

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: RUBY G. ALLEN SCHOOL
DBN (i.e. 01M001): 30Q148
Principal: NANCY BIRSON
Principal Email: NBIRSON@SCHOOLS.NYC.GOV
Superintendent: DR. PHILIP COMPOSTO
Network Leader: NANCY DIMAGGIO

School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|------------------------------|--|-----------|
| Nancy Birson | *Principal or Designee | |
| Joan Barnett | *UFT Chapter Leader or Designee | |
| Rubidia Heras, Cesar Tejeira | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Susan Petrillo | Member/ Teacher | |
| Daisy Padron | Member/ Teacher | |
| Damien LaRock | Member/ Teacher | |
| Felicidad Lopez | Member/ PTA, Parent | |
| Sandra Fabiilli | Member/ Teacher | |
| Herlinda Long | Member/ PTA, Parent | |
| Maria Tepoz | Member/ PTA, Parent | |
| | Member/ PTA, Parent | |
| | Member/ | |

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|--|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 70% of English Language Learners, first grade to fifth grade, will make progress in one of the subsections of NYSESLAT as measured by the 2014-2015 NYSESLAT.

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.

Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards 1.1

The school uses curriculum maps that support rigorous habits and higher order skills and implement standards-based lessons. However, modifications to meet the needs of English language learners and special needs students are not fully coherent across grades and subjects. Consequently, lessons and academic tasks do not always incorporate critical thinking skills to continually engage all students in developing cognitive thinking skills. This limits the achievement of subgroups of students as evident in the school's Progress Report and State accountability achievement status.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in professional growth practices, led by the school literacy coach and network achievement coaches, that shift teaching practices in the areas of using assessments to inform instruction and modifying curricular units of study to address student strengths and needs.

B. Key personnel and other resources used to implement each strategy/activity

1. All teacher teams, including service providers, literacy coach, Assistant Principal in charge of English Language Arts, network achievement coaches, Central advisors.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams will conduct an analysis of end of unit assessments from one curricular unit of study to the next to evaluate growth for each student. We will analyze student work vis a vis the above mentioned writing traits and determine growth using the school-wide writing rubric. Periodic assessments provided 2 times per year will also be utilized to determine progress in the writing traits through on-demand assessments. A review of the interim benchmark data will be conducted January 2015, March 2015, June 2015

D. Timeline for implementation and completion including start and end dates

1. To commence with Module 1, September 2014 in the curricular resource, ReadyGen and ending in June, 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Grade teams meet to plan and examine student work. Using a school-wide writing rubric, student work will be analyzed as the units of study in our English Language Arts curricular resource, ReadyGen, culminate based on different grade timelines.

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).

Parent workshops will be conducted to inform parents of baseline assessments; the different writing traits; the goals in writing; and ongoing formative assessments and end of year expectations. We will share and examine growth in each trait on the school-wide rubric. We will share resources and ideas for helping their children with writing at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|--|-----------------|--|-----------------|----------|------------------|--|------------------|--|------------------|--|---------------|
| | Tax Levy | | Title IA | x | Title IIA | | Title III | | Set Aside | | Grants |
|--|-----------------|--|-----------------|----------|------------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 50% of students in grades K-3, will demonstrate growth in at least one of the following criteria: reasoning and proof, representation, communication (using academic language), problem solving as measured by GoMath critical areas performance rubric.

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.

Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels 2.2

The practice of setting interim goals and the use of specific academic interim benchmarks to meet granular learning targets of identified groups of students is not yet fully embedded across the school, resulting in some students not fulfilling their maximum potential.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in professional growth practices, led by the network achievement coaches, that shift teaching practices in the areas of using assessments to inform instruction and modifying curricular units of study to address student strengths and needs

B. Key personnel and other resources used to implement each strategy/activity

1. All teacher teams, including service providers, network achievement coaches and Assistant Principal in charge of mathematics

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams will conduct an analysis of end of unit assessments from one curricular unit of study to the next to evaluate the growth for each student. We will analyze student work vis a vis the above-mentioned mathematics' criteria and determine growth using the school-wide rubric. Periodic Assessments provided 3 times per year will also be utilized to determine progress in the mathematics' criteria through on-demand assessments. A review of the interim benchmark data will be conducted January 2015, March 2015, June 2015

D. Timeline for implementation and completion including start and end dates

1. To commence with chapter 1 in the curricular resource, GoMath and ending in June 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Grade teams meet to plan and examine student work. Using a school-wide rubric, student work will be analyzed as critical area performance-based assessments in our Mathematics' curricular resource, GoMath, are implemented based on different grade timelines.

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).

Parent workshops will be conducted to inform parents of baseline assessments; the different math criteria; the goals in math; and ongoing formative assessments and end of year expectations. We will share and examine growth in each criteria on the school-wide rubric. We will share resources and ideas for helping their children with math at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | Tax Levy | Title IA | X | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|---|-----------|-----------|-----------|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | |
| | | | | | | | |

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 50% of students in the school's lowest third - Beginning Of Year (BOY) Fountas & Pinnell Benchmark Assessment, will improve two levels as measured by the End Of Year (EOY) Fountas & Pinnell Benchmark Assessment.

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.

Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels 2.2

The practice of setting interim goals and the use of specific academic interim benchmarks to meet granular learning targets of identified groups of students is not yet fully embedded across the school, resulting in some students not fulfilling their maximum potential.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in professional growth practices, led by the school literacy coach and network achievement coaches, that shift teaching practices in the areas of text complexity analysis and writing from sources.

B. Key personnel and other resources used to implement each strategy/activity

1. All teacher teams, including service providers, school literacy coach, Assistant Principal in charge of English Language Arts, network achievement coaches, Central advisors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams will conduct assessments using the Fountas & Pinnell Benchmark Assessment to determine students' independent and instructional reading levels. These assessments will be utilized to provide small group assistance in the areas of need. Periodic assessments provided 2 more times per year will also be utilized to determine progress in the independent reading levels towards grade level expectations. A review of the interim benchmark data will be conducted March 2015 and June 2015.

D. Timeline for implementation and completion including start and end dates

1. To commence in November 2014 and ending in June, 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Grade teams meet to plan and examine student results. Results will be utilized to address areas of strength and areas of need in the reading of complex text within the curricular resource, ReadyGen.

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).

Parent workshops will be conducted to inform parents of Fountas & Pinnell assessments and the trajectory towards grade level expectations. We will share resources and ideas for helping their children with reading at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | Tax Levy | Title IA | X | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|---|-----------|-----------|-----------|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | |
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Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 60% of students in grades 4 and 5 will increase their raw scores as measured by the 2014-2015 State math assessment.

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.

Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels 2.2

Based on Spring 2014 New York State test score results, our school's Snapshot showed a total of 30% of our students meet the standards in math. We would like to approach the city and district goals of 39% and 42% respectively.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in professional growth practices, led by the network achievement coaches, that shift teaching practices in the areas of using assessments to inform instruction and modifying curricular units of study to address student strengths and needs.

