so they are leveraged to met identified needs of students and result in improved learning outcomes." Additionally, analysis of our running records' data from September 2012 reveals that 26% of first grade students, 29% of second grade students, 28 % third grade students, 16% of fourth grade students and 41% of fifth grade students are below standards.(These figures include our ELLs and SWDs.)

Instructional strategies/activities

Activity #1

- **Creation of a Reading Team:** K-5 teachers will be given the opportunity to be a Reading Lead teacher for their grade. The Reading Lead Teachers together with the Literacy Coach and the assistant principal in charge of curriculum will form the Reading Team that will meet ongoing throughout the 2012-2013 school year.
- **Target Population:** All Teachers in K – 5.
- **Responsible Staff Members:** TC Staff Developer, Curriculum Assistant Principal, and Literacy Coach.
- **Implementation Timeline:** September 2012 –June 2013

Activity #2

- **Creation of Reading Level Instruction System:** Assistant Principal and Literacy Coach will meet to revise prior reading conferring system to match reading bands and create student artifacts and to develop end of band final assessments.
- **Target Population:** All classroom teachers
- **Responsible Staff Members:** Curriculum Assistant Principal and Literacy Coach
- **Implementation Timeline:** September 2012 through January 2013.

Activity #3

- **Professional Development will be given on the following topics:** Using and understanding revised reading assessment/conferring system, Analyzing Reading data to set interim goals, and planning for instruction.
- **Target Population:** All Teachers in K – 5.
- **Responsible Staff Members:** TC Staff Developer, Curriculum Assistant Principal, and Literacy Coach.
- **Implementation Timeline:** September 2011 through June 2012.

Activity #4

- **Use of Leveled Reading Sheets:** K-5 Lead Teachers will use leveled reading sheets to assess students' strengths and weaknesses, set interim goals and plan instruction for students not meeting the reading benchmark for their respective grade.
- **Target Population:** Lead Teachers and students not meeting the reading benchmark.
- **Responsible Staff Members:** Teachers College Staff Developers, Curriculum Assistant Principal and Literacy Coach
- **Implementation Timeline:** November 2012 through June 2013.

Activity #5

- **Evaluating Effectiveness:** K-5 Lead Teachers will meet Thursday afternoons to review student goals, reflect on use of leveled Reading Instruction Sheets. Adjustments will be made to the reading assessment/conferring system based on lead teacher recommendations.
- **Target Population:** Lead teachers
- **Responsible Staff Members:** Teachers College Staff Developers, Curriculum Assistant Principal and Literacy Coach
- **Implementation Timeline:** January 2013 through June 2013.

Activity #6

- **Analyzing Results:** K-5 Lead Reading Teachers, Literacy Coach and the cabinet will convene to analyze post assessment results, review student work and reflect on instructional practices to determine the effectiveness of the Leveled Reading Instruction Sheets and make adjustments for the ensuing year.
- **Target Population:** Lead Teachers and students not meeting the reading benchmark.
- **Responsible Staff Members:** Curriculum Assistant Principal and Literacy Coach
- **Implementation Timeline:** April 2013 through June 2013.

Strategies to increase parental involvement

- The Network specialist will design and implement a parent workshop that will introduce CCLS ELA Standards. Interpretation support will be provided in Spanish, which is the dominant language spoken at P. S. 148Q.
- The Literacy Coach will design a parent workshop to introduce new reading benchmarks, explain the work required of a reader at each level and explain ways parents can help. Interpretation support will be provided in Spanish
- The school will distribute a parent handbook outlining the distinct characteristics of each reading level to students who are not meeting the reading benchmark for their grade.
- Parent Coordinator will train parents on the use of ARIS parent link to locate students Fountas & Pinnel reading levels and city-wide test scores as well as introduce parents to various websites they can use to determine text levels.
- The Parent Coordinator will continue developing the parent resource library which offers user friendly instructional materials and guides. (e.g. bi-lingual lending library, Fountas & Pinnel Leveled Guide, Leveling Guide, etc.)

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Cluster position to provide a sixth prep to all pedagogues for instructional planning.
- Staff Development from Teachers College.
- Instructional materials to support development of On-Demand Assessments.

- Paper for copies of material distributed at staff development for teachers and parents
- Leveled Texts for end of band assessments
- Binders for new assessment system
- Leveled texts for lending library and professional leveling texts for parents
- Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - Professional development is conducted by instructional lead teachers and instructional cabinet in the areas of RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS.
 - Teacher teams and the instructional cabinet are looking at student work to improve teaching practices.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and Human Resources to carry out our instructional strategies/ activities to achieve our goal.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, the administrative team will implement a system for teacher evaluation aligned with the rubric for teacher effectiveness. The employment of this system will lead to 4 cycles of partial period observations and 2 formal observations which will enable administrators to identify teachers' specific areas for improvement based on a common instructional lens and provide professional development to strengthen their teaching craft as evidenced in written feedback.

Comprehensive needs assessment

Our 2012-2013 Quality Review recommendations state, "The school needs to enhance the use of classroom observations." In addition, results of NYC Learning Survey indicate only 87% of teachers questioned strongly agree/agree that, "School leaders visit classrooms to observe the quality of teaching," and only 75% of teachers surveyed strongly agree/agree that, "School leaders give me regular and helpful feedback about my teaching." Finally, the 2012-2013 Citywide Instructional Expectations, express the need for schools to use a research based rubric to provide effective feedback to teachers.

Instructional strategies/activities

Activity #1

- **Creation of Observation Tools aligned with a rubric for teacher effectiveness:** Cabinet members will set clear expectations by creating bottom lines for questioning and discussion techniques in read aloud and whole class conversation (3b) as well as matching checklists to be used by all administrators to collect data during observations, cabinet will design an effective feedback menu which will be used by administrators to provide feedback that is focused on a common instructional lens, and the cabinet will create a calendar for partial period observations and debrief time.
- **Target Population:** Cabinet
- **Responsible Staff Members:** TC Staff Developer and Network Specialists
- **Implementation Timeline:** September 2012 through June 2013.

Activity #2

- **Participation in Teacher Effectiveness Intensive:** Cabinet members participate in a cycle of partial period observations lead by a City-wide Talent Coach.
- **Target Population:** All administrators

- **Responsible Staff Members:** City Talent Coach and Network Specialist
- **Implementation Timeline:** November 2012

Activity #3

- **Professional Development will be given on the following topics:** Understanding the rubric for teacher effectiveness, a closer look at competencies 1e, 3b and 3d, explaining requirements of new evaluation process
- **Target Population:** All Teachers
- **Responsible Staff Members:** TC Staff Developer, Assistant Principal, and Literacy Coach.
- **Implementation Timeline:** September 2012 through June 2013.

Activity #4

- **Partial Period & Formal Observations:** Administrators will conduct 4 cycles of partial period observations and 2 formal observations using the A rubric for teacher effectiveness Rubric to provide effective feedback.
- **Target Population:** All Teachers.
- **Responsible Staff Members:** Network Specialist and administrators
- **Implementation Timeline:** November 2012 through June 2013.

Activity #5

- **Evaluating Effectiveness:** Cabinet members will meet with the Literacy Coach to analyze data collected from cycle of observations to determine impact of feedback on teaching craft, plan additional professional opportunities and outline next cycle of partial period observations.
- **Target Population:** Lead teachers
- **Responsible Staff Members:** Teachers College Staff Developers, Curriculum Assistant Principal and Literacy Coach
- **Implementation Timeline:** January 2013 through June 2013.

Strategies to increase parental involvement

- Parents are being kept apprised of this conformity to the CIE through the SLT and PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Cluster position to provide a sixth prep to all pedagogue for instructional planning.
- Network Specialists
- Staff Development from Teachers College.
- Literacy Coach

- Copies of a rubric for teacher effectiveness for teaching Practices
- Paper for copies of material distributed at staff development for teachers
- Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - Professional development is conducted by instructional lead teachers and instructional cabinet in the areas of RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS.
 - Teacher teams and the instructional cabinet are looking at student work to improve teaching practices.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and Human Resources to carry out our instructional strategies/ activities to achieve our goal.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, all PK-5 students will engage in two CCLS-aligned units of study in math and two in ELA. Units will commence with a performance task aligned to the CCLS, provide rubrics/checklists to analyze student work, offer teaching menus for adapting instruction to help all students move toward higher expectations on the CCLS Learning Standards and culminate in a CCLS aligned performance task.

Comprehensive needs assessment

A recommendation on our 2012-2013 Quality Review states, "Modifications to meet the needs of English Language Learners and special needs students are not fully coherent across the grades and subjects. Consequently, academic tasks do not always incorporate critical thinking skills to continually engage all students in developing cognitive thinking skills." Lastly, the 2012-2013 Citywide Instructional Expectations, express students engage in two CCLS-aligned units of study in math and ELA.

Instructional strategies/activities

Activity #1

- **Creation of a Math Team:** K-5 teachers will be given the opportunity to be a Math Lead teacher for their grade. The Math Lead Teachers together with the assistant principal will form the Math Team. This team will meet monthly to create math performance tasks aligned to the CCLS, develop/adapt a unit embedding the math task and design teaching menus for adjusting instruction for each performance task unit.
- **Target Population:** All K – 5 math lead teachers.
- **Responsible Staff Members:** Network Specialist and Assistant Principal
- **Implementation Timeline:** September 2012 through June 2013.

Activity #2

- **Creation of Teaching Menus:** Assistant Principal will develop teaching menus aligned with the CCLS that may be used to plan instruction that matches students' needs during performance task unit.
- **Target Population:** All classroom teachers
- **Responsible Staff Members:** Assistant Principal
- **Implementation Timeline:** September 2012 through June 2013.

Activity #3

- **Professional Development will be given on the following topics:** Using performance tasks, understanding rubrics, analyzing student work, planning instruction based on data, using teaching menus to adjust instruction in reading, writing and math
- **Target Population:** All Teachers in K – 5.
- **Responsible Staff Members:** Network Specialists, Assistant Principals, and Literacy Coach.
- **Implementation Timeline:** September 2012 through June 2013.

Activity #4

- **Performance Tasks:** All Pk-5 students will be engaged in two performance task units in ELA and math
- **Target Population:** PK-5 teachers and students.
- **Responsible Staff Members:** Network Specialists, Assistant Principals, Literacy Coach, and Teachers
- **Implementation Timeline:** September 2012 through June 2013.

Activity #5

- **Evaluating Effectiveness & Analyzing Results:** K-5 Lead Teachers, Literacy Coach and the cabinet will convene to analyze post assessment results, review student work and reflect on instructional practices to determine the effectiveness of the of performance based instruction and make adjustments for the ensuing year.
- **Target Population:** Lead Teachers
- **Responsible Staff Members:** Cabinet and Literacy Coach
- **Implementation Timeline:** April 2013 through June 2013.

