

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

**School Name:** THE CHRISTA MCAULIFFE  
**DBN (*i.e.* 01M001):** 30Q149  
**Principal:** ESTHER SALORIO  
**Principal Email:** ESALORIO@SCHOOLS.NYC.GOV  
**Superintendent:** DR. PHILIP COMPOSTO  
**Network Leader:** KAMAL SALFARLIE

**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
Esther Salorio	*Principal	
Haroula Koutsidis	*UFT Chapter Leader	
Angela Hincapie	*PA/PTA President	
N/A	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	
Yassine Aggoub	Secretary/Teacher (UFT)	
Elizabeth DellaBadia	Chairperson (UFT)	
Odalis Fernandez	Guidance Counselor (UFT)	
Adriana Caceres	Parent	
Josephina Velez-Tirado	Parent	
Nula O’Doherty	Parent	
Miguelina Nunez	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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, 100% of classroom teachers will reflect upon and refine their teaching practice for the purpose of embedding multiple entry points to challenge ALL Learners as evidenced by at least 14% of teachers moving one proficiency level (Developing to Effective) on indicator 3b.**

### 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.

**Based on the recommendation given to us by the Quality Reviewer, it is necessary to refine and improve the quality of questions, promote student discussion and embed multiple entry points through lesson development, delivery of lesson and final student product.**

### 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. Conversation Starters/Prompts, Text Based Discussions, Depth of Knowledge/Bloom's Taxonomy, Discussion Protocols, Graphic organizers, Smart board technology, Go Math Share and Show to Differentiate (Reteach, Enrich) and Scantron/SchoolNet to disaggregate data to inform small groups and focus future instructional planning.

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

Classroom teachers, Content Area teachers, ESL/Reading/AIS support teachers, Staff Developers, Title 1 Math Teachers, Paraprofessionals, Assistant Principal.

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

All K-5 students and sub-groups (SWD and ELL)

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

September 2014-June 2015

- August 2014 New Teacher TC Writing Training
  - September 3, 2014 Professional Development Day- Understanding the New Design, Making Meaning of MOSL, Looking At Student Work, NYSISTEL
  - September 22-24, 2014 September Planning Day- Reflecting & Refining the Go Math! And Ready GEN curriculum.
  - September 22, 2014- Backward Math Planning
  - October 6, 2014- Introduction to the PBA/On-Demand New Genre/Scoring Part II Chapter Math Test
  - October 20, 2014- Launching Think Central
  - October 27, 2014-Report Card Grading Policy (Reading, Writing, Listening Speaking & Math)
  - November 4, 2014- QR: Sharing Best Practices & Next Steps, Connecting the Content Area to ReadyGEN, Math: Planning with Focus, PBA Implications (ELA & Math)
  - November 10, 2014- Using and Understanding the Math Scantron Data Sheets
  - November 10, 2014- Scoring End of Unit Assessment by using a 4 point rubric
  - November 17, 2014- Assessment for 2<sup>nd</sup> Trimester Report Card
  - November 24, 2014- ELA/Math Item Analysis- ARIS & Attendance Data and the Impact on Scores
    - PD on math multiple entry points/small groups – September 2014- November 2014 (As per Professional Development plan)
    - PD on ELA multiple entry points/ small groups/centers- Beginning January 2015 (“A Pedagogy of Questioning”)
- Progress Monitoring Calendar September 2014-June 2015

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

1. In order to meet our goal, teacher teams and vertical grade leaders meet weekly. Teachers work to develop strategies for the purpose of embedding multiple entry points to challenge ALL Learners. We also designated unit planning days in September as well as professional development days for teachers to work on developing student assessments (formative and summative) related to the components of Ready GEN and Go Math. In addition, we have conducted parent workshops on Tuesdays during Parent Engagement to share the different ELA and Math strategies students are learning in class. Also, Think Central training was conducted for parents and students to have access to an online system that can further support the home school connection. The After School program has been departmentalized to provide differentiated and targeted small group instruction to include students performing at Levels 1 through 4 in ELA and Math.