B. Key personnel and other resources used to implement each strategy/activity

1. All teacher teams, including service providers, network achievement coaches and Assistant Principal in charge of mathematics.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams will conduct an analysis of end of unit assessment from one curricular unit of study to the next, to evaluate the growth for each student. We will analyze student work vis a vis the above-mentioned mathematics scores and determine growth using the end of unit chapter tests and performance tasks in the GoMath curricular program. Periodic assessment provided 3 times per year will also be utilized to determine progress in the scores through on-demand assessments. A review of the interim benchmark data will be conducted January 2015, March 2015, June 2015.

D. Timeline for implementation and completion including start and end dates

1. To commence with chapter 1 in the curricular resource, GoMath and ending in June 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Grade teams meet to plan and examine student work. Using a school-wide rubric and end of unit chapter tests, student work will be analyzed as per growth in our mathematics' curricular resource, GoMath.

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).

Parent workshops will be conducted to inform parents of 2013-2014 State Math assessments; baseline assessments; the goals in math; and ongoing formative assessments and end of year expectations. We will share and examine growth in each criteria on the school-wide rubric. We will share resources and ideas for helping their children with math at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | Tax Levy | Title IA | X | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|---|-----------|-----------|-----------|--------|
|--|----------|----------|---|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|-----------|-----------|-----------|--------|
|--|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, 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 | Tier 1 interventions: K-5 via individual conferences, strategy lessons and/or guided reading. Tier 2 interventions: First and second grades use Foundations Double Dose. Third-Fifth grades use Leveled Literacy Intervention Tier 3 interventions: Wilson and the Leveled Literacy Intervention program as deemed necessary. | Small group or one to one depending on students' needs. Small group not to exceed 10:1 Small group not to exceed 3:1 | In the classroom during reading and writing workshops Three times per week during extended day. During the day, as needed and per schedule |
| Mathematics | Tier 1 interventions: Students in K-5 take part in differentiated instruction as per the GoMath tiered resources. Tier 2 interventions: guided math as needed. | Students work in small groups to meet their individual needs Small groups not to exceed 10:1 | In the classroom during math workshop |
| Science | Tier 1 intervention: FOSS | Differentiated instruction in small groups | Scheduled during the State mandated periods of science instruction |
| Social Studies | Tier 1 intervention: Houghton Mifflin Social Studies Program | 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 (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | 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 |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| x | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>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.</p> <ul style="list-style-type: none"> o Frequent communication with our Network Human Resources Director when vacancies occur. o 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. o The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited. o The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates. o The school engages in interviews with HQT candidates from the Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. o 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. o The school maintains a professional library to promote promising and effective practices. o The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction. o Non-Highly qualified and struggling teachers are assigned a buddy teacher on their grade to serve as a mentor. o The Literacy Coach will hold meetings and plan demonstration lessons, when needed, to orient non-qualified teachers. |

High Quality and Ongoing Professional Development

| |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <ul style="list-style-type: none"> • Our professional development plan this year is designed to guide understanding of effective integration of the Instructional Shifts required by the CCSS into instructional planning and practice. • The professional development is intended to support teachers in developing their practice, and to help coaches or other instructional leaders in supporting them to do so. For example, through: <ul style="list-style-type: none"> - Participation in city-wide curriculum professional development - Monday Professional Learning - Observation and feedback from instructional coaches or leaders - Teacher self-reflection - Teacher-to-teacher learning in PLCs, grade-level meetings or other collaborative structures |

Coordination and Integration of Federal, State, and Local Services and Programs

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|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Various funding sources for per session, per diem, parent workshops, materials |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

| |
|---|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| We have aligned our curriculum to coincide with the instructional shifts of the Common Core Standards that grades K-5 are engaged in. Units of study implemented in Pre-K are Common Core aligned. There is vertical professional development and articulation between Pre-K and Kindergarten teachers. Throughout the year, Pre-K parents will be involved in workshops to |

inform them of the new Common Core Learning Standards and how they can support their children in meeting the standards.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

A MoSL committee was selected in June 2014. In September a decision was made as to State and Local Measures for Advance. During grade conferences with administration and instructional coach, there is ongoing professional development on the use of formative and summative assessments triangulated with the MoSL choices.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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)

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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.

DBN: 30Q148

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity |
|--------------|--|--|--|
| | | | |

| | | (Refer to Galaxy for FY '15 school allocation amounts.) | has been described in this plan. | |
|---|---------|---|----------------------------------|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$440,536.14 | X | See action plan |
| Title I School Improvement 1003(a) | Federal | \$16,961 | X | See action plan |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | \$246,475.00 | X | See action plan |
| Title III, Part A | Federal | \$35,212.00 | X | See action plan |
| Title III, Immigrant | Federal | | X | See action plan |
| Tax Levy (FSF) | Local | \$4,591,858.00 | X | See action plan |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|--|-----------------------|--------------------------|
| District 30 | Borough Queens | School Number 148 |
| School Name The Ruby G Allen School | | |

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|---|---|
| Principal Nancy Birson | Assistant Principal Anna DeLisse |
| Coach Debra Gurmam | Coach |
| ESL Teacher Eileen Braghieri | Guidance Counselor Christine Katartzis |
| Teacher/Subject Area Nuve Palaguachi/Spanish Biling | Parent Altagracia Grullon |
| Teacher/Subject Area Amy Faber/ ESL | Parent Coordinator Patricia Ryan |
| Related Service Provider Aura Devita/Bilingual SETTS | Other |
| Network Leader(Only if working with the LAP team) | 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 currently teaching in the ESL program. | 11 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 5 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 5 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 977 | Total number of ELLs | 301 | ELLs as share of total student population (%) | 30.81% |
|--|------------|----------------------|------------|---|---------------|

Part II: 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 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | 1 | 1 | 1 | | | | | | | | | | | 3 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | 2 | 1 | 0 | 1 | 1 | 1 | | | | | | | | 6 |
| Push-In | 1 | 3 | 3 | 2 | 2 | 1 | | | | | | | | 12 |
| Total | 4 | 5 | 4 | 3 | 3 | 2 | 0 | 21 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 301 | Newcomers (ELLs receiving service 0-3 years) | 229 | ELL Students with Disabilities | 39 |
| SIFE | 0 | ELLs receiving service 4-6 years | 66 | Long-Term (completed 6+ years) | 6 |

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 SWD. [i](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 54 | | 4 | | | | | | | 54 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 175 | | | 66 | | | 6 | | | 247 |

| ELLs by Subgroups | | | | | | | | | | |
|---|------------|----------|------------------|-----------|----------|------------------------------------|----------|----------|----------|------------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 229 | 0 | 4 | 66 | 0 | 0 | 6 | 0 | 0 | 301 |
| Number of ELLs who have an alternate placement paraprofessional: <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 |
| SELECT ONE | 23 | 17 | 14 | | | | | | | | | | | 54 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 23 | 17 | 14 | 0 | 54 |

*EP=English proficient student

| Dual Language (ELLs/EPs*) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| TOTAL | 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: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: ____ |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Spanish | 36 | 45 | 29 | 29 | 41 | 23 | | | | | | | | 203 |
| Chinese | 3 | 3 | | | | 1 | | | | | | | | 7 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 2 | 2 | 1 | | 2 | 1 | | | | | | | | 8 |
| Urdu | 2 | 2 | 2 | 1 | 3 | 1 | | | | | | | | 11 |
| Arabic | 1 | | 1 | 1 | 1 | | | | | | | | | 4 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | 2 | | | | 1 | | | | | | | | | 3 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | 2 | 2 | 1 | | 1 | | | | | | | | 7 |
| TOTAL | 47 | 54 | 35 | 32 | 48 | 27 | 0 | 243 |