Strategies to increase parental involvement

- The Network specialist will design and implement a parent workshop that will introduce the Performance Tasks. Interpretation support will be provided in Spanish, which is the dominant language spoken at P. S. 148Q.
- Copies of the Argument/Opinion student checklists which show end of year expectations for students will be distributed to parents.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Cluster position to provide a sixth prep to all pedagogue for instructional planning.
- Network Specialists
- Literacy Coach
- Copies of math
- Copies of leveled non-fiction texts for performance task administration

- Copies of videos
- Paper for copies of student booklets, math tasks, rubrics, differentiation tools, planning tools, etc.
- Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - Professional development is conducted by instructional lead teachers and instructional cabinet in the areas of RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS.
 - Teacher teams and the instructional cabinet are looking at student work to improve teaching practices.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and Human Resources to carry out our instructional strategies/ activities to achieve our goal.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, all classroom teachers will work in teams, using an inquiry approach, to design instructional tools for read aloud and accountable talk. The development and implementation of these tools will lead to teachers planning prompts more closely matched to the expectations of the CCLS and students' discussions reflecting higher levels of thinking and participation as measured by baseline, interim and final conversation checklists, teacher prompts and informal cycles of observations.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

First, the Citywide Instructional Expectations state, "teacher teams should engage in inquiry to analyze student work to adjust teaching practices and instructional planning." Second, the CCLS State Standards in ELA and Speaking indicate, "students should articulate ideas, build on others' ideas, ask for clarification, and confirm they have been understood." Third, informal observations, analysis of lesson plans and conversation with classroom teachers reveals there is minimal continuity of instruction on and across the grades within competency (3b) questioning and discussion technique.

Instructional strategies/activities

Activity #1

- **Creation of Core Inquiry Team:** K-5 teachers will be given the opportunity to be an Inquiry leader for their grade. The team will consist of k-5 inquiry leaders, the Literacy Coach and the assistant principal. The core team will meet on the first Monday of each month to review school data, decide on school-wide focus, determine selection of students, discuss creation of assessments, analyses of data, set up of cycle, etc. Leaders will turn-key information to their respective grade level teams.
- **Target Population:** All Teachers in K – 5.
- **Responsible Staff Members:** TC Staff Developer, Assistant Principal, Literacy Coach and Team Leaders.
- **Implementation Timeline:** September 2012 through June 2013.

Activity #2

- **Creation of Talk Read Aloud Calendar:** Each inquiry team will create a read aloud calendar for their grade which outlines monthly themes, multi-genre text sets (reflecting the theme & CCLS text complexity for the grade) and develop a guiding question to lead discussion across the month.
- **Target Population:** K-5 Inquiry Teams
- **Responsible Staff Members:** TC Staff Develop, Assistant Principal, Literacy Coach and Teachers.
- **Implementation Timeline:** September 2012 through June 2013.

Activity #3

- **Creation of Talk Rubric aligned with CCLS for Speaking & Listening:** Core Inquiry Leaders will meet with TC staff developers to review CCLS for speaking and listen in order to develop a hierarchy of talk for K-2 and 3-5 that will be used to assess level on conversation at each grade level.
- **Target Population:** K-5 Inquiry Leaders
- **Responsible Staff Members:** TC Staff Develop, Assistant Principal, Literacy Coach and Teachers.
- **Implementation Timeline:** September 2012 through June 2013.

Activity #4

- **Professional Development will be given on the following topics:** Understanding the CCLS for speaking and listening, developing tools to assess students developmental stage, creating teaching menus that align with talk hierarchy, planning On-Demand Read Alouds and modeling of use of tools and talk tip min-lessons..
- **Target Population:** K-5 Inquiry Leaders.
- **Responsible Staff Members:** TC Staff Developer, Curriculum Assistant Principal, and Literacy Coach.
- **Implementation Timeline:** September 2011 through June 2013.

Activity #5

- **Grade Level Inquiry Teams:** Inquiry Leader will meet with their respective team every Thursday afternoon during extended time to turn-key information and lead group on planning On-Demand read alouds, analyzing data, understanding speaking and listening CCLS, developing cycles of instruction, etc.
- **Target Population:** All K-5 teaches
- **Responsible Staff Members:** Inquiry Leaders, Assistant Principal, and Literacy Coach.
- **Implementation Timeline:** September 2012 through June 2013.

Activity #6

- **Use of On-Demand Read Aloud & Talk Rubric:** K-5 Teachers will use On-Demand Read Alouds and talk rubrics to assess students' strengths and weaknesses, set cycle goals and plan instruction for students.
- **Target Population:** K-5 Teachers and selected students.
- **Responsible Staff Members:** Teachers College Staff Developers, Assistant Principal and Literacy Coach
- **Implementation Timeline:** November 2012 through June 2013.

Activity #7

- **Evaluating Effectiveness:** K-5 Lead Teachers will meet at the end of each cycle of instruction to review student data, reflect on instruction and plan next cycle based on data.
- **Target Population:** Lead teachers
- **Responsible Staff Members:** Teachers College Staff Developers, Assistant Principal and Literacy Coach
- **Implementation Timeline:** December 2012 through June 2013.

Activity #8

- **Analyzing Results:** K-5 Lead Inquiry Teachers, Literacy Coach and the cabinet will convene to analyze post assessment results, review student work and reflect on instructional practices to determine the impact of the inquiry study and implications for future accountable talk instruction and professional development..
- **Target Population:** Lead Teachers and students not meeting the reading benchmark.
- **Responsible Staff Members:** Cabinet and Literacy Coach
- **Implementation Timeline:** April 2013 through June 2013.

Strategies to increase parental involvement

- Parents are being kept apprised of this conformity to the CIE through the SLT and PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy _____ Title I _____ Title IIA X _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Cluster position to provide a sixth prep to all pedagogues for instructional planning.
- Staff Development from Teachers College.
- Instructional materials to support inquiry.
- Paper for copies of material distributed at staff development for teachers
- Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - Professional development is conducted by instructional lead teachers and instructional cabinet in the areas of RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS.
 - Teacher teams and the instructional cabinet are looking at student work to improve teaching practices.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and Human Resources to carry out our instructional strategies/ activities to achieve our goal.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

By June 2013, all first grade students will receive phonics and spelling instruction aligned to their individual stage of spelling development utilizing the 'Words their Way' methodology. Providing instruction at the developmental stage of word study will lead to 30% of the students moving one level along the Words their Way continuum of spelling development as measured in the Words their Way spelling inventory.

Comprehensive needs assessment

First, a review of weekly spelling assessments indicate, the majority of students in first grade attain an average of 90% accuracy on weekly spelling tests. However, analysis of On-Demand Pieces, published pieces, booklets, writing notebooks, classroom notebooks and interviews with classroom teachers indicated that students did not possess mastery of high frequency words and spelling patterns provided on a weekly basis. To summarize, there was minimal evidence of transfer from spelling instruction to independent writing. In addition, the Citywide instructional expectations state, "In K-5 ELA, make specific plans for screening students and provide tiered instruction and intervention for students." Finally, during grade meetings teachers continually state, "Our kids are memorizing lists of words for the test, but can't spell those words on a regular basis. We need to do something different with spelling instruction."

Instructional strategies/activities

Activity #1

- **Administration of Spelling Inventory:** First grade teachers will assess students utilizing the Words their Way spelling inventory to identify the stage of spelling development for each student at the commencement of the school year, at regular intervals throughout the year and at the end of the year.
- **Target Population:** All first grade teachers.
- **Responsible Staff Members:** Curriculum Assistant Principal, Literacy Coach and first grade teachers.
- **Implementation Timeline:** September 2012 through June 2013.

Activity #2

- **Outline Plan to Differentiate Spelling Instruction:** First grade teachers will meet with Assistant Principal and Literacy Coach to analyze results of initial spelling inventory, use results to create word study groups where students will receive word study instruction aligned to their individual stage of spelling development. A teacher will be assigned to each group and a schedule will be created which includes a 30 minute daily word study period.
- **Target Population:** All first grade teachers.
- **Responsible Staff Members:** Curriculum Assistant Principal, Literacy Coach and first grade teachers.
- **Implementation Timeline:** October 2012 through November 2012.

Activity #3

- **Professional Development will be given on the following topics:** Analyzing student spelling inventories to form groups, understanding the distinct spelling stages, using and understanding the 'Words Their Way' spelling program, and planning for instruction.
- **Target Population:** All first grade teachers..
- **Responsible Staff Members:** Curriculum Assistant Principal, and Literacy Coach.
- **Implementation Timeline:** September 2012 through June 2013.

Activity #4

- **Evaluating Effectiveness:** First grade teachers will quarterly to review results of spelling inventories to determine growth and restructure word study groups based on data. Adjustments will be made as necessary.
- **Target Population:** All first grade teachers.
- **Responsible Staff Members:** Curriculum Assistant Principal, Literacy Coach and first grade teachers.
- **Implementation Timeline:** January 2013 through June 2013.

Activity #6

- **Analyzing Results:** All first grade teachers, Literacy Coach and the cabinet will convene to analyze post assessment results, review student work and reflect on instructional practices to determine the effectiveness of the 'Words their Way' program and make recommendations for the ensuing year.
- **Target Population:** All first grade teachers..
- **Responsible Staff Members:** Cabinet members, Literacy Coach and first grade teachers
- **Implementation Timeline:** April 2013 through June 2013.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- The First Grade teachers will design and host a workshop for parents to explain the 'Words Their Way' philosophy. The materials distributed will be translated and interpretation support will be provided in Spanish, which is the dominant language spoken at P.S. 148Q.
- Parents will be trained on how to navigate the 'Words Their Way' website to locate resources they may use to extend learning at home.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA X _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Cluster position to provide a sixth prep to all pedagogues for instructional planning.
- Staff Development from Teachers College.
- Words Their Way workbooks that match individual students' spelling stage.
- Teacher resource guides and big book of rhymes

- Paper for copies of assessment materials, sorts, games and material distributed at staff development for teachers and parents
- Take Home sorts for lending library and professional leveling texts for parents
- Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - Professional development is conducted by instructional lead teachers and instructional cabinet in the areas of RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS.
 - Teacher teams and the instructional cabinet are looking at student work to improve teaching practices.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and Human Resources to carry out our instructional strategies/ activities to achieve our goal.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Tier I Interventions: K-5 via individual conferences, strategy lessons and/or guided reading.</p> <p>Tier II Interventions: First & second grade uses Right Track Reading. Third grade guided reading, grammar. Fourth & Fifth grade.</p> <p>Tier III Interventions: First & second grade uses Right Track Reading. Third- Fifth Grade Leveled Literacy Intervention</p>	<p>Small group or one-to-one depending on student's needs</p> <p>Small group not to exceed 10:1</p> <p>Small group not to exceed 3:1</p>	<p>in the classroom during Reading and Writing Workshop</p> <p>three times a week during extended day</p> <p>First-Third extended Day. Fourth & Fifth during the day.</p>
Mathematics	<p>Tier I Interventions: Students in K-5 take part in Differentiated Instruction Day. Students may be playing a game, engaged in a guided activity or small group with the teacher utilizing EDM and Math Steps.</p> <p>Tier II Intervention: guided math</p>	<p>Students work in small groups to meet their individual needs.</p> <p>Small groups not to exceed 10:1</p>	<p>In the classroom on Fridays, during Math workshop</p> <p>Extended Day as needed.</p>