### 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 provided throughout the year to support the work of this goal. These workshops will identify ways that parents can help their children at home. PTA meetings will also provide numerous opportunities for workshops.

***Budget and Resource Alignment***

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

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

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## 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, 100% of the classroom teachers will regularly monitor and assess current strengths and areas for growth to determine adjustments, and refine practices in order to meet the special needs of student sub groups (ELL, SWD and high performers) as evidenced by at least 5% of teachers moving one proficiency level (Developing to Effective) on indicator 3d.**

### 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.

Based on the recommendation given to us by the Quality Reviewer, it is necessary for teachers to make frequent checks for understanding, provide feedback, and use student self-assessments to make instructional adjustments and provide clear next learning steps to improve student outcomes.

### 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. Vocabulary polling, unit test self-assessment, writing checklists/rubrics, checking for understanding through questioning, exit slips

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

1. Teachers will use the data collected through self-assessments to make adjustments to their teaching. Students will be provided with materials and strategies necessary to meet their personal goals. Teachers will provide effective feedback after analyzing student responses, after polling for understanding and through the use of rubrics and checklists that assess student learning.

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

1. All K-5 students

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

1. September 2014-June 2015
  - September 2014 - Administer Math Baseline- September
  - September 2014- Administer K-2 ELA and Math MOSL Assessment
  - November 2014– Analyze baseline assessment (School Net)
  - December 2014 - Administer Mid-Year Math Assessment
  - January 2015- Administer Ready Gen Mid Year Assessment
  - December 2014- January 2015- Analyze Mid-Year Assessment
  - TC Assessments: October, November, February and May. Informal Assessments: Ongoing for all students.
  - April- June 2015- Administer and Analyze MOSL Post-Assessments

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

We have designated “Marvelous Monday” professional development days, and monthly 2 hour vertical grade leader meetings in which classroom teachers work to develop student self-assessments related to the components of Ready GEN and Go Math. Teachers also meet on a weekly basis during grade level common planning and grade level teams to develop different teacher created checklists, rubrics and assessments which will be utilized to check for understanding. In addition, reading and ESL teachers are providing small group targeted instruction based on the task implications, program data (iReady), unit assessments and ELA/Math Item Analysis. Teachers have been provided with professional development, lab site visits and debriefing sessions where they study various ways to use formative and summative assessments in order to make immediate adjustments to lessons and unit plans. Beginning January 2015, a group of teachers will be deconstructing “Checking for Understanding” as a book club during professional development.

### 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 provided on Tuesdays during parent engagement timeframe. These workshops will identify ways parents can help their children at home. PTA meetings will also provide numerous opportunities for teacher-led workshops.

### Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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, there will be a 50% increase of parent attendance at informational meetings to address instructional shifts in the new curriculum and the Common Core Learning Standards**

#### **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.

Based on the implementation of Ready Gen, Teachers College Units of Writing and Go Math, the school will be providing workshops that promote parental awareness of the Common Core Standards, Instructional Shifts and Citywide Instructional Expectations.

#### **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.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

Parent Workshops: Instructional Shifts, Common Core Learning Standards, Think Central, Ready Gen Parent Cover Sheet, Go Math Parent Cover Sheet, AIS Reading Intervention Session.

Content Area Teachers: Family Night, September 16, 2014. These presentations provided parents with an overview of curriculum, and the Citywide Instructional expectations for all grades. "Mapping the Way in Content Areas"

Safety Town Hall Meeting

Monthly PTA Meeting with teacher driven workshops (all grades)

Learning Leader workshops aligned to Common Core (all grades)

Meet and Greet/Family Night: "Mapping the Way K-5"

Open School Week (all grades)

Nutrition Committee (all grades)

Writing Celebrations (all grades)

Title I Testing Meeting to inform parents of the implementation and scoring of student work November 6, 2014