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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) | 10 | 12 | 7 | 15 | 11 | 2 | | | | | | | | 57 |
| Intermediate(I) | 21 | 22 | 6 | 10 | 5 | 4 | | | | | | | | 68 |
| Advanced (A) | 45 | 20 | 20 | 32 | 14 | 29 | | | | | | | | 160 |
| Total | 76 | 54 | 33 | 57 | 30 | 35 | 0 | 285 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |
| READING/ WRITING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | 25 | 12 | 1 | | 38 |
| 4 | 16 | 3 | | | 19 |
| 5 | 17 | 15 | 1 | | 33 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 22 | 2 | 15 | 1 | 1 | 1 | | | 42 |
| 4 | 15 | 3 | 8 | 2 | 0 | 0 | | | 28 |
| 5 | 24 | 5 | 9 | | 2 | 2 | | | 42 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | 1 | 10 | 1 | 10 | 3 | 1 | | 27 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual (SWD) | | | | | | | | | 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 | | | | | | | | |

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The results derived from formative and normative assessments including: NYSESLAT, LABR, Fountas and Pinnell reading levels, ELL Periodic, ReadyGen PBAs, MOSL, as well as daily teacher observations help to drive instruction to target ELL literacy needs and to establish student learning goals. According to the results of the Spring 2013 NYS ELA, the majority of ELLs fall below grade level.

Specifically, 66% of our 3rd grade ELLs scored at level 1, 32% scored a 2 and 3% scored a 3. In fourth grade, 84% of our ELLs scored a level 1 and 16% scored a 2. 52% of our fifth grade ELLs scored a 1, 45% scored a 2, and 1% scored a 3. This data indicates a need for instruction geared towards improving the reading and writing skills of the level 1 ELLs. These ELLs are invited to our ESL Afterschool Academy which targets writing conventions and vocabulary development..

Data derived from diagnostic assessments indicates a need for focus on specific language skills to support proficiency, ie. letter/sound recognition, use of temporal and sequencing words for retelling, and character analysis. Both ReadyGen and On Our Way to English encourage higher order thinking in content areas with emphasis on domain specific vocabulary and academic language through predictable and consistent routines. Our teachers work closely with the literacy coach to develop strong Tier 1 core instruction which will increase exposure to non-fiction reading and writing. The ESL provider will parallel-teach with the classroom teacher in an effort to address the instructional shifts and to meet grade level standards. This year we have implemented the Quick Reads Program which offers further opportunity for immersion in non-fiction content area reading comprehension and fluency. Students who scored at level 1 on the ELA will also be invited to attend our ESL Afterschool Academy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

A review of the Spring 2013 NYSESLAT data reveals that with the exception of first grade ELLs, the majority of our ELL students across the grades scored at the advanced level. In order to support these students, instruction will address the skills to develop fluency and attain proficiency. Trends indicate that beginner ELLs benefit from consistent exposure to high frequency words, text/illustration correspondence and ample opportunity for oral language practice. The majority of our students who have been receiving ESL services demonstrate consistent progression through the NYSESLAT modalities. In order to continue this improvement, text based academic language and domain specific vocabulary reinforcement are delivered through tiered instruction within the ReadyGen program. This subgroup will also receive additional support through the Quick Reads program during the extended day.

2013 NYSESLAT Percentages of Students who scored at Beginner, Intermediate or Advanced Levels

| | K | 1 | 2 | 3 | 4 | 5 |
|---|----|----|----|----|----|----|
| B | 9 | 18 | 19 | 16 | 33 | 6 |
| I | 30 | 43 | 19 | 20 | 19 | 12 |
| A | 61 | 39 | 62 | 64 | 48 | 82 |

Newcomers entering our school for the 2013-14 academic year, who took the LABR, scored as follows: of the eligible kindergarteners, 84% scored at the beginner or intermediate level, and 16% scored at the advanced level. The students in this subgroup are placed in either the TBE or s/c ESL class as per parent choice.

In grades 1-5, 82% scored at the beginner or intermediate level while 12% scored at the advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The trend in ELL scores across NYSESLAT modalities reveals that the majority of our students who reach proficiency in listening and speaking, score at intermediate or advanced levels in reading and writing. Students whose scores indicate a need for further development in oral language and listening, will receive additional support through pre-reads and fluency practice within the GenReady curriculum, scaffolded lessons in the On Our Way to English program and the use of the listening center for auditory and speaking practice. Leveled reading assessments allow for more specific literacy reinforcement, as does the On Our Way to English Program, which focuses on domain specific language acquisition. Higher order thinking skills are encouraged via scaffolded questions that gradually build in complexity.

ELL-SWDs who stall at the advanced proficiency level on the NYSESLAT tend to score proficient in the listening and speaking modalities while their reading and writing scores remain at the intermediate level. This subgroup receives differentiated instruction through the ReadyGen Reading Program. Additionally, teachers will provide scaffolds for these struggling readers.

Longterm ELLs receive support for the multiple dimensions of language (grammar/syntax, morphological skills, semantic skills/vocabulary and phonological skills) within the framework of the ReadyGen Program. These students may also be invited to attend the extended day program and/or the Afterschool E.S.L. Academy.

4. For each program, answer the following:

- a. 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?

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 (either written or verbal) versions. Trends indicate 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.

For Spring 2013 NYS Math exam, 38 % scored at or above grade level and 62% scored below grade level. These students' academic experiences did not provide sufficient prior knowledge for academic achievement. In an effort to close this achievement gap, this data allows teachers to monitor students' learning so that instruction can be scaffolded accordingly, thus providing students with timely and useful feedback to encourage students to reflect on their own learning. These students will also be invited to attend the ESL Afterschool Academy to supplement their daily instruction in alignment with the common core shifts.

For the Spring 2013 NYS Science exam, of the 27 ELLs that took the exam, 5 students did so in their native language. Four out of five students scored at or above grade Level. This would indicate that translation of the exam is beneficial for newcomers.

ELL Periodic assessments are used by teachers and administrators to group students for differentiated instruction. These assessments are used to monitor ELL students' progression towards fluency. Additionally, teachers use this diagnostic tool to create lessons that target areas of need, such as: writing conventions, comprehension, phonics and vocabulary.

ELLs in our Freestanding ESL program who demonstrate proficiency in their native language receive support through our multicultural libraries (in classrooms and school library), word to word glossaries/dictionaries, cognates embedded within a lesson, peer translators and translated versions of texts and state exams.

ELLs in our Spanish TBE program receive the supports mentioned above, as well as, L1 instruction within the framework of the school day - content area instruction in their native language, verbal instruction/translation in native language.