Science	Tier I Intervention: FOSS	differentiated instruction in small groups	scheduled during the State mandated periods of science instruction
Social Studies	Tier I Intervention: Houghton Mifflin Social Studies Program	differentiated instruction in small groups	scheduled during the State mandated periods of social studies
At-risk Services provided by the Guidance Counselor	'K-5 Katartzis Counseling Program' which outlines books, games and strategies to address counseling topics across the grades	our at-risk students either in small group or one-to-one sessions	These sessions are approximately ½ hour in duration and take place during the school day.
At-risk Services provided by the School Psychologist	Some strategies utilized include; Play therapy, relaxation techniques and art therapy,	Small group and/or one to one	Crisis intervention is available on an as needed basis during the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Prior to hiring a candidate, their credentials are verified by our Network’s HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher’s assignment aligns with their license area so that all teachers are reported as Highly qualified on the BEDs Survey.
- Frequent communication with our Network Human Resources Director when vacancies occur.
- The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
- The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.
- The school engages in interviews with HQT candidates from the Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews and a review of New York State certification/licensing.
- The school maintains a professional library to promote promising and effective practices.
- The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.
- Non-Highly qualified and struggling teachers are assigned a buddy teacher on their grade to serve as a mentor.
- The Literacy Coach will hold meetings and plan demonstration lessons, when needed, to orient non-qualified teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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; provide parents with a handbook outlining the level of expectations for student success.
- 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 along with providing parent workshops to introduce the CCLS Standards and Performance Tasks.
- 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; parent workshops on how to utilize ARIS.
- 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;

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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:

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

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Charles Amundsen/Nancy Dimaggi	District 30	Borough Queens	School Number 148
School Name Ruby G. Allen			

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

Principal Andrew Paccione	Assistant Principal Judith Sommer
Coach Debra Gurmam	Coach N/A
ESL Teacher Amy Faber/Kindergarten ESL	Guidance Counselor Christine Katartzis
Teacher/Subject Area Ann Marie Schubert/Science	Parent Tati Grullon
Teacher/Subject Area Tania Antonelli/5th grade ESL	Parent Coordinator Patti Ryan
Related Service Provider Aura Devita/Bilingual SETTS	Other E. Braghieri/ESL Coordinator
Network Leader Nancy Dimaggio	Other

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

D. School Demographics

Total number of students in school	1095	Total Number of ELLs	293	ELLs as share of total student population (%)	26.76%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. a. The initial identification for English language service eligibility takes place during the registration screening. One or more of the following qualified personnel: ESL coordinator, assistant principal or ESL teachers conducts an informal oral interview and assists parents in completing the Home Language Identification Survey (HLIS) which is distributed in English and the various languages of our community. The HLIS provides a comprehensive profile of student who may be ELLs. Answers to the questions on this survey reveal the language dominance of the child, his/her home language environment, as well as, information about the child's prior educational experience. Attentive engagement with the parents or guardians during the home language identification process guides us in determining the student's ELL status. All questions on the HLIS are addressed during the informal oral interview where a trained pedagogue informs the parent of the ELL identification process.

1b. The following pedagogues are responsible for conducting the initial screening and administering the HLIS : J. Sommer (Spanish bilingual Assistant Principal,), E. Braghieri (ESL teacher/Coordinator), P. Valenzano (ESL/Spanish bilingual teacher), A. Rivera (ESL teacher). The following trained pedagogues administer the LABR: J. Banham (ESL teacher), A. Faber(ESL teacher), E. Braghieri (ESL coordinator/teacher), A. Rivera(ESL teacher) and P. Valenzano (ESL teacher, Spanish bilingual), A. DeVita (Spanish bilingual SETTS). During the initial screening, one of our qualified Spanish bilingual pedagogues or assistant principal will serve as translator when necessary. During the interview the parent is encouraged to inquire about all language programs available in the district. Written program information (Guide for Parents of ELLs) is also available in all community languages. Translation services are provided by the following personnel: J. Sommer (Spanish bilingual assistant principal), P. Valenzano (Spanish bilingual/ ESL teacher), A. Islam (attendance teacher).

1c. Once the ESL coordinator has identified eligibility for testing, qualified personnel will then administer the LABR within the ten day time frame. Students that score below proficiency on the LABR are eligible for language services. Students that score below proficiency on the LABR and whose HLIS indicates dominance in Spanish are also given the Spanish LAB to determine program placement. Newly admitted ELLs are entered on the ATS ELPC screen detailing ELL status and placement. Students who enter our school from another NYC public school with an existing test history in ATS are placed according to these scores. The NYSESLAT is administered annually to entitled ELLs as per the ATS RLER report. The NYSESLAT is administered each spring. The speaking subtest of the NYSESLAT is administered individually to all entitled ELLs. The listening, reading and writing subtests of the NYSESLAT are administered as a group during the testing window according to the citywide testing calendar*(See testing schedule attached page 17). A student is considered ELL until he/she passes the NYSESLAT exam.

2. In an effort to maintain a welcoming school environment for parents and guardians, our parent coordinator conducts outreach to engage parents in their children's education. At the start of the school year, parents are invited to attend a meeting to familiarize themselves with our school and staff. Additionally, Ell parents are invited to an identification and placement orientation which provides families with an opportunity to visit classrooms, view a video in their native language describing the three language programs available in our district (TBE, Freestanding ESL and Dual Language),and ask questions. It is at this time that the Guide for Parents of English Language Learners is distributed in the community languages including Spanish, Arabic, Bengali, Chinese/Mandarin, Hindi, Punjabi, and Urdu. This orientation is conducted by certified pedagogues (ESL teacher/coordinator - E. Braghieri, ESL teachers - A. Rivera, J. Banham, A. Faber, and ESL/Spanish Bilingual teacher P. Valenzano) and the Spanish bilingual Assistant Principal (Judith

Sommer), A. Islam (attendance coordinator) who are available to translate and assist parents with any concerns or questions. The parent coordinator (P.Ryan) is in attendance as well.

As part of the LEP identification process, students whose HLIS indicates a language other than English, are administered the LAB-R. Students who score at the beginning, intermediate or advanced level are LEP and are placed in a program within ten days of enrollment and as per parent choice. Parents are notified via the entitlement letter, or in person informing them that their child is entitled to ESL services. In order ensure that these parents understand all three program choices, they are given the opportunity to view a video describing all programs available in our district. This parent orientation is made available during the registration process and at various times during the year. A member of our trained ESL staff is always available to answer any questions parents may have. Any parent, wishing to elect a program that is available at an alternate site in the district, is informed of their right to transfer to that school. If the selected program becomes available at our school, the parent will be notified via a phone call. Once the student is placed in the appropriate parent chosen language instruction program, a placement letter is issued informing the parents of their child's placement.

3. Entitlement letters, parent surveys and program selection forms are distributed in community languages in a timely manner. These forms are distributed in person or are sent home in the student's homework folder. A log is maintained to ensure that each student has the correct document on file. If a parent has not returned a form, our esl coordinator (E. Braghieri), parent coordinator (P. Ryan) or bilingual teacher (P. Valenzano)will contact the parent via phone calls, letters, or a one on one meeting to ensure that their selection has been honored. Additionally, parents are informed that their child may be placed in a bilingual class if the program choice forms are not returned to the school (as per CR Part 154 regulations). All returned forms (entitlement letters, parent surveys and program selection forms) for the present school year are filed by grade in the ESL office. Returned forms from previous years are filed and stored in a secure place for the duration of the students' academic career at PS148.

4. In order to place identified ELLs in the appropriate bilingual or ESL instructional program, the designated trained personnel honor the parents' choice as per the parent selection form and/or an oral interview. If a parent does not return the selection form, we consult with them via a phone call or a meeting to explain the process of placing the ELL in a bilingual program if they do not make a choice. This communication is in the parents' native language when necessary, with translation provide by P. Valenzano(Spanish bilingual teacher), J. Sommer(Spanish bilingual assistant principal), A. Islam(attendance coordinator), or the translation unit. Once the ELL student has been placed appropriately, a placement letter (in English and student's home language) is sent home in his/her homework folder. The ESL coordinator maintains a log, as well as, copies of placement letters sent home. ELLs who have been receiving language service and are administered the NYSESLAT yearly , receive continued entitlement letters. These entitlement letters (in English and home language)are sent home with the student and copies are filed in the ESL office.

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

	Parent Survey Results		
	TBE	ESL	DUAL
2011	21	40	1
2010	29	49	1
2009	21	55	1
2008	25	43	2
2007	38	54	2

The majority of our parents have selected the freestanding ESL over Bilingual programs for the last few years. We provide Bilingual classes in grades K,1, and 2 for those parents who make this selection, thereby accommodating parental choice.

Our consultations with the parents during registration screening reveal that those parents whose children exhibit the little or no fluency in English (particularly those who have recently arrived in the US or those whose families speak limited English in their homes) prefer a transitional bilingual setting. The majority of our parents prefer to immerse their children in an all English environment in order to maximize their exposure to English and to develop English language fluency. To this end, there is a trend of some parents wishing to opt out of the bilingual program in first or second grade. If a parent submits a request for withdrawal from a bilingual class, the classroom teacher, ESL coordinator, and/or parent coordinator will explain the benefits of program consistency. Parents are informed that while they may opt out of bilingual, ESL is state mandated until the ELL achieves a proficient score on the NYSESLAT. During the registration and orientation process, if a parent demonstrates an interest in a program not in place at our school he/she is offered a school transfer. Specifically; the parents who expressed an interest in the Dual Language program this year were given the opportunity to transfer to another school that offers this program, however they have opted not to transfer to another school. This year's data does not support creating a dual language program in our school at this time due to a low interest. The trend in program choices at our school over the past few years indicates ESL for a primary choice, to serve as transition into a the monolingual setting.

6. The program models offered at P.S. 148 are in direct alignment with parent requests. We offer a Transitional Bilingual Program (TBE) in kindergarten, first and second grades. According to a review of the parent choice forms, there are less than 15 parents

requesting a bilingual program in the third, fourth and fifth grades. These parents interested in bilingual in the upper grades were informed of other schools that offer the bilingual program and refused transfer option for this year. Although some parents expressed an interest in the dual language program as their second choice (see chart below), the numbers were not sufficient for establishing a class.

Language Program Selection (Second Choice) 2011			
Grade	Bilingual	Dual Language	ESL
K	7 (SP) 1(UD) 1(HI)	5 (SP)	12
1	1	1	0
2	1(AR)	0	3
3	1	0	1
4	6 (SP) 1(BG)	0	0
5	0	0	0

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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 (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	1	1	2	1	1								8
Push-In		1	1	1	2	2								7
Total	3	3	3	3	3	3	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	292	Newcomers (ELLs receiving service 0-3 years)	226	Special Education	51
SIFE	0	ELLs receiving service 4-6 years	59	Long-Term (completed 6 years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	57									57
Dual Language										0
ESL	169		13	59		14	7		3	235
Total	226	0	13	59	0	14	7	0	3	292
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	18	21	18											57
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	18	21	18	0	57									

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	32	32	29	34	45	34								206
Chinese	1	1	1											3
Russian														0
Bengali	1				2	1								4
Urdu	1	1	2	1	4	1								10
Arabic	1	1	1	1		1								5
Haitian														0
French														0
Korean														0
Punjabi	1		1		1	1								4
Polish														0
Albanian														0
Other	1	2												3
TOTAL	38	37	34	36	52	38	0	0	0	0	0	0	0	235

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1. Language instruction at P.S. 148 is delivered within the framework of the following models: Transitional Bilingual Program and Freestanding ESL (self-contained, push-in, pull-out). These program models are grouped heterogeneously in each grade. Differentiated instruction is provided on each grade according to proficiency level in a small group setting. Additionally, this year's fourth grade reading program involves streaming students according to reading level and language proficiency. Our science program is departmentalized for all grades.