Middle School Information Meetings

Parent Monthly Newsletters Grades K-5

Level 1 and 2 Parent workshop

Parent Coordinator workshops

School Band Parent Meeting

Mommy and Me Program

Think Central Workshops

Mother's Club

Class Parents

June 2015: P.S. 149 Tour/Orientation for New Kindergarten Families

August 2015: P.S. 149 Tour/Orientation for New Families K-5

##### **2. Key personnel and other resources used to implement each strategy/activity**

Parent Coordinator, Principal, Assistant Principals, Literacy and Math Staff Developers, PTA President

Content Area Teachers

Safety Committee

Parent Coordinator and PTA

All Classroom Teachers

Nutrition Committee

Guidance Counselors

Literacy and Math Staff Developers

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

1. Attendance of aforementioned meetings as well as flyers and agendas.

**4. Timeline for implementation and completion including start and end dates**

**Ongoing throughout the year 2014-2015: PTA Meetings: Sept. 11th, Oct. 9th , Nov. 6th, Dec. 11<sup>th</sup>, Jan. 8<sup>th</sup>, Feb. 12<sup>th</sup>, March 5<sup>th</sup>, April 16<sup>th</sup>, May 7<sup>th</sup> and June 11<sup>th</sup> 2015. Level 1 and Level 2 Parent Meeting: November 6, 2014 Content Area Parent Meeting: September 16, 2014**

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

In order to meet our goal, the PTA began the year by surveying both parents and teachers on topics they wanted to learn and/or present on. Then the PTA created a monthly parent workshop schedule where teachers would present topics that parents showed most interest in. Both our math and literacy coach also provided parents with workshops related to our new CCLS curriculum. Content Area teachers conducted a parent workshop by department (all grades). This workshop provided parents with an overview of curriculum, and the Citywide Instructional expectations.

The PTA officers, Parent coordinator and Principal meet on a quarterly basis (September 20<sup>th</sup>, December 13<sup>th</sup>, March 14<sup>th</sup>, and June 13<sup>th</sup>) to discuss PTA goals and plan future PTA meetings, as well as, parent workshops.

**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 provided to make parents aware of the curriculum that matches the shifts in education.
- Content Area teachers will conduct a parent workshop by department (all grades) This workshop will provide parents with an overview of curriculum, and the Citywide Instructional expectations (1st informational session: September 16, 2014)
- Safety Town Hall Meeting (took place November 14, 2014)
- Monthly PTA Meeting with teacher created topics/workshops
- Learning Leader workshops aligned to Common Core/Four Pillars/Capacity Framework/Citywide Expectations
- Meet and Greet/Family Night
- Open School Week
- Nutrition Committee
- Writing Celebrations
- Title I Testing Meeting to inform parents of the implementation and scoring of student work.
- Middle School Information Meeting
- Parent Monthly Newsletters Grades K-5
- Level 1 and 2 Parent workshop
- Parent Coordinator workshops

**Budget and Resource Alignment**

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

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

## 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.

### **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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **2. Key personnel and other resources used to implement each strategy/activity**

3.

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

1.

#### **5. Timeline for implementation and completion including start and end dates**

1.

#### **6. 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
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List any additional fund sources your school is using to support the instructional goal below.

## 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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **2. Key personnel and other resources used to implement each strategy/activity**

3.

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

1.

#### **5. Timeline for implementation and completion including start and end dates**

1.

#### **6. 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
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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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<b>Title I Reading-</b> NY Ready-reinforces major reading skills. Story Works- Focuses on short and extended response	Small Group and One-to-One	During the School Day
	<b>After School Programs-</b> ReadyGEN Sleuth and iTool are aligned to the CCLS reading standards.		After School
<b>Mathematics</b>	<b>Title I Math-</b> reinforces basic math skills.	Small Group	During the School Day
	<b>After School Programs-</b>  Think Central, Mega Math and iTools-reinforces major math concepts and problem solving techniques.		After School
<b>Science</b>	Content Area Vocabulary, Scientific Method, Essay writing.	Small Group	During the School Day
<b>Social Studies</b>	Content Area Vocabulary, Document Based Questioning, Primary Sources, Debates, Map Skills, Essay Writing.	Small Group	During the School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor/School Psychologist: At-Risk Counseling  GIG Lunch Group-build socialization skills	Small Group	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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

- We have established a partnership with the Teaching Fellows Program and several universities such as St. John's University, CCNY, and Queens College as a way of acquiring highly qualified teachers for our school's vacancies. We have a committee of Assistant Principals and Coaches to review resumes and interview highly qualified candidates.
- Mentoring is provided to newly hired teachers by the coaches.
- ReadyGEN and GoMath Professional Development is provided.
- Professional Development is conducted by Assistant Principals to support the mandates of professional responsibilities such as: classroom environment, school handbook, record keeping etc.
- Principal provides training in the area of creating a professional portfolio.