- 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

P.S. 148's very diverse ell population encompasses newcomers from other countries, ELLs who were born in this country and whose families speak limited English, and ELLs who are approaching proficiency but need support with reading and writing skills. Students' acquisition of the multiple dimensions of language is closely monitored and measured so as to plan accordingly. Data derived from the LABR, NYSESLAT, MOSL assessments, ReadyGen PBAs, ELA and MATH State Exams, On Our Way To English Assessments, ELA and MATH State Exams, ELL Periodic Assessments, ITA assessments, and teacher observations/running records is used to drive instruction to meet these diverse needs. During grade leader common preps and instructional cabinet meetings, data derived from the ELA and State Math exams is closely analyzed for trends in State Standard achievement and instruction is planned according to these trends throughout the grades. Namely, if a student does not meet standards in first grade, his/her performance in the second grade will continue to be below standards. Our schoolwide goal is to target instruction to ensure students achieve grade appropriate standards and are prepared for the next grade. In an effort to limit referrals for special education settings, our teachers build a strong, rigorous instructional core program (Tier 1) using research based materials to target all students' needs. This Tier 1 instruction is geared towards English language development. Students are assessed daily with either verbal assessment or written work and every 4 - 5 weeks with the ReadyGen PBAs, Fountas and Pinnel benchmark, in addition to teacher made assessments. Within the RTI infrastructure, the teacher uses "The Decision Tree" to determine if the student's difficulties are unusual as compared to his/her peers. Those students who demonstrate a need for a more focused and intensive support may move into a Tier 2 or 3 support - this intervention support for specific skills needs is provided by our push-in providers and followed up with formative assessments every 3 - 6 weeks.

- 6. How do you make sure that a child's second language development is considered in instructional decisions?

ELL students whose native language is Spanish are administered the Spanish LAB to determine level of proficiency. Information derived from these reports is used to group students and to provide support in building English language proficiency. All teachers address language needs within their lessons (complex text is scaffolded and modeled, advanced and/or proficient level students serve as peer tutors and upper grade students are provided with glossaries/bilingual books with English and Spanish text). ELL students' linguistic background is taken into consideration when planning instruction. Vocabulary instruction and reinforcement is essential for comprehension. New vocabulary is introduced before a ReadyGen close reading. Students are presented with visuals and/or simulation to support their understanding of these words. Additionally, explanation of concepts is embedded in second language instruction - research shows that understanding concepts improves comprehension. When applicable teachers use cognates, anchor charts, along with an explicit explanation of English idioms, key terms and phrases. Newcomers who are literate in their native language are encouraged to respond in their language.

- 7. 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?

N/A:

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

In order to evaluate the success of our ELL program and to ensure that our ELL students meet the AYP, we examine data derived from NYSESLAT results for each modality, LABR scores (newcomers), as well as, results from the NYS exams: ELA, Math, and Science. Additionally, we use the school/district report card AMAO tool, MOSL (administered in the beginning and end of the school year), ReadyGen PBAs, state exams, periodic assessments, as well as ongoing teacher observations/assessments/tests and running records. Students' portfolios also inform teachers of their students' progress. The results from the Spring 2013 NYSESLAT indicate a marked progress for our ELLs in grades K through 5. 98% of students moved either to a new level or their cut scores showed improvement. One area of need would be the students that have stalled at the advanced level for more than two years. These students receive support within our Tier 2 push-in program and are our focus group for the Afterschool Academy. Instruction is planned to provide strategies for improving vocabulary, comprehension and test taking skills.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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.
 The following pedagogues are involved in conducting the initial screening and completing 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), 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. In the event that the parents' preferred language is not spoken by the interviewer, the services of the translation unit of the Department of Education may be used. Parent volunteers who speak the languages of the community may also serve as resources during this process. During the interview the parent is informed of 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).
 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 and RLAT reports. 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. According to State

mandates, a student is considered an ELL until he/she passes the NYSESLAT exam.

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.
The procedures noted below are followed in an effort to ensure that parents are provided with necessary information, documents and letters:
 - Parents are invited to an orientation presented in the spring, fall and throughout the year as new students are admitted to our school. This orientation provides families with an opportunity to visit classrooms, view an informative video in their native language which describes the three language programs available in our district (TBE, Freestanding ESL and Dual Language), and ask questions.
 - It is at this time that the Parent Survey, Parent selection forms, and The Guide for Parents of English Language Learners is distributed in the community languages including Spanish, Arabic, Bengali, Chinese/Mandarin, Hindi, Punjabi, and Urdu.
 - During this orientation, parents are greeted by our Spanish bilingual principal N. Birson. The orientation is conducted by the following certified pedagogues ESL teacher/coordinator - E. Braghieri, ESL teachers - A. Rivera, J. Banham, and ESL/Spanish Bilingual teacher P. Valenzano. The Spanish bilingual Assistant Principal Judith Sommer and A. Islam (attendance coordinator) are also available to translate and assist parents with any concerns or questions. The parent coordinator (P.Ryan) is in attendance as well.
 - The esl coordinator and parent coordinator meet with any parent who selects a program that is not available at our school. During this meeting, the parents' options are discussed and they are informed of possible alternate sites in our district and 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.
 - Follow-up copies of all parent letters are "backpacked" home as needed. Classroom teachers, the esl coordinator and the parent coordinator follow up with any students who have not returned these letters via phone calls.
 - All eligible students are tested within the ten day framework and parents are notified. 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 (copies of all parent letters are on file in the ESL office for the school year).
As part of the LEP identification process, students whose HLIS indicates a language other than English are administered the LABR. Students who score proficient on this assessment are not entitled to language services and parents are informed via the non-entitlement letter - this letter is copied and filed in the ESL office for the school year. Students who score at the beginning, intermediate or advanced level are ELLs and are placed in either our TBE or Freestanding ESL programs as per parents' choice within ten days of enrollment. Parents are notified either in person, via phone call or the "backpacked" entitlement letter 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.
 - ELL students who score below proficiency on the NYSESLAT receive continued entitlement letters. In order to maintain consistency, parents are encouraged to have their students remain in the same program they have been attending. However, if a parent requests to opt out of our TBE program, their child can be placed in our Freestanding ESL program. Copies of these withdrawal letters are also filed in the ESL office. As per state regulations, no parent may opt out of esl services .
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parent surveys program selection forms are distributed in community languages in a timely manner. These forms are distributed in person at the time of registration during the orientation by trained pedagogues - Ms. Braghieri, Ms. Rivera, Ms. Valenzano, Mr. Banham, and bilingual Assistant Pncipal Judith Sommer. If parents do not return these documents follow-up letters are sent home in the student's homework folder. The classroom teacher ensures that these letters are returned. 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). Students who continue to be entitled to language services receive the continued entitlement letters. These letters are "backpacked" home in the students' homework folders and copies are on file in the ESL office. The same process holds true for non-entitlement forms. All information is sent home with the student and follow up phone calls are made as necessary.
Original forms of the HLIS and parent survey/selection are filed in each studnt's cumulative folder. Copies of all returned forms (entitlement/placement letters, parent surveys, program selection forms, non-entitlement and continued entitlement letters) 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. 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.