2. a. As per CR Part 154 mandates, language support services are provided by certified teachers through the self-contained TBE model, self-contained Freestanding ESL model or the push-in ESL model. Teachers provide language instruction using ESL methodology during the TC Workshop model literacy block. In order to address the five stages of language acquisition, ELLs are grouped according to proficiency level as determined by the LABR/NYSES/ESLAT results. Students' proficiency levels determine the number of minutes of instruction as required by the CR Part 154 Regulations.(see chart below). In our ESL classrooms, ELA instruction is differentiated according to reading levels within the literacy block and throughout the flow of the day. Our bilingual classes receive the same ELA instruction with the addition of NLA instructional minutes which are implemented across the content areas.

2b. The use of the native language throughout the day varies according to student proficiency in the target language. Specifically, students at the advanced level of English language proficiency will receive NL instructional time for 45 minutes, intermediate level students receive 45 to 60 minutes and newcomers receive 60 to 90 minutes. Key concepts and vocabulary in the content areas of math and social studies are introduced in the native language during the first half of the lesson (20 minutes). Follow-up discussions and review provide further opportunity to develop academic language in English as well. In an effort to ensure that the mandated NL instructional minutes are delivered, the additional mandated daily minutes (20 minutes) of NLA are delivered within the TC model. This year, our ESL/Bilingual push-in teacher is scheduled to provide further language support with the classroom teacher in the second grade TBE class, using the Fountas and Pinnel Phonics program.

3. Our Spanish TBE classes in grades kindergarten through second grade are self-contained models with certified bilingual teachers delivering instruction. Native language instruction is delivered in a 60% - 40% instruction model in the beginning of the year. The percentage of English instruction will increase to 50% and then to 75% by the end of the school year. Our Spanish Transitional Bilingual Program provides for a strong Native Language Arts component. Literacy instruction is provided within the TC College Workshop

A. Programming and Scheduling Information

model. Concepts are developed in math and social studies in the students' native language to ensure academic progress as they acquire the second language. Our TBE provides ELLs with full exposure to a standards based core curriculum which is in direct alignment with that of mainstream English speaking students. Math and social studies concepts are developed in the students' native language to ensure progress as they acquire academic vocabulary. Both our Everyday Math and Fosse Science programs focus on the use of manipulatives which appeal to students' individual learning styles. Social Studies instruction is provided with the Houghton Mifflin Social Studies Core Curriculum. Teachers facilitate learning through the use of cognates, repetition, visual aids, shared reading and vocabulary infusion. Interactive word walls reflect vocabulary and sight words being learned in English and also in Spanish in all content areas. The goal of our Transitional Bilingual Program is to provide the tools students need to achieve English proficiency.

In our ESL self-contained and push-in programs, language instruction is differentiated in order to best provide for the students' academic needs. ELL students receive language instruction within the Teachers College Workshop Model. This program allows for differentiated instruction and ongoing assessment in order to achieve English language proficiency. This year we are implementing the On Our Way to English program for grades two through five. This program will be used with the TC workshop model with extensive opportunities for oral language practice and development of domain specific vocabulary. This program teaches phonics and grammar through a differentiated approach which targets each specific stage of language acquisition. Content areas are presented with a focus on cognate awareness. Math and Science instruction is provided through hands-on activities via the Everyday Math Program and the Fosse Science program. Social Studies instruction is provided with the Houghton Mifflin Social Studies Core Curriculum. Classes are formed to provide the optimal environment for academic language learning. The use of academic language is encouraged during group work to ensure that students have ample opportunity to practice their communication and comprehension skills. Exposure to high quality English language literature, poetry and music in our print-rich classrooms helps motivate students to attain language proficiency. In order to provide NL support in the ESL programs, we provide multicultural libraries in the classrooms and our school library. Word to word glossaries and bilingual dictionaries are distributed to ELL students.

4. In order to ensure that ELLs are appropriately evaluated, students who are identified as ELLs with Spanish dominance on the HLIS are administered the Spanish LAB to determine their fluency and literacy in their native language. It is at this time that potential special needs (for example, speech, hearing and vision) can be detected and reported to the prospective teacher. Teachers in our TBE program use components of the EL SOL assessment as a diagnostic tool to assess students and to plan for differentiated instruction. Additional assessments are teacher created and in alignment with the core curriculum standards.

Translated versions of content area state exams are available to those students who meet the criteria. If the translated version is not available a qualified translator is used. Our Fosse science program and our Houghton Mifflin social studies program provide teachers with spanish translations of periodic assessments.

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

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

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

b. Newcomers are identified as ELLs based on the HLIS, LABR score, and Spanish LAB (if applicable). Newcomers are placed in a language program based on students' LABR scores and parents' choice. These students receive intensive English language instruction to promote fluency. It has been proven that one of the "best practices" is for children to help each other, therefore one of our instructional plans is the pairing of newcomers with English proficient speakers. These EP students model the target language and can also serve as interpreters. ELLs who have been in school less than one year take the NYSESLAT exam rather than the ELA state exam to assess language acquisition. ELLs who have been in English speaking schools for more than one year must take both the NYSESLAT and the ELA assessments. In order to prepare these students for the required ELA testing, we use On Our Way to English test practice, Continental Press test prep materials, teacher created practice sheets, and ESL Interim Assessments. The Teachers College Workshop Model promotes literacy through daily practice in vocabulary and comprehension. ELL students have the opportunity to attend extended day small group tutoring and the ESL Afterschool Academy to enhance their language acquisition and development.

c. ELL students with 4- 6 years of language service are identified using BESIS data, RYOS report and the A-7 extension of services report. These students are assessed formally via the ELL interim, ELA, Math, and Science State standardized exams. Informal

A. Programming and Scheduling Information

assessment is ongoing. Results from informal assessments (Teachers College just right assessments, teacher observations, writing samples and reading running records) provide teachers with the data necessary to differentiate instruction. The ESL push-in teacher collaborates with the classroom teacher to ensure that strategies used are in direct alignment with the students' goals and the core curriculum. Extra periods of literacy instruction are scheduled each week for these students. This time is utilized for test prep based on results from the ELL Interim Assessments. The ESL teacher provides language support through strategy lessons, read alouds, guided reading and interactive reading and writing lessons. The SBST, SETTS, speech, occupational and physical therapists and the AIS teams provide support for these students as well. Long term ELLs receive additional support in our extended day programs which can include small group tutoring, inquiry target teams, technology enrichment club (robotics), chorus and band or the science OPEX program.

d. Long Term ELLs who have completed more than six years, receive academic intervention with ESL support services, SETTS, speech, physical and/or occupational therapy, guidance, and inquiry team support. The trends indicate that these students usually have IEPs and may be placed in a CTT or 12:1 class for learning disabilities. The delivery of instruction is based on best practices and strategies for these learners. Long term ELLs receive instruction that is in alignment with the mainstream core curriculum.

6. The IEP is used to determine the language goals for ELL-SWDs. Students with disabilities whose IEP indicates a need for ESL service receive the mandated instructional unit requirement based on their LAT or LABR score (see chart below). Our ELL SWDs are afforded access to the language programs utilized in our mainstream classrooms. Instructional strategies include scaffolding (students build upon each other's comments and ideas), higher level thinking (students think critically and are encouraged to explain how they arrive at a conclusion - Danielson's Framework for Teaching), and vocabulary support for academic language proficiency (Isabel Beck "Bringing Words to Life: Robust Vocabulary Instruction"). Our Leveled Literacy Intervention Program allows for small group differentiated instruction through guided reading lessons, while at the same time enhancing the development of vocabulary and comprehension skills. This year in grades two through five, we are introducing the On Our Way to English program to help accelerate English language development. Components include a differentiated reading strand as well as a thematic strand which enhances content area studies. Our Fountas and Pinnel phonics program incorporates a cultural component of poetry and music which accomodates different learning styles for all grades. The Houghton Mifflin Social Studies Core Curriculum offers teachers specific strategies and activities for students needing extra support or challenges. Everyday Mathematics and the Fosse Science Program provide "hands-on" learning and tactile reinforcement of scpecific grade level concepts. The Sonday, Orton Gillingham and Wilson programs are available as resource tools for the CTT and SETTS teachers to use as intervention tools for their ELL students..

7. Our mission to meet the diverse needs of ELL-SWDs within the least restrictive environment requires flexibility in curricular, instructional, and schedule planning. Our school has created a prep schedule which accomodates collaborative planning time within and across the grades. For example, our content area teams (comprised of K through 5 mainstream and special education teachers), work together to identify IEP language goals and share instructional strategies that target students' specific needs. Curriculum teams attend grade appropriate professional development and then turnkey information to their colleagues. Our flexibility in scheduling allows for collaboration between the special education teachers and the push-in ESL teachers. These meetings are scheduled during monthly grade leader preps, weekly common preps and lunch periods. The following instructional models apply: a. ESL push-in teacher delivers instruction via the Fountas and Pinnel Phonics program and On Our Way to English, b. self-contained bilingual and ESL teachers deliver instruction via the Teachers College Workshop model supplemented with On Our Way to English, The Leveled Literacy Intervention Program as well as Fountas and Pinnel Phonics, c. CTT team teachers follow either the parallel teaching model or the repeated teaching model in which students are grouped according to level within a whole class instructional setting. In accordance with the chancellor's regulations, academic intervention is provided by a certified ESL push-in teacher.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

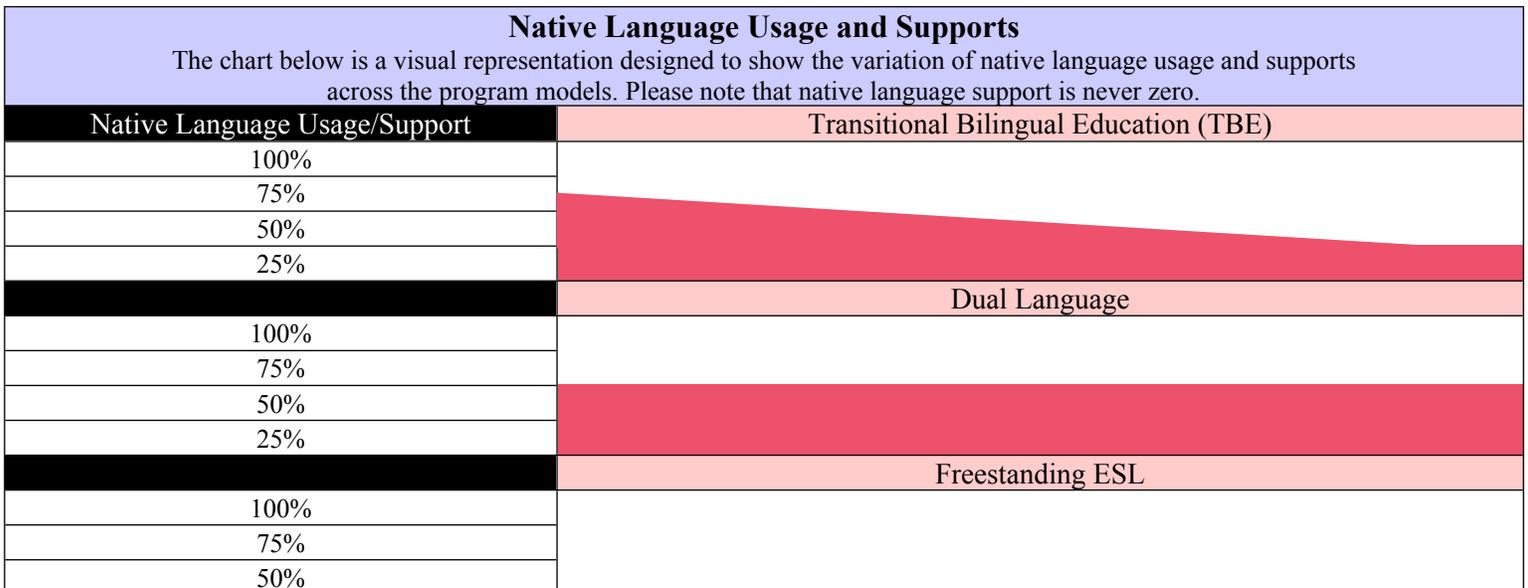
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts	Spanish		

Social Studies:	Spanish and English
Math:	Spanish and English
Science:	English

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
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.			