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. In the event that a parent does not attend an orientation or rescheduled appointments, we consult with them via a phone call to explain the process of placing the ELL in a bilingual program if they do not make a choice (as per CR Part 154 regulations). These parents are then invited to meet with the esl coordinator and/or parent coordinator in a one to one meeting to discuss placement options. Any attempts for follow up are recorded and filed with selection forms for that school year. All 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), parent volunteers or the translation unit. Once the orientation process is completed, where the student's entitlement has been determined and parents have made a program choice, the ELPC screen in ATS is completed within the ten day window for all newcomers. All placement letters are maintained and filed in the ESL office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered annually to all ELLs. The following steps are taken to ensure that all sections of the NYSESLAT are administered properly: we use the RLER and RLAT ATS reports which provide a listing of all eligible students, these reports are aligned with all class rosters to ensure all students are accounted for. We use a systematic filing process in order to prepare for the testing dates. All ells are grouped according to grade bands, additionally ELL-SWDs are grouped according to their IEP testing modifications. Proctors are assigned to classrooms and are provided with folders containing class lists,absentee forms, teacher directions, test booklets and scan sheets. All absentees are tested during the make-up period. *see attached test schedule memo page 13. The speaking subtest of the NYSESLAT is administered individually to all entitled ELLS during the testing window. These students are tested and scored by trained pedagogues other than their classroom teacher.

6. 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.) 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. 

Upon review of the Parent Survey and Program Selection forms of the past few years, the trend is as follows: Parents of newcomers tend to select the TBE programs, while the majority of our parents (K through 5th) choose the freestanding ESL language program. Some parents have expressed an interest in the Dual Language Program as a second or third choice. Specifically, 30% of parents chose the TBE, 59% chose ESL, and less than 1% chose Dual Language for the school year 2013 - 2014.

| | Parent Survey Results | | |
|------|-----------------------|-----|------|
| | TBE | ESL | DUAL |
| 2013 | 30 | 45 | 1 |
| 2012 | 21 | 40 | 1 |
| 2011 | 29 | 49 | 1 |
| 2010 | 21 | 5 | 1 |
| 2009 | 25 | 43 | 2 |
| 2008 | 38 | 54 | 2 |

Our program models are in alignment with parental choice. Based on results from the 2013 parent selection forms, we maintain a TBE program (spanish) for Kindergarten, 1st and 2nd grade. The push-in ESL model is implemented across the grades. Additionally, we have self-contained ESL classes for K, 1st, 3rd,4th and 5th grades.

Our consultations with the parents during registration screening reveal that those parents whose children exhibit 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 of of the bilingual prgram 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 insufficient number of students to form a class. The trend in program choices at our school over the past few years indicates ESL for a primary choice. Parents who express preference for esl tend to see it as a transition into a the monolingual setting.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

School leadership at P.S. 148 has a clear vision and high expectations for ell student achievement. Students' progress is systematically monitored, our teachers know their students and their individual needs (ie. long term ells, newcomers, sife) and instruction is planned accordingly. Our teachers and administration share the philosophy that complex text aids in developing higher order thinking, therefore, our language instruction is aligned with the grade level standards in which college readiness is the goal. Language instruction is delivered within the framework of the following models: Transitional Bilingual Program (TBE) and Freestanding ESL. Specifically, we have the TBE model for our kindergarten, first and second grades based on parent choice and number of student. with same language background. The freestanding esl program for grades kindergarten though 5th is organized to include self-contained classes, as well as, push-in model. This year, the third grade ells receive language support through the pull-out model, the On Our Way to English program is used for the newcomer beginning group while the ReadyGen program is implemented for the intermediate and advanced students.

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)?

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 90 minute ReadyGen literacy block. In order to address the five stages of language acquisition, ELLs are grouped according to proficiency level as determined by the LABR/NYEESLAT results. Students' proficiency levels determine the number of minutes of instruction as required by the CR Part 154 Regulations.(see chart below page 15). 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. Students who score at the beginning/intermediate level of proficiency receive up to 450 minutes of ESL per week while the advanced level ells receive up to 225 minutes per week. For ells in our Freestanding ESL program, native language

support is provided with our multicultural libraries , word to word glossaries and bilingual dictionaries.

In our TBE program, the use of the native language throughout the day varies according to student proficiency in the target language. Specifically, students at the beginning/intermediate level of English language proficiency will receive NL instructional time for at least 450 minutes per week, while the students who scored at the advanced level of proficiency receive up to 225 minutes per week.

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 literacy block.

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 foster language development and meet the demands of the Common Core Learning Standards.

- a. Our Spanish TBE classes in 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% based on student needs. Our Spanish Transitional Bilingual Program provides for a strong Native Language Arts component. Literacy instruction is provided within the Gen Ready program. 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 Go Math and Fosse Science programs focus on the use of manipulatives which appeal to students' individual learning styles. Social studies concepts dovetail with literacy, allowing for the development of both academic and domain specific vocabulary. Social Studies instruction is developed to accommodate the Common Core Instructional Shifts. 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.

- b. In our ESL self-contained and push-in programs, language instruction is differentiated in order to best provide for the students' language needs. The ESL teacher will provide support in the content areas through our push-in co-teaching model where he/she supports and scaffolds Tier I core instruction. Content area lessons are common core aligned and our ell students are immersed in this classroom structure. ELL students receive tiered instruction within the scaffolds of the ReadyGen program which allows for differentiated instruction and ongoing assessment in order to promote English language proficiency.. This program incorporates the following qualitative measures: levels of meaning, structure and language conventionality and clarity. Students are provided with extensive opportunities for oral language practice, vocabulary and syntax development. Content areas are presented with a focus on cognate awareness. Math and Science instruction is provided through hands-on activities via the GoMath and the Fosse Science program. In all program models, social studies concepts dovetail with literacy, allowing for the development of both academic and domain specific vocabulary. Social Studies instruction is developed to accommodate the Common Core Instructional Shifts. Teachers facilitate learning through the use of cognates, repetition, visual aids, shared reading and vocabulary infusion. 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. Teachers of ELLs label objects in classroom (ie. chair, desk, clock etc). Additionally, anchor charts with pictures and text are hung throughout the room as a reference..

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to ensure that ELLs are appropriately evaluated in their native language, newly admitted students who are identified as ELLs with Spanish dominance on the HLIS are administered the Spanish LAB to determine fluency and literacy in their native language. Once these students have been appropriately placed, the classroom teachers/push-in teachers/SETTS and related services teachers use formal and informal formative assessments to drive instruction. Within the Tier I core instruction, teachers use informal assessments every 3 - 6 weeks to monitor progress with targeted students. Teachers in our TBE program use components of the EL SOL assessment as a diagnostic tool paired with schoolwide assessments to assess students and to plan for differentiated instruction. Additional teacher created informal assessments (stemming from the ReadyGen program and Go Math), DRAs, Quizzes and check-ins are utilized to track students' Native language understanding and progress. These assessments are 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.

Students in our TBE are provided with spanish versions of the MOSL (measures of student learning) to evaluate learning. Our Fosse science program and our Houghton Mifflin social studies program provide teachers with common core aligned spanish translations of formative assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students in both the TBE and Freestanding ESL Program are continuously evaluated throughout the year to track progress towards english language proficiency. The ReadyGen program unit culmination PBAs assess students' progress every 4 - 6 weeks, ELL Periodic Assessments are administered in October and in March and the results of these assessments are used to determine which of the modalities need to be focussed on or re-taught. The MOSL assessments administered in the beginning and end of school year determine student's progression. Throughout the school year, teachers use quizzes, tests, observations, and check-ins to evaluate language acquisition in listening, speaking, reading and writing. Results from these assessments provide the teacher with the student's level of understanding within each modality, so that students can be grouped accordingly. This grouping is flexible and based on student' need. Teachers maintain binders with all relevant student data.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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. Parents remain involved through the support and collaboration of the ESL coordinator and parent coordinator

SIFE students may receive tiered instruction from SETTS personnel through the push-in model. Instructional needs are also addressed in the extended day and Title III afterschool programs. Continuous assessment (i.e. ELL interim assessment, ELA/Math assessments, MOSL assessments, performance based assessments (PBA) 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 for split session as an intervention step.

- b. Newcomers identified as ELLs are placed in a language program based on LABR scores and parents' choice. These students receive CCLS aligned intensive English language instruction in both the TBE and ESL program model to enhance language acquisition. Scaffolds within the ReadyGen program provide additional support. Studies show that children learn from listening to each other. Best practices allow for this interaction through collaborative group work. 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 (newcomers) take the NYSESLAT assessment in lieu of the ELA state exam, however, ELLs who have been in English speaking schools for more than one year must take both the NYSESLAT and the ELA assessments. Our rigorous curriculum prepares these students for this mandated exams. ELL students also 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 and RMNR ATS reports. These students are assessed and monitored via the just right reading level assessment, MOSL, ReadyGen PBA, ELL Periodic Assessment, ELA, Math, and Science State standardized exams. This information provides 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. The push-in esl teacher parallel teaches with the classroom teacher. Extra periods of literacy instruction are scheduled each week for these students. 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 may also 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, SETTS, speech, physical and/or occupational therapy, guidance, and inquiry team support. ELLs with more than 6 years of language service receive the same supports as noted in 6c.

- e. Former ELLs, specifically those who have tested proficient on the NYSESLAT in the past two years, may continue in their language program so as to help them transition into the general education environment. Additionally, these students are provided with the same testing modifications as the ELLs.

7. 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?

The IEP is used to determine the language goals for ELL-SWDs. All ELL-SWDs receive mandated services in the appropriate

program. The classroom teacher/special ed teacher/SETTS provider meet during common preps to discuss IEP mandates and student progress. Students with disabilities whose IEP indicates a need for ESL service receive the mandated ESL/TBE instructional unit requirement based on their LAT or LABR score (see chart below). Our ELL SWDs are afforded access to all language programs utilized in our mainstream classrooms. Instructional strategies include scaffolding, higher level thinking (students think critically and are encouraged to explain how they arrive at a conclusion - Danielson's Framework for Teaching), vocabulary support with visuals for academic language proficiency (Isabel Beck "Bringing Words to Life: Robust Vocabulary Instruction"). The ReadyGen Program is used by all teachers (general and special ed) and allows for small group differentiated instruction, while at the same time enhancing the development of vocabulary and comprehension skills. ELL students with special needs are grouped within this program based on literacy skills. Language service and support is provided through guided reading/text based conversation and the team talk routine during small group instruction.

The Houghton Mifflin Social Studies Core Curriculum offers teachers specific strategies and activities for students needing extra support or challenges. GoMath and the Foss Science Program provide "hands-on" learning and tactile reinforcement of specific grade level concepts. Small group reteach is embedded within the GoMath program. The Sunday, 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our mission is to meet the diverse needs of ELL-SWDs within the least restrictive environment requires flexibility in rigorous curricular, instructional, and schedule planning. ELL-SWDs are exposed to the same academic learning environment as their non-disabled peers. All ICT and 12:1 classes have prep periods with the same teachers and materials as the general ed students. All trips and extra-curricular activities include the special education classes.

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 classroom teacher, special education teachers and the push-in ESL teachers. These meetings are scheduled during monthly grade leader preps, weekly common preps and lunch periods.

ELLS-SWDs are afforded access to all school programs.

ELL-SWDs are placed in the appriate and least restrictive environment as mandated by their IEP.

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 | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | spanish | | |
| Social Studies: | spanish | | |
| Math: | spanish | | |
| Science: | spanish | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

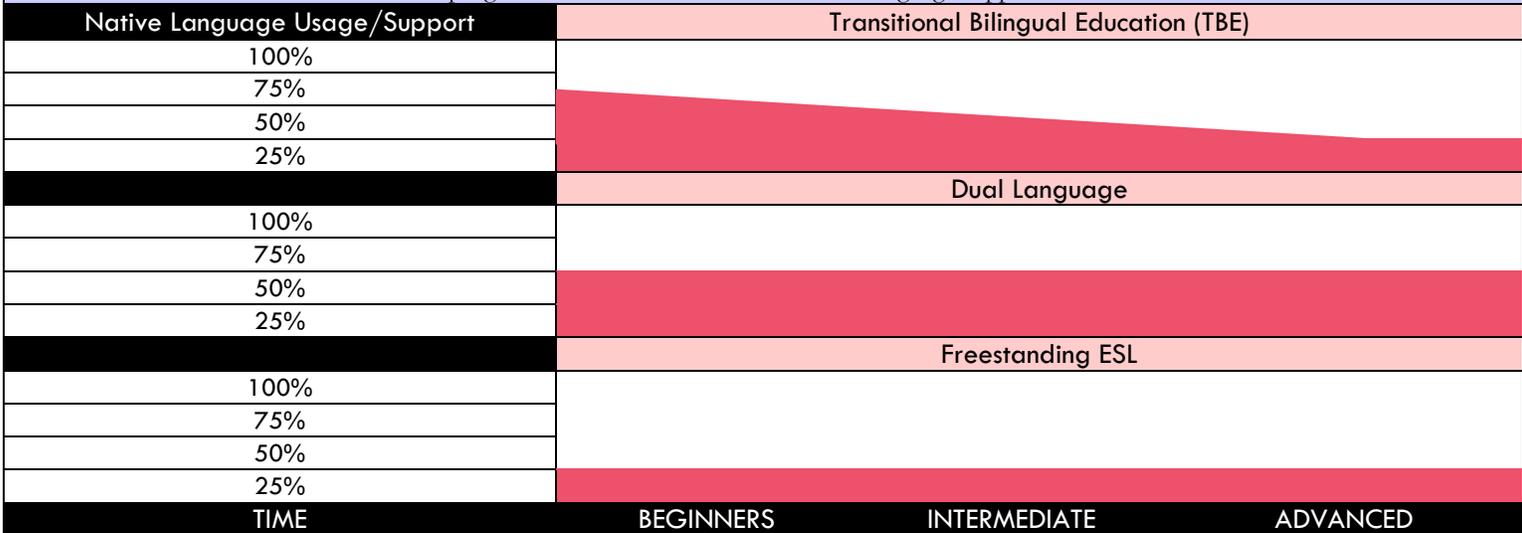
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

Native Language Usage and Supports

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



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

9. 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.