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?

8. In order to address the ELL subgroup that did not make adequate yearly progress (AYP) on the 2011 ELA and Math State exams, intervention programs will target these ELLs and provide reinforcement in content areas. This year, we will be using the Leveled Literacy Intervention, the Fountas and Pinnel Phonics and On Our Way to English programs. These programs provide native language support through the use of cognates and labeling. Instructional strategies include scaffolding (students build upon prior knowledge as well as each other's comments and ideas), higher level thinking (students think critically and are encouraged to explain how they arrive at a conclusion - Danielson's Framework for Teaching), and vocabulary support for academic language proficiency (Isabel Beck's "Bringing Words to Life: Robust Vocabulary Instruction").

Our Leveled Literacy Intervention Program allows for small group differentiated instruction through guided reading lessons, while simultaneously enhancing the development of vocabulary and comprehension skills. This year in grades two through five, we are introducing the On Our Way to English program to help accelerate English language development. Components include a differentiated reading strand as well as a thematic strand to enhance content area studies. Our Fountas and Pinnel phonics program incorporates a cultural component of poetry and music to accommodate different learning styles. The Houghton Mifflin Social Studies Core Curriculum offers teachers specific strategies and activities for students needing extra support or challenges. This program provides exposure to high interest non-fiction materials with language support including cognates and cultural awareness/respect. Everyday Mathematics and the Foss Science Program provide "hands-on" learning and tactile reinforcement of specific grade level concepts.

To meet the needs of the ELL-SWD subgroup that did not make AYP, the Sonday, Orton Gillingham and Wilson programs are available as resource tools for the CTT and SETTS teachers to use as intervention. The IEP helps to determine the language goals for this subgroup. Our ELL SWDs are afforded access to all literacy programs utilized in our mainstream classrooms. Instructional strategies include scaffolding (students build upon prior knowledge as well as each other's comments and ideas), higher level thinking (students think critically and are encouraged to explain how they arrive at a conclusion - Danielson's Framework for Teaching), and vocabulary support for academic language proficiency (Isabel Beck "Bringing Words to Life: Robust Vocabulary Instruction").

Our long-term ELLs who have stalled at the advanced level on the NYSESLAT receive language support in our Title III ESL Afterschool Academy. For this subgroup, emphasis will be placed on the reinforcement of grammar and writing conventions.

ELL students (including newcomers and longterm ELLs) are also targeted in our extended day tutoring sessions.

The Schoolwide Inquiry Teams provide reinforcement in all content areas. Teachers meet regularly with students to provide differentiated instruction and to determine and assess goals for each student.

ELL students who have been evaluated by our SBST and whose IEP indicates Spanish receive SETTS and related services in their native language. Our Spanish bilingual social worker and Panish bilingual school psychologist provide intervention and counseling in the student's NL. ELL students in our TBE classes may receive NL support in the extended day tutoring session.

9. Transitional support is provided for students who recently achieved a proficient score (in the last two years) on NYSESLAT. These students are placed in a setting where they will continue to receive language support (ie. push-in esl). These students can be paired with lower level ELLs and serve as peer tutors, translators and models for English language. Best practices indicate that this pairing is highly effective and successful. The TC workshop model provides continuing transitional support for students who have reached proficiency on the NYSESLAT. The professional development all classroom teachers have received in the TC workshop model focuses on providing differentiated instruction to all students. This incorporates the use of "just right books", running records, read alouds, mini-lessons, small group lessons, strategy lessons, and individual conferences. Students who attained proficiency (as per NYSESLAT scores) in the last two years are also given extended time modification in testing.

10. The following programs will be introduced this year: On Our Way To English, Fountas and Pinnel Phonics, and The Leveled Literacy Intervention programs.
- 11 The Project HOPE Math program with St. John's University for advanced level ELLs has been discontinued due to budget cuts.
12. a. All ELLs are part of the following departmentalized school wide programs: computer technology, science , music, physical education and literacy. ELLs are invited to participate in extra-curricular activities such as extended day small group tutoring, science OPEX, social studies club, math club, chorus, band, ESL Afterschool Academy, and summer school. Invitations with tear-offs are sent home in the homework folder. Attendance is taken each day to ensure full participation and representation in all programs. The principal and assistant principals work with the ESL coordinator, classroom teachers and parent coordinator to ensure all ELL students are accounted for and placed properly. Parents are notified in writing of the commencement dates and schedule of these programs. Attendance is taken daily to ensure full participation and representation of ELLs in all programs. In the case of poor attendance, the guidance counselor will place follow up phone calls to ensure consistency within the program. Additionally, our fifth grade ELLs are encouraged to participate in the three day OPEX trip to the Taconic Outdoor Environmental Education Center as enrichment to the science curriculum. b. This year our Title III funded ESL Afterschool Academy will address the ELL subgroup who did not make AYP for ELA. The ELLs in third, fourth and fifth grade who scored at the advanced or intermediate level on the NYSESLAT will be invited to attend. Our goal for this program is to provide test taking strategies to promote success and address annual measurable achievement objectives (AMAO).
13. In addition to curriculum materials previously noted, language instructional materials will also include Best Practices in Reading series from Option Publishing co., A Chorus of Cultures/Developing Literacy Through Multicultural poetry, Words Their Way, Continental Press NYSESLAT (test prep), Earobics (computer program), and Rosetta Stone (computer program).
14. In addition to the aforementioned model descriptions, native language support for our ELL students in TBE and ESL programs is provided through labelled classrooms, bilingual word walls, translated content area materials, multicultural libraries (classroom and school library), the Rosetta Stone computer technology program on laptops, and bilingual word-to -word glossaries and dictionaries which are distributed for instructional use and as a resource for state exams.
15. All required support services correspond to our ELLs' ages and grade levels. Schedules are arranged to facilitate collaboration between teachers in order to address the goals outlined for students in all grades.
16. Newly enrolled ELL students and their parents are invited to attend an orientation at our school prior to the start of the academic year. Activities include a school tour, teacher “meet and greet” and a review of supplies needed and textbooks used in order to prepare the students and their families for the school year.
17. Not Applicable

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)?

Non-applicable

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.

1. P.S. 148 offers teachers an array of in house and off site professional development opportunities for all (monlingual and ELL) teachers. These workshops are provided by Teachers College, On Our Way to English, and our network support personnel. The ESL coordinator, literacy coach, and assistant principals receive professional development provided by personnel from Harcourt Brace within the On Our Way To English framework. This PD is supplemented with support from our network staff developer. Our curriculum assistant principal attends monthly PD sessions at Teachers College which address the reading and wrtng curriculum and methods to differentiate instruction to meet the needs of our ELL SWDs. The paraprofessionals attend TC workshops as well (see schedule p. 20). Secretaries attend the DOE training presented on the School Secretary Staff Development Day in November. The related service providers (P/T, O/T, and speech) attend workshops geared towards educational planning, SESIS and IEP training) Pedagogues who work with ELLs at our school participate in professional development along with the monolingual teachers. Teachers College offers calendar days specifically geared towards the needs of ELL students (**see attached page 20 and 21). Workshop attendees turnkey pertinent information to their colleagues during grade leader and common preps. These turnkey sessions are scheduled for the full day PD (Election Day, B/Q Day) as well as grade leader meetings and common preps. TC staff developers also come to our school throughout the school year to address the implementation of a schoolwide word study program.. These PD days will focus on: a.addressing esential questions, domain specific vocabulary and reading skills for each unit of study., b. Words Their Way study groups, outlining students' reading goals, and strategies to provide support in the implementation of the Words Their Way program, c. new teachers will receive support in understanding components of balanced literacy and the architecture of the mini lesson. The literacy coach will work closely with these teachers to model and write lessons and to coach during their implementation. Teachers are all on a specific curriculum team which will work on developing systems for differentiating instruction and outlining goals for all curriculum areas. Additionally, teachers are all on a grade specific inquiry team which focuses on identifying an area of need in reading/math and researching strategies that will best address the needs of each grade.

2. In order to provide a support service to the ELL students as they transition from the elementary level to the middle school our fifth grade teachers organize an assembly in our school auditorium where a representatives from schools in our district provide infromation about the application process and special programs. In this assembly the students are given the opportunity for a question and answer period. Additionally, our fifth grade teachers and students visit the zoned middle school in order to familiarize themselves with the school's location and school environment. Our guidance counselor attends "Respect for All" PD sessions highlighting bullying issues. During respect for all week, the guidance counselor turnkeys this PD to our parents and staff including all teachers, esl coordinator, assistant principals, parent coordinator, paraprofessionals, and any SETTS personnel working with our students. Additionally, the guidance counselor organizes an assembly program for our students during Respect for All week in February which creates awareness and defines bullying while providing real life strategies for coping with this issue. The guidance counselor will host an assembly (Never Give Up Encourage Other, Do your Best) in November. This program focuses on building character and coping with bullying. Addionally, a police officer, Richard France was invited by the guidance counselor to speak to fifth grade students about cyber bullying. The guidance counselor visits all fifth grade classes to discuss the transition to middle school. Topics include peer pressure, good organizational skills and adjusting to the departmental schedule, and teacher expectations.

3. Teachers who require ELL training receive professional development with staff developers from our network, as well as, the esl coordinator and literacy coach to ensure a minimum of 7.5 hours of ELL PD as per Jose P. This ELL training is provided to ensure that these teachers will be able to address the specific language needs of their ELL students. This PD is provided during monthly planning meetings, during common preps, lunch periods and full day PD (Election Day, B/Q day). PD will be developed to teach sensitivity to the unique needs of language learners and provide strategies for developing academic language for these students. PD Activities will cover the following topics: Building Schema - developing academic language(Dr. Lily Wong Fillmore), Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency/Academic Language Proficiency (CALPS) - Jim Cummings "The challenge of Learning Academic English", Using TPR in the classroom, Krashen's The Natural Approach, Extensive Oral Development in English accelerates L2 literacy skills (Diane August). .All training sessions have a sign in sheet to account for attendance and an agenda to outline activities for the session. These records are filed in the ESL office.

E. Parental Involvement

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

1. Our Parent Coordinator maintains an open door policy with our parents. She works closely with the ESL Coordinator, Guidance Counselor and Administration to ensure that parents feel welcome and comfortable when voicing their concerns. The Parent Coordinator is involved in outreach, providing orientations both before and throughout the school year. These orientations are presented to inform parents of the various programs and activities in our school. Notices are translated into English, Spanish and the various community languages. The school staff and administrators offer a series of workshops throughout the year to address parental needs. Workshops and materials are provided in both English and Spanish, and translated into any other language when requested by a parent. The Translation Service phone number has been provided to our staff and is also visible in the main office along with Translation Forms, Parent Preferred Language Form for newly admitted students and their family, I Speak Card is also available at the main entrance, Language Identification Guide, Language Card for the School Safety Officer to assist ELL parents. Staff is also utilized for language and written translation. Times for parent workshops vary to accommodate parent's schedules. Activities include International Food Festivities for our parents to share their own experiences and to familiarize themselves with the various cultures within our school community. Through our Title III monies we provide parent ESL classes that meet twice a week.

2. Our school has utilized Community Based Organizations such as the Queens Public Library, Queens Child Guidance Center, Western Queens Consultation Center, Child Health Plus, New York Hospital/Cornell Hospital and the Corona Health Center, Immigration Advocacy, Advocates for Children, U.F.T. Dial A Teacher, and Financial Institutions. Previously we had an ongoing relationship with Artisans in Baking Community Organization whom provided our parents with free English classes, however, due to funding cuts we lost their services but are continuing to canvass other CBO's to address parent needs. Through our partnership with these organizations, workshops given by CBO's are informed of our ELL population and any material that is available is requested, duplicated and if necessary translated for our ELL population either through the CBO, staff or NYCDOE Translation Service Department.

3. In the beginning of the school year, our Parent Coordinator distributes the Parents Preferred Language Form along with a parent assessment survey that asks for parental concerns and needs. Evaluation forms are given at the end of workshops to determine effectiveness and for parental input. Information gathered then is used to plan and develop workshops throughout the school year in conjunction with the Administration and Staff to address those requests. Our Parent Coordinator always maintains a welcoming environment, working to increase and encourage parent participation, conducts outreach to the parents in all areas not just limited to academic concerns, attend meetings with staff and Administration when requested, serves as liaison between the school, Community Based Organizations and parents and advocates on behalf of the parent. During Parent Teacher Meetings, there is always a suggestion box available where parents can write suggestions and then suggestions are reviewed and addressed.

4. Workshops that address topics like Orientation, Introduction and Expectations to Your Child's Class, Common Core Standards, ELA and Mathematics Testing Preparation, ARIS, Acuity, Immigration, Health Services, Special Education, Discipline Code, Parenting Skills, Parent Teacher Association Meetings, International Food Festivals, Parent Teacher Conferences, Holiday Gatherings, and Parent clubs, we continue to evaluate, nurture and consider the needs of our parents and students. Maintaining a welcoming environment, providing translation services at all forementioned meetings and workshops either through our staff or through the NYCDOE Translation Department, arranging meetings for parents to accommodate their scheduling needs, we are able to communicate effectively to bridge P.S. 148's students, their families and our staff.

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
													L

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)	24	3	0	7	5	6								45
Intermediate(I)	27	16	13	6	4	7								73
Advanced (A)	5	29	16	32	26	15								123
Total	56	48	29	45	35	28	0	0	0	0	0	0	0	241

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2	0	4	1	3							
	I	11	1	1	3	3	4							
	A	16	15	3	6	7	8							
	P	32	43	32	37	39	29							
READING/ WRITING	B	24	1	0	7	5	6							
	I	27	17	13	6	8	7							
	A	5	26	16	32	26	14							
	P	5	17	7	5	13	16							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	22	2	0	36
4	10	23	2	0	35
5	10	20	3	0	33
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	5	23	3	11	0	0	0	44
4	5	3	24	1	7	0	0	0	40
5	4	2	19	5	11	0	0	0	41
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									0
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)								
Chinese Reading Test								

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

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

1. The results derived from State assessments, Teacher's College Just-right and On Our Way To English Assessments, LABR and NYSESLAT results, ELL Interim Assessments, ITA assessments, and teacher observations/running records help to drive instruction to better address our ELLs' academic needs. These assessment tools are invaluable for outlining student goals. According to the results of the 2011 ELA State exam, the majority of ELLs are approaching grade level. Specifically, 61% of third grade ELLs, 66% of fourth grade ELLs and 60% of fifth grade ELLs scored a level 2. Language instruction will focus on developing strategies to improve this subgroup's reading and writing skills.

According to the School Report Card for 2011, the test performance for the Limited English Proficient subgroup did not meet criterion for effective AMO. In an effort to support the ELL students who did not make adequate yearly progress (AYP), we will be incorporating the following new programs into our literacy model for grades 2, 3, 4, and 5: On Our Way to English, the Fountas and Pinnel Phonics, and The Leveled Literacy Intervention programs. Our Afterschool Academy will be offered to ELLs in grades 3, 4, and 5 with instruction focusing on the strengthening of reading and writing skills. A pilot program for grammar and writing conventions will provide language support for this subgroup.

An analysis of the students ELA exam responses indicates that 89% of the questions answered incorrectly were non-fiction questions. In an effort to address these results, we will focus on non-fiction reading and writing. Specifically, our ESL classrooms will be using On our Way to English which incorporates Marzano's six step process for vocabulary instruction. This program encourages higher level thinking in content areas with emphasis on domain specific vocabulary and academic language development through predictable and consistent routines which include daily oral language, reading, and writing instruction. The teachers of ELL students will work closely with TC staff developers and our literacy coach to develop an instruction plan that will create appropriately challenging vocabulary and comprehension lessons.

2. A review of the Spring 2011 NYSESLAT data reveals that the majority of our ELLs are approaching proficiency. While the majority of Kindergarten ELLs scored on the intermediate level, the majority of ELLs in grades one through five scored at the advanced level (SEE CHART BELOW)

SPRING NYSESLAT 2011 PERCENTAGES

	K	1	2	3	4	5
B	43	06	0	16	14	21
I	48	33	45	13	11	25
A	08	60	55	71	74	54

In an effort to support these ELLs Instruction will address the skills needed to develop fluency and attain proficiency. In addition to the LAT assessment results, our school uses the TCRWP to assess the literacy skills of our ELL students. Once these students have been assessed, differentiated instruction is geared towards their reading level. The “just right” books are leveled as per the Fountas and Pinnell program. Trends indicate the newcomers will read at the A-C level (the correspondence between the illustrations and the text are conducive to language acquisition). The majority of our ell students who have been receiving language services demonstrate consistent progression through the NYSESLAT modalities. In order to continue this progression towards fluency, instruction will include vocabulary reinforcement, visual aids, and small group activities in order to strengthen comprehension. ELL students whose scores did not demonstrate adequate yearly progress are targeted by the PS 148 inquiry team, and receive additional support during extended day, and also with extra esl minutes. In order to enhance reading comprehension and develop writing skills, differentiated instruction is geared towards improving pre-production and production level language skills for beginners. Instruction will also focus on increasing fluency and

developing higher level writing skills for the more advanced language learners.

•The Fall 2011 LABR was utilized to assess our kindergarten students and newcomers in grades one through five. An analysis of the testing data for students entering kindergarten reveals that 28% scored at the beginning/intermediate level, 19% scored at the advanced level and 54% passed/not entitled. These results of the fall 2010 LABR indicate a trend towards higher levels of fluency for our incoming kindergarten students. This correlates with the increasing number of children who have attended the Universal Pre-K program at our school and at community facilities. Eligible students are placed in language programs as per parents' choice. The freestanding ESL classes are formed heterogeneously including students at all levels of language acquisition. ELLs placed in our TBE Kindergarten class tend to be at the beginning level of English language proficiency with a higher level of Spanish language fluency - as per the LABR and Spanish LABR results. Newly admitted ELLs in grades 1 through 5 scored at the beginning level on the LABR with one student scoring at the advanced level.

3. Analysis of this data across NYSESLAT modalities reveals that the majority of ELL students' scores are proficient in listening/speaking but are at the intermediate or advanced level in reading/writing. These students will be targeted for literacy reinforcement through the On Our Way to English, Fountas and Pinnel Phonics programs and the TC reading/workshop model with lessons focusing on advanced vocabulary and higher level comprehension. Students whose scores indicate a need for further development in oral language & listening will receive additional assistance through read alouds, "book walks", partner reading, and books on tape. Examination of the performance data reflects ELL-SWDs who stall at certain proficiency levels tend to be proficient in the listening and speaking modalities, yet their scores indicate below proficiency for reading and writing. These students are targeted in order to better provide for their academic needs.

The patterns within the NYSESLAT modalities aid instructional decisions so that the ELL teacher will be able to group students as per their scores and modify ESL methodology accordingly. For example, long term ELLs in need of grammatical support will receive assistance with writing conventions. Language instruction is scaffolded so as to build upon what they know and to support and enhance these students' reading and writing skills. These students benefit from ESL as well as ELA focused instruction. ELL students whose score indicates a deficiency in listening and speaking skills will use the listening center for audio support (ie. books on tape).

4a. As per testing regulations, newly admitted ELLs (in English speaking schools less than one year) are administered the NYSESLAT in lieu of the ELA. However, all ELL students are required to take content area exams. These exams are available in translated versions. Newcomers entering our system with a formal education in their native language tend to achieve a high score on the translated version of state exams.

ELL Periodic Assessments are valuable tools for driving instruction. Teacher and administrators use these results to group students so as to better provide language instruction. These ongoing assessments are used to monitor ELL students' progression towards fluency.

5. N/A

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

Additional Information

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

*NYSESLAT TESTING MEMO

To: P.S. 148 Staff

From: Eileen Braghieri

Re: NYSESLAT (Kindergarten through Fifth Grade)

Please be advised that the NYSESLAT will take place on Tuesday May 17th (listening), Wednesday May 18th (reading), and Thursday May 19th (writing).

*Due to the fact that NYSESLAT testing takes place throughout the building, we ask that teachers limit movement on all floors.

Testing will begin no later than 9:15. The following personnel will be assisting:

K – 124 Ms. Golombas/Ms. Baker

K – 126 Ms. Harnischfeger/Ms. Kassimis

K – 217 Ms. Carou-May/Ms. Papirio

1 – 215 Ms. Dorizas/Ms. Mendez

1 – 229 Ms. Pejerrey/Ms. Raimondo

1 – 225 Ms. Palaguachi/Ms. Petrillo

*The following students not involved in testing are to be distributed to the following rooms:

1 – 215 – Mia Bravo, Mohammed Daragmeh, Joshua Hurtado report to room 219.

Teneh Nyei, Mario Perez, Kayla Puma, Kesang Sherpa report to room 221.

1 – 229 – Katerine Rubio report to room 227.

**Proctors from grades K and 1st grade are asked to report to room 261 to bubble answer sheets for grades K, 1, and 2.

2 – 325 Ms. Bastone/Ms. Mustac

2 – 329 Ms. Buongervino/Ms. Radoff

2 – 411 Ms. Padron/Ms. Forero

*The following students not involved in testing are to be distributed to the following rooms:

2 – 325 – Enrique Cuapio, Lizbeth Flores, Annie Garcia report to room 2 – 321

Komalpreet Kaur, Randy Perez report to room 323.