The goal of all intervention programs is to provide differentiated instruction in a small group setting where the reduced student to teacher ratio allows for multiple opportunities for interaction among students to develop auditory, listening, and vocabulary skills around content. Active engagement and dialogue around content being learned allows students to build academic language and achieve higher levels of understanding of concepts taught. Our Curriculum is rigorous and level appropriate. The methods by which the standards based instruction is delivered is varied, differentiated, and goal driven to enable a match between what is being taught and the student's ability to comprehend.

Skills analysis of our NYS ELA and Math results allow our teachers to determine which common core standards need to be addressed or retaught. Information derived from this data helps teachers across the grades to plan accordingly. Teachers study trends and patterns of meeting common core standards to ensure students are meeting goals for their grade level. For example, a student not meeting the math standard for word problems using four operations in the upper grades is a red flag for the lower grade teacher to ascertain that all students are proficient in solving word problems using two operations. There is communication and accountability between our teachers across the grades.

In order to address the ELL subgroup that did not make adequate progress on the 2013 ELA and Math State exams, intervention programs will target these ELLs and provide reinforcement in content areas. This year, we will be using the ReadyGen reading program. This program provides 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").

GoMath and the Foss Science Program provide "hands-on" learning and tactile reinforcement of specific grade level concepts. Our Social Studies program is common core aligned and provides an enduring understanding focus for all units taught. ELLs and ELL-SWDs benefit from the extra materials such as charts, maps, pictures and cds embedded within the program. Students receive native language support within all intervention programs through the use of visuals, translated versions of text, cds, and verbal translation.

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 Rosetta Stone computer program is used for this subgroup of ELLs.

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 school psychologist provide intervention and counseling in the student's NL. ELL students in our TBE classes may receive NL support across the content areas.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our school uses the On Our Way to English program for our newcomers and low level beginner/intermediate ELLs. This program provides an in-depth component for vocabulary development, as well as, differentiated reading instruction across a thematic band (ie. culture around the world).

Our reading program this year is the ReadyGen program. This program includes research proven scaffolds for our English language learners using targeted strategies such as prepare to read/interact with text/express and extend. Our schoolwide plan is to broaden accessibility to complex texts and to provide opportunities for higher order thinking and questioning. Our students ELLs receive support through the use of cognates, visuals and scaffolded instruction. The students read complex non-fiction and fiction texts that provide exposure to domain specific vocabulary and language conventionality.

In order to assess the effectiveness of this program, teachers use running records, informal verbal or written quizzes and check-ins.

This data is reviewed daily and weekly to determine how to group students for instruction. All conferencing is documented and used for instructional planning.

11. What new programs or improvements will be considered for the upcoming school year?
Our new reading program is the ReadyGen program and our new math program is GoMath.
12. What programs/services for ELLs will be discontinued and why?
Certain components of the TCRWP have been discontinued to allow for the new State approved ReadyGen program. This program was chosen in the hopes of raising rigor of instruction and to address the CCSS.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
. 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. 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 (AMA). Newcomers are also invited to attend our afterschool academy. The Rosetta Stone is the program used for these ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Instruction for ELLs is planned to include additional materials, such as: anchor charts, picture graphs, vocabulary pictures, venn diagrams. Computer programs such as Brain Pop are used with iPads in an effort to support language acquisition and increase exposure to technology. Newcomers receive language support from our listening centers and are also invited to our ESL Afterschool Academy. Students' language acquisition skills are assessed and they are grouped accordingly.
In addition to curriculum materials previously noted, language instructional materials used as supplement may include Best Practices in Reading series from Option Publishing Co., A Chorus of Cultures/Developing Literacy Through Multicultural Poetry, and Foundations in the lower grades. All students have access to enhancement program with our computer teacher and in their classrooms. Many classrooms have smartboards that provide access to websites that may support students' learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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. All newly admitted students are provided with this orientation as they are admitted throughout the year.
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All staff at P.S. 148 are expected to attend both in-house and off-site professional development. The ESL coordinator provides professional development for the pupil accounting secretary and parent coordinator. This PD is intended to provide sensitivity training for interaction with newly admitted students and their families, as well as, the essential components the LEP identification process. Our parent coordinator(Patti Ryan) and secretaries(Fran Tembellis and Bessie receive training to understand the components of registering a new students to our school and the paperwork that needs to be distributed. These workshops also focus on creating a welcoming environment for newcomers and transfer students. Additionally, our parent coordinator attends ACS, attendance and Language Access workshops. Our school secretaries also attend off site workshops - ie. training for creating and understanding Excel spreadsheets.

Additionally, P.S. 148 offers an array of in house and off site professional development opportunities for all (monlingual and ELL) teachers. These workshops are provided by our literacy coach, our assistant principals, esl coordinator, teachers assigned to turn key and our network support personnel. This year we have implemented an instructional cabinet which meets weekly on Thursday afternoon to address the Common Core instructional shifts, to study complex texts and to create a new standards based and core curriculum aligned social studies program. The district literacy staff developer presents at these meetings on a bimonthly basis. Teachers and administration personnel who are members of this cabinet also attend monthly and biweekly workshops and seminars (ie. Leadership Series : Implementing A Response To Intervention Model To Support ELLs' Academic Achievement and The Common Core Lab/Focus on Danielson) at various sites throughout the city. All information is turn keyed during our designated monthly and weekly PD sessions. Additionally, all staff (related services providers, paraprofessionals, secretaries and school aides) attend ongoing workshops throughout the school year. Workshop attendees turnkey pertinent information to their colleagues during grade leader, common preps, monthly half-day Friday professional development afternoons and full day staff development.

Each month during the common prep, teachers and service providers (SETTS, ESL) meet with the literacy coach to "backward" plan for writing within the ReadyGen unit for informational as well as narrative writing. Additionally, the literacy coach will work closely with teachers to model and write lessons and to coach during their implementation. Teachers are also invited to professional development sessions on the second week of each month to plan for any modifications needed to incorporate for ell, ell swd and sped students to ensure that all students meet common core aligned instructional objectives. This PD will focus on using different materials, different entry points and different layers of coaching/scaffolding. Teachers attend interdisciplinary meetings to work on developing systems for differentiating instruction for ELL subgroups in all curriculum areas.

Our guidance counselor (Christine Katartzis) attends PD provided by the esl coordinator and administration which focusses on the ELL student needs and how to ensure these students are included in all opportunities for a positive transition to middle school. Additionally, In order to provide support to all fifth grade students as they transition from the elementary level to the middle school our fifth grade teachers and our guidance counselor organize an assembly in our school auditorium where a representatives from schools in our district provide infomation about the application process and special programs. In this assembly the students are given the opportunity for a question and answer period. Additionally, our guidance counselor arranges for fifth grade teachers and students to visit the zoned middle school where they attend an orientation to familiarize themselves with the school's location and school environment. At this articulation meeting, the ELL students are directed to the ESL Academy to ensure appropriate placement for ELLs. Our guidance counselor attends "Respect for All" PD sessions highlighting bullying issues and 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 SETTTS 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. Additionlly, a police officer, Richard France was invited by the guidance counselor to speak to fifth grade students about cyber bullying. The guidance counselor presents a power pint presentation in all fifth grade classes to help with the transition to middle school. Topics include peer pressure, test anxiety, good organizational skills, how to adjust to the departmental schedule, and middle school teacher expectations.