2 – 329 – Sofia Aguirre, Tamara Benhumea, Karla Persantez, Syed Rizvi report to room 326.

Vanessa Romero, Manuela Silva, Aldo Tinoco, Daniela Zecua report to room 315.

2 – 411 – Sandra Minchala, Luis Ramos report to room 313.

3 – 309 Ms. Gibbs/Ms. Valenzano

3 – 327 Ms. Hellman/ Mr. Banham

*The following students not involved in testing are to be distributed to the following rooms:

3 -309 – Julliana Anglero, Yosselin Bueno, Arianna Bustamante report to 3 – 305.

Maria Butt, Marianna Gil, Ashley Loja, Estefani Yaguachi report to 3 – 303.

3 – 327 – Catherine Bowen, Esteban Minchala, Alejandro Oyuela report to room 2 – 324.

4 – 407 Ms. Kirby/Ms. Gallo

*Jonathon Quezada 4 – 409 will take assessment with class 4 – 407

*Abdul Haseeb Mohammed (home schooled student) will take assessment with class 4-407

4 – 413 Ms. Anthony/Ms. Greene

*The following students not involved in testing are to be distributed to the following rooms:

4 – 407 – Lylia Atik, Lydia Bennett, Kiana J. Cornejo, Melanie Fernandez, Genesis J. Guacho, Anthony D. Jaramillo report to room 5 - 446.

Robert Marin, Guadalupe S. Medrano, Matthew Parra, Glenis Peralta, Brittany Ramirez, Eddy Rojas report to room 5 - 401.

Jeffrey Sacramento, Miguel Torres, Yanitza Ramirez, Ishika Macwan report to room 5 - 402.

4 – 413 – Andrew Argueta, Bryan Campoverde, Justin Ibarguen, Melanie Izquierdo, David Ortega, Crismeiry Soto report to room 5 - 405.

5 – 403 Ms. Antonelli/Ms. Cabrega

Room 228 Ms. Schubert/Ms. Tanweer

5 – 401

Omar Carchi, Miguel Castulo, Evelyn Cuahutle, Anna Hurtado, Bryan Morales, Estepany Paredes, Jacqueline Quezada, Junior Remache,

Marcel Samedí, and Katherine Vasquez.

5- 402 Amy Atiencia, *Jordann Arza

5- 403 *Andres Alberto, *Dania Morales

Modification Groups

Testing Modifications – extended time/special location

Room 328 Ms. Devita/Ms. Dougherty

2 – 223 – Israel Aguirre, Lisabeth Arias, Elvis Guzman, Gabrielle Molina, Dylan Montoya

3 – 327 – Miguel Zelaya

2 – 326 – Erie Abreu, Irving Becerril, Carlos DeJesus

Testing modifications - extended time/special location/directions read and reread aloud

Room 223 Ms. Lorenzo/Ms. Considine

3 – 223 - Randy DeLacruz, Ana Martinez, Sabika Rizvi

3 – 307 –Edilberto Alatore, Brandon Marquez, Jair Montano, Kevin Reyes, Josilyn Tobo

3 – 327 –Lisette Diaz, Selena Hernandez, Arly Ramos

*Students from 2 – 223 not involved in testing report to 3 – 307 – Anthony Hungria, Francesco Prete, Danny Robertson, Shydasha Smith

Testing modifications -extended time/special location/directions read and reread Aloud

Room - LibraryMs. Ricuperio /Ms. Coluccio

4 – 409

Eldin Cando, Jesse Intriago, Bryan Orea, Brenda Ozuna

4 – 452

Erik Amaro, Sangeeta Chumber, Kate Cuapio, Rana Fazal, Stephanie Jaimes, Edwin Rodriguez, Maricruz Vargas

4 – 413

Yocsaidy Cielo, Kevin Torres

Testing Modifications – extended time/special location/directions read and reread aloud

Room452 Ms. Russo/Ms. Martino

5 – 452 – Walter Castenada, Jason Fernandez, Melanie Santos

5 – 448 – Fahad Quraishy, Jesus Torres, Empress Izquierdo

*The following Students from class 452 not involved in testing are to report to 5 – 448.

Jordan A. Monar, Tashyanna Richardson, Yanira Tinaca.

Hallway Monitors:

Outside room 449 – Ms. Townsend

Outside room 405 – Ms. Williams

Outside room 413 - Mr. Llerena

Outside room 309 – Ms. Serrano

Outside room 325 - Mr. Farrell

Outside room 225 - Mr. Eisenberg

Outside room 215 - Ms. Katartzis

Outside room 124 - Ms. Notargiacomo

**Calendar of Conference Days 2011-2012 at Teachers College

Date	Topic & Presenter	Teacher	Substitute
September 21	Parents as Literacy partners: a day of workshops on supporting your child's at home development of reading and writing	Patti Ryan	
Friday, 9/23	Expanding Possibilities for the Autumn Kindergarten Reading and Writing Workshops – Natalie Louis		A.Klinger
Monday, 9/26	Modifying Reading and Writing Workshop in Self-Contained and CTT Settings – Janet Steinberg		E. Behar
Monday, 10/3	Make Literacy Growth Visible – Lucy Calkins		
Monday, 10/3	Make Phonics Instruction Stick – Enid Martinez		
Tuesday, 10/4	Teach Readers and Writers to Go for Big Goals – Lucy Calkins	D. Mapp	T. Woeful
Wednesday, October 12	Fall in Love with Nonfiction – David Booth	C.Conklin	P. Allison
Monday, October 17	Thinking Across the Year with an Eye to Supporting English Language Learners – Maria Paula Ghiso		-P.
Golombas	P. Allison		

Friday, October 21 E.Mendez	Qualities of Good Writing: Reading and Writing Connections - Katherine Bomer		Carou-May
Friday, October 21	The Personal and Persuasive Essay – Ali Marron and Kelly Boland	M. Alexopoulos	K. Ryan
Monday, October 24	Hold That Thought: Using Quick Bits of Writing - Kathy Collins	F. Strauss	K. Ryan
Wednesday, October 26	Using the Upcoming Units – Patterned Writing and Reading – Beth Moore	L. Higgins	P.Allison
Wednesday, October 26	Skill Development in Nonfiction Reading – Kathleen Tolan	S. Radovich	K. Ryan
Wednesday, November 2	The Role of Reading, Writing and Language – P David Pearson	D.Allison	P. Allison
Thursday, November 3	Response to Invention (RTI) – Janet Steinberg	J. Sommer	
Friday, November 18	Many Voices: Meeting the Literacy Challenges of Linguistically Diverse Students-	Yvonne Rodriguez	ESL
Department J. Banham			
Monday, November 28	Tap the Power of Paraprofessionals and Teaching Assistants to Support Small Group Work and a Peer Culture in Which Reading, Writing and Learning Are Sociable and High-Interest Activities	C. Martino, P. Gallo	
Friday, December 2	Information Text Sets and Research-based Argument (Persuasive) Essays – Mary Ehrenworth, G. Minassian, K. Ryan		
Wednesday, November 30	Reading Nonfiction- New Work to Power Information Reading and Writing Units of Study – Lauren Kolbeck		
S. Fabiilli	K. Ryan		
Friday, December 2	Authors as Mentors After Authors as Mentors! – Sarah Picard Taylor	G. Dorizas	P. Allison
Tuesday December 6	Parents as Literacy Partners: passing the tricks of the trade to parents		Patti Ryan
Monday, December 12	Accountable Talk and Accountable Writing – Dahlia Dallal	C. Adams	P. Allison
Friday, December 16	Historical Fiction Reading and Writing – Colleen Cruz	T. Galea	P. Allison
Thursday, January 5	Building Synthesis, Inference and Interpretation Through Series Book Clubs – Kristi Mraz		G. Bastone
P. Allison			
Friday, January 6	The Intersection of Book Clubs and Guided Reading – Kathleen Tolan	M. Dougherty	E. Mendez
Friday, January 6	Small Group Reading Instruction – Jennifer Serravallo, J. D’Antonio	P. Allison	
Monday, January 9	Teach Readers and Writers to Think About Symbolism	J. Spreckels	
	E. Mendez		
Monday, January 9	Powerful Instruction to Overcome Big Challenges – Christine Cook	A.Zimberg	P. Allison
Tuesday, January 10	Creating a Word-Learning Multilingual Classroom Community – Lori Helman	N. Palaguachi	E. Mendez
Wednesday, January 18	When We Teach Poetry, We Teach Everything! Lester Laminack	P. Fierro	P. Allison
Wednesday, February 1	Thematic Texts/Interpretation Unit – Melanie Brown	J. Markou	E. Mendez
Friday, February 10	Teaching a Progression of Procedural and Analytical Writing Craft in Science – Mary Ehrenworth		C.Gibbs P. Allison
Tuesday, February 28	Mentors Help Us Write – Katie Wood Ray	D. Padron	E. Mendez
Wednesday, March 7	Writing and Reading Nonfiction Across the Day – Stephanie Harvey	S. Pejerrey	E. Mendez
Wednesday, March 7	Thinking Through Language Goals and Vocabulary Development – Ruth Swinney		M. Bertolotti P. Allison
Friday, March 9	Third Grade Test Prep – Kathleen Tolan	E.Caceres	P. Allison
Monday, March 12	Preparing Fourth and Fifth Grade Students for the ELA – Kathleen Tolan	F. Kirby	E. Mendez
Monday, March 12	Facing the Challenges of Preparing Struggling Students with IEP’s for the Tasks of the ELA		M. Russo
P. Allison			
Monday, May 14	Reading, Writing, and Researching in the Content Area	A. Lombardo	E.Mendez

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Ruby G. Allen	DBN: 30Q148
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 148Q's Title III Program provides English Language Learners with supplemental instruction in an afterschool instructional academy. Analysis of ELA data indicates a decrease in the performance levels of our ELLs, close examination of the NYSESLAT SubTest indicate:

Third grade students who dropped from advanced to intermediate demonstrated a deficiency in the writing/reading strand, TC Running Records and On-Demand Writing Samples for these students indicate a weaknesses in reading comprehension and mechanics.

Third grade students who did not show growth at the advanced level exhibited a decrease in the writing/reading strand, TC Running Records and On-Demand Writing Samples for these students indicate a weakness in reading comprehension and mechanics.

Fourth & Fifth grade students who did not show growth at the advanced level exhibited a decrease in the reading and writing strand, TC Running Records and On-Demand Writing Samples for these students indicate a weakness in reading comprehension and mechanics.

Analysis of admission's list indicates 5 third grade, 2 fourth grade and 3 fifth grade students were admitted in September from countries outside the United States and do not speak any English.

Our Title III Afterschool Program has been created to address the needs of the above students. We will offer a third grade class for students who showed a decrease from Advanced to Intermediate, a third grade class for students who did not show any growth at the advanced level and a 4/5 bridge class for students who did not show any growth at the advanced level. Instruction will be provided to these students utilizing the School wide Testing Fundamentals and Grammar Fundamentals.

We will also offer a third grade and a 4/5 bridge class for newcomers. Rosetta Stone Classroom language learning will be used to help non-English speaking students to develop language skills at his/her individual pace.