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. All teachers sign in and receive an agenda. A minutes recorder is assigned and next steps are discussed at the culmination of PD session. All records are maintained by our administrative staff. This ELL training is provided to ensure that teachers will be able to address the specific language needs of their ELL students. Our ReadyGen PBA backward planning provides a systematic plan for language support for our ELLs so that they will

meet learning objectives.. Students are made aware of skills needed to master the topic and instruction is developed to align with meeting the common core standards. Teachers also attend GoMath PD sessions which are ccls aligned and address any scaffolding needs for ELLs.

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.

Some topics that will also be addressed are: 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).

D. Parental Involvement

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

Our Parent Coordinator maintains an open door policy with our parents. She works closely with 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.

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. This year P.S. 148 is partnering with the 82nd Street Academics and the New York Junior Tennis League. Bilingual personnel are available within these organizations and these opportunities are available for all students. 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. All information is distributed in various languages (Spanish, Urdu, Bengali, Chinese, Hindi, and Punjabi) necessary to accommodate our school community.

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. 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.

E. 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.

Sample of *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 6th (listening), Wednesday May 7th (reading), and Thursday May 8th (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 – 124Ms. Golombas/Ms. Baker

K – 126Ms. Harnischfeger/Ms. Kassimis

K – 217Ms. Carou-May/Ms. Papirio

1 – 215Ms. Dorizas/Ms. Mendez

1 – 229Ms. Pejerrey/Ms. Raimondo

1 – 225Ms. Palaguachi/Ms. Petrillo

2 – 325Ms. Bastone/Ms. Mustac

2 – 329Ms. Buongervino/Ms. Radoff

2 – 411 Ms. Padron/Ms. Forero

3 – 309Ms. Gibbs/Ms.Valenzano

3 – 327Ms. Hellman/ Mr. Banham

4 – 407Ms. Kirby/Ms.Green

4 – 413Ms. Anthony/Ms. Greene

5 – 403Ms. Antonelli/Ms. Cabrega

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

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

Room - Library Ms. Ricuperio /Ms. Coluccio

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

Room452 Ms. Russo/Ms. Martino

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

Part VI: LAP Assurances

School Name: P.S. 148

School DBN: 30/Q/4

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|----------------------|-----------|-----------------|
| Nancy Birson | Principal | | 1/1/01 |
| Anna Delisse | Assistant Principal | | 1/1/01 |
| Patricia Ryan | Parent Coordinator | | 1/1/01 |
| Eileen Braghieri | ESL Teacher | | 1/1/01 |
| Altagracia Grullon | Parent | | 1/1/01 |
| Nuve Palaguachi | Teacher/Subject Area | | 1/1/01 |
| Monique Bertolotti | Teacher/Subject Area | | 1/1/01 |
| Debra Gurmman | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Christine Katartzis | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| Aura Devita | Other <u>SETTS</u> | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q148 School Name: PS148

Cluster: 2 Network: 202

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

Part A: Needs Assessment Findings

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

We have assessed the needs of translation and interpretation services through parent surveys, parent requests, Environment survey, Home Language Identification Survey and demographical statistics. We also adhere to and communicate throughout the school community the Chancellor's Regulations A-663 where it states that each school shall provide translations and interpretations services to parents. Data indicates that 301 students enrolled at P.S. 148Q are English Language Learners, this represents more than 30% of our population. Our Student population is predominantly Hispanic, where the majority of our parents (61%) speak Spanish with 3% speaking Bengali, 2% speaking Chinese, 1% speaking Punjabi, 2% speaking Urdu, 21% speaking English, 10% speaking other. Due to our large Spanish ELL population, all notices, report cards and emergency cards are distributed in English and Spanish. Additionally, all meetings, grade orientations, parent involvement workshops, etc. are presented in both English and Spanish. We enlist the assistance of our staff and community members to aid in translations whenever possible for languages other than Spanish.

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

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

Orientation meetings.

Part B: Strategies and Activities

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

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

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

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

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

Based upon the information taken from the Home Language Identification Survey, we can identify the different languages so that we can attempt to offer as many translations as possible. Our student population is primarily Hispanic and therefore, all notices, report cards, emergency cards are disseminated in English and Spanish. We make every attempt to have translations into other languages. Additionally, all meetings, grade orientations, parent involvement workshops are presented in both English and Spanish. We also have all bilingual faculty members available for translating at Parent Teacher Conferences. Parents are asked to volunteer at meetings to provide translation into other languages. All written information is disseminated in English and Spanish. This includes letters, notices, discipline policy, calendars, and workshop materials, report cards, emergency cards, and Parent Association notices. Our translations are done in-house and the information is disseminated at the same time, one side in English and the opposite side of the page in Spanish. The Parents Association provides their own translations.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| 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 |
| 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 checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: _____
of content area teachers: _____

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 AMAO data, indicates a number of our students with at risk level 5 or greater.

Some of those risk factors include: achieving 1 or 2 on ELA for two years; achieving 1 or 2 on math for two years; at risk of becoming a long-term ELL; scored proficient in terms of scale score points but did not test out due to insufficient score in one or more modalities; attendance below 90% for the year.

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

Analysis of admission's list indicates 7 third grade, 4 fourth grade and 0 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 second, third, fourth and fifth grade classes. Instruction will be provided to these students utilizing a Guided Reading Program.

We will also offer a second grade class and a 3/4 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 21 weeks on Tuesdays and Wednesdays from 2:45 p.m. to 4:15 p.m. beginning on December 10, 2014, through May 2015, for a total of three instructional hours per week. There will be a total of 6 classes with approximately 8-10 students per class. Certified bilingual and ESL teachers will provide supplemental instruction in the development of reading behaviors aligned with students instructional levels, 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. There is no other extended day program taking place at the

Part B: Direct Instruction Supplemental Program Information

same time as the Title III program.

Teachers will first use a systematic assessment to determine children's instructional reading level, and then form groups of children who are reading at approximately the same level. Teachers will implement daily guided reading lessons that incorporate a variety of instructional approaches.

The lessons can provide, depending on level:

- systematic instruction in phonemic awareness
- systematic instruction in phonics
- daily opportunities to increase fluency through oral re-reading of text
- explicit instruction on comprehension
- opportunities for writing
- opportunities to learn a core of high frequency words
- opportunities to expand vocabulary and develop oral language

Classes will be set up for our newcomers where they will learn the 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 guided reading lessons 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.

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 three sessions of professional

Part C: Professional Development

development after school from 4:30 p.m. - 5:30 p.m.

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

1. One hour of professional development will be devoted to reviewing the components of guided reading and its record-keeping.
2. 1.0 hours of professional development will be devoted to the components and set up of Rosetta Stone Program
3. 1.0 hours of professional development will be devoted to the management tools associated with Rosetta Stone and to the use of the Blended approach.
4. One hour will be devoted to analysis of running records and forming of groups based on students' instructional levels.

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 a licensed and certified teacher ESL. The program will be offered Wednesday and Thursday from 2:45 - 4:15 for 41 weeks from December through 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: \$ _____

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