The afterschool instruction academy will meet a total of 26 weeks, on Tuesdays and Wednesdays from 3:15 - 4:45 beginning in December 6, 2011, through May 2012, for a total of three instructional hours per week. There will be a total of 5 classes with approximately 8-10 students per class. Certified bilingual and ESL teachers will provide supplemental instruction in test taking strategies, mechanics and grammar in alignment with CCLS using ESL methodologies to enhance student achievement on the NYSESLAT and NYS ELA. An assistant principal will supervise students and delivery of instruction. The supervisor will admit and discharge students to the program as needed. She will also provide professional development to teachers.

Part B: Direct Instruction Supplemental Program Information

Grammar and conventions play an integral role in shaping meaning. They are tools that assist a writer with creating text that readers will understand and enjoy. When writers attend to proper use and application of grammar and conventions, they not only enhance their writing, but they also reflect clear messages while engaging their readers with a meaningful piece. Proper use of grammar and conventions helps both readers and writers to see, hear, and experience. It also helps students generate connections between mechanics, craft, style, usage, and meaning.

In order for students to be able to make these connections, we must provide them with authentic models from texts. When students notice the conventional decisions that writers make, they are able to create images, experience emotion, recognize details, identify word choice, and generate meaning. They are also able to connect these noticings to the rules and usage of key grammar and conventions concepts. Following these noticing experiences, students will then apply what they have experienced to their own writing.

An additional consideration for the study of grammar and conventions is its impact on how a piece is read. Recognizing the words, symbols, spaces, and punctuation that signal readers to change their voice, pause, stop, reflect, and think is another key role that grammar and conventions play. Readers will comfortably engage with the text when they focus and attend to how it should be read. This will be achieved when following the “signals” of the conventional choices that writers make.

The Schoolwide Fundamentals for Grammar will be used to differentiate grammar and mechanics instruction for students. Students will be introduced to grammar and conventions aligned with the CCLS through the use of an Interactive Read-Aloud.

During this experience, teachers will guide their students through reading the stories while highlighting important skills that they would like them to notice, learn, and apply to their own reading and writing. Embedded in each Interactive Read-Aloud lesson are opportunities for students to experience skill practice lessons found in either Student Practice Packets or in suggested extension activities connected to reading or writing.

Following the Interactive Read-Aloud lessons, teachers will expose their students to Follow-Up Mini-Lessons that continue to model the same skill or skills introduced in the Interactive Read-Aloud lessons. This additional exposure will allow students to notice, engage, understand, apply, and practice the skills that were introduced to them in the mentor texts. Teachers will use the workshop model for these lessons and provide focused instruction on the skill or skills they would like their students to practice in their writing. Finally, teachers will also be able to incorporate suggested anchor charts and classroom resources in order to enhance the teaching and modeling of these grammar and conventions skills.

Testing Fundamentals is a research-based program specifically designed to explicitly and systematically teach the skills and strategies students need to increase their performances on standardized tests. It uses high quality children's literature to focus on the types of questions students will be required to answer on these tests. Beginning with teacher modeling that focuses on comprehension strategies that are accomplished by thinking aloud, Testing Fundamentals then provides multiple opportunities for guided and independent practice to reinforce the skills and strategies that are being taught. In addition, the program focuses on beating the test by teaching students test-taking strategies and how to

Part B: Direct Instruction Supplemental Program Information

recognize tricks and traps. The program also has important components to support struggling readers and invite reflection by both students and teachers. The Testing Fundamentals program also provides practice tests that are closely aligned with state tests and that focus on the skills and strategies the students have learned.

Classes will be set up for our newcomers where they will learn English language using Rosetta Stone. Rosetta Stone personalizes Language-Learning experience for diverse groups of ESL students using features such as, speech analysis tools, grammar and spelling components and predefined course templates adeptly complement classroom teaching expertise.

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. 148 Title III Professional development program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching Mechanics and Grammar to English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning standards and achieve higher scores on all state assessments. Additionally teachers will be trained on the use of Grammar Fundamentals and Testing Fundamentals. Educators utilizing the Rosetta Stone program will be trained in its use. Teachers and teacher trainers participating in the professional development workshops will be paid at the per session rate. These professional development sessions will be facilitated by school administrator and/or representatives of Rosetta Stone.

Teachers working in the supplemental instructional program will receive five sessions of professional development after school from 3:15 p.m. - 4:15 p.m. The teachers participating in this professional development will create a pre assessment to determine the "Just Right" and instructional level for mechanics instruction. The teachers will also be responsible for creating developmentally appropriate grammar mini-lessons in alignment with the Schoolwide Program.

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

1. One hour of professional development will be devoted to the revision of pre-assessments for mechanics and recording data to identify student strengths and weaknesses.
2. 1.5 hours of professional development will be devoted to the components and set up of Rosetta Stone Program

Part C: Professional Development

- 3. 1.5 hours of professional development will be devoted to the management tools associated with Rosetta Stone and to the use of the Blended approach.
- 4. Two 2 hour professional development sessions will be devoted analyzing the results from the Testing Fundamentals pre-assessments to form small groups.

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: The P.S. 148 Title III program will offer adult classes for the parents of the students attending the After School Instructional Academy. These classes will run concurrently with the after school schedule and enrollment will be available to all parents of ELL students in our school community. The adult program will address both language immersion for the parents and strategies parents may utilize to help their children develop literacy skills. These classes will be provided by Ms. Rivera , a licensed and certified teacher ESL. The program will be offered Tuesday and Wednesdays from 3:15 -4:45 for 26 weeks which is 26 sessions from December to May.

Topics for each session will be in alignment with the ESL methodologies utilized by classroom teachers to enhance student achievement. Some of the following topics will be addressed: reading aloud to your child, developing conversation around a book with your child, moving social language skills to academic language, writing with your child, use of literacy strategies to strengthen fluency and reading comprehension, introduction to components of the NYSESLAT and ELA assessment.

Teacher providing these services will assess adults’ language proficiency as to tailor instruction to the individual parents’ needs, maintain attendance logs, and culminating in an International Read Aloud Luncheon.

Part E: Budget

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

Allocation Amount: \$34748

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)		

Part E: Budget

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

Allocation Amount: \$34748

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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		

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Ruby G. Allen	DBN: 30Q148
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 148Q's Title III Program provides English Language Learners with supplemental instruction in an afterschool instructional academy. Analysis of ELA data indicates a decrease in the performance levels of our ELLs, close examination of the NYSESLAT SubTest indicate:

Third grade students who dropped from advanced to intermediate demonstrated a deficiency in the writing/reading strand, TC Running Records and On-Demand Writing Samples for these students indicate a weaknesses in reading comprehension and mechanics.

Third grade students who did not show growth at the advanced level exhibited a decrease in the writing/reading strand, TC Running Records and On-Demand Writing Samples for these students indicate a weakness in reading comprehension and mechanics.

Fourth & Fifth grade students who did not show growth at the advanced level exhibited a decrease in the reading and writing strand, TC Running Records and On-Demand Writing Samples for these students indicate a weakness in reading comprehension and mechanics.

Analysis of admission's list indicates 5 third grade, 2 fourth grade and 3 fifth grade students were admitted in September from countries outside the United States and do not speak any English.

Our Title III Afterschool Program has been created to address the needs of the above students. We will offer a third grade class for students who showed a decrease from Advanced to Intermediate, a third grade class for students who did not show any growth at the advanced level and a 4/5 bridge class for students who did not show any growth at the advanced level. Instruction will be provided to these students utilizing the School wide Testing Fundamentals and Grammar Fundamentals.

We will also offer a third grade and a 4/5 bridge class for newcomers. Rosetta Stone Classroom language learning will be used to help non-English speaking students to develop language skills at his/her individual pace.

The afterschool instruction academy will meet a total of 26 weeks, on Tuesdays and Wednesdays from 3:15 - 4:45 beginning in December 6, 2011, through May 2012, for a total of three instructional hours per week. There will be a total of 5 classes with approximately 8-10 students per class. Certified bilingual and ESL teachers will provide supplemental instruction in test taking strategies, mechanics and grammar in alignment with CCLS using ESL methodologies to enhance student achievement on the NYSESLAT and NYS ELA. An assistant principal will supervise students and delivery of instruction. The supervisor will admit and discharge students to the program as needed. She will also provide professional development to teachers.

Part B: Direct Instruction Supplemental Program Information

Grammar and conventions play an integral role in shaping meaning. They are tools that assist a writer with creating text that readers will understand and enjoy. When writers attend to proper use and application of grammar and conventions, they not only enhance their writing, but they also reflect clear messages while engaging their readers with a meaningful piece. Proper use of grammar and conventions helps both readers and writers to see, hear, and experience. It also helps students generate connections between mechanics, craft, style, usage, and meaning.

In order for students to be able to make these connections, we must provide them with authentic models from texts. When students notice the conventional decisions that writers make, they are able to create images, experience emotion, recognize details, identify word choice, and generate meaning. They are also able to connect these noticings to the rules and usage of key grammar and conventions concepts. Following these noticing experiences, students will then apply what they have experienced to their own writing.

An additional consideration for the study of grammar and conventions is its impact on how a piece is read. Recognizing the words, symbols, spaces, and punctuation that signal readers to change their voice, pause, stop, reflect, and think is another key role that grammar and conventions play. Readers will comfortably engage with the text when they focus and attend to how it should be read. This will be achieved when following the “signals” of the conventional choices that writers make.

The Schoolwide Fundamentals for Grammar will be used to differentiate grammar and mechanics instruction for students. Students will be introduced to grammar and conventions aligned with the CCLS through the use of an Interactive Read-Aloud.

During this experience, teachers will guide their students through reading the stories while highlighting important skills that they would like them to notice, learn, and apply to their own reading and writing. Embedded in each Interactive Read-Aloud lesson are opportunities for students to experience skill practice lessons found in either Student Practice Packets or in suggested extension activities connected to reading or writing.

Following the Interactive Read-Aloud lessons, teachers will expose their students to Follow-Up Mini-Lessons that continue to model the same skill or skills introduced in the Interactive Read-Aloud lessons. This additional exposure will allow students to notice, engage, understand, apply, and practice the skills that were introduced to them in the mentor texts. Teachers will use the workshop model for these lessons and provide focused instruction on the skill or skills they would like their students to practice in their writing. Finally, teachers will also be able to incorporate suggested anchor charts and classroom resources in order to enhance the teaching and modeling of these grammar and conventions skills.

Testing Fundamentals is a research-based program specifically designed to explicitly and systematically teach the skills and strategies students need to increase their performances on standardized tests. It uses high quality children's literature to focus on the types of questions students will be required to answer on these tests. Beginning with teacher modeling that focuses on comprehension strategies that are accomplished by thinking aloud, Testing Fundamentals then provides multiple opportunities for guided and independent practice to reinforce the skills and strategies that are being taught. In addition, the program focuses on beating the test by teaching students test-taking strategies and how to

Part B: Direct Instruction Supplemental Program Information

recognize tricks and traps. The program also has important components to support struggling readers and invite reflection by both students and teachers. The Testing Fundamentals program also provides practice tests that are closely aligned with state tests and that focus on the skills and strategies the students have learned.

Classes will be set up for our newcomers where they will learn English language using Rosetta Stone. Rosetta Stone personalizes Language-Learning experience for diverse groups of ESL students using features such as, speech analysis tools, grammar and spelling components and predefined course templates adeptly complement classroom teaching expertise.

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:

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Other		
TOTAL		