Tuition assistance is provided for the completion of college courses necessary for certification.

**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).

Teachers, principals, and paraprofessionals were involved in training around the Common Core Learning Standards by participating in the following workshops:

- August 2014 New Teacher TC Writing Training
- September 3, 2014 Professional Development Day- Understanding the New Design, Making Meaning of MOSL, Looking At Student Work, NYSISTEL
- September 22-24, 2014 September Planning Day- Reflecting & Refining the Go Math! And Ready GEN curriculum.
- September 22, 2014- Backward Math Planning
- October 6, 2014- Introduction to the PBA/On-Demand New Genre/Scoring Part II Chapter Math Test
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- November 10, 2014- Using and Understanding the Math Scantron Data Sheets
- November 10, 2014- Scoring End of Unit Assessment by using a 4 point rubric
- November 17, 2014- Assessment for 2<sup>nd</sup> Trimester Report Card
- November 24, 2014- ELA/Math Item Analysis- ARIS & Attendance Data and the Impact on Scores

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Title I Reading/Math Teachers are funded with Title I
- ELL After School Academy is funded with Title III
- Success Academy After School is funded with Title I
- Per session for after school teachers are funded by Title III, Title I and FSF
- Books, materials, and supplies are funded by FSF and Title I

Funds are used for STH students in need of backpacks, school supplies, uniforms, and outerwear. After school funds are used to provide after school services to STH students. Guidance counselors provide support in the areas of self-esteem, socialization, and transitioning to a new setting.

## 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.).

A Gift Package with information on school hours, uniform, and activities to prepare incoming students is provided to all parents during the parent orientation in May.

During the May Orientation, parents view a mandated video from the Chancellor explaining all programs offered in NYC as well as those offered at our school. The selection process is explained by several pedagogues and Assistant Principal. Incoming students are placed in the program of choice (1 or 2) that parents feel is best for their children.

Incoming Students are met with friendly staff members to test their English Proficiency Level. If parents indicated another language other than English is spoken at home, students are given the LABR which assess their level in English.

Parents meet their Kindergarten Teacher during a parent meeting where expectations and policies are reviewed and questions or concerns from parents are addressed.

Our Incoming Kindergarten students are invited to attend Mommy and Me the year before starting Kindergarten if they have a sibling enrolled in our school.

Preschool children and their parents are invited to participate in the "Mommy & Me" program which begins in November and runs throughout the course of the school year. The program serves as an introduction into P.S.149's curriculum and covers similar lesson plans as those that will be taught in their Kindergarten classrooms. These theme based lesson plans consist of: read aloud activities, practicing fine motor skills such as cutting, coloring, and tracing, learning and singing nursery rhymes, and take home assignments. This program aids in assimilating both students and parents to the school and classroom's environment

### 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.

During grade-level planning sessions, teacher teams meet to select performance based tasks to determine which would be beneficial in providing students with next steps in ELA, Math and Writing. Common Core Aligned rubrics are reviewed so that all teachers are aware of the standards called for in the assessments. Students use checklists that match the teacher selected tasks to assess their own work. Reading and Math unit tests provide teachers with data that is used to support students' overall academic progress. In addition, the MoSL selection process was teacher driven to assure alignment of grade/subject level assignments.

## 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.

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**Parent Involvement Policy (PIP) Template**

**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, PS 149Q, 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 1<sup>st</sup> 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**

- I. 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.

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

### **III. 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;

### **IV. Student Responsibilities:**

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

**DBN: 30Q149**

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$666,931.32	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	\$173,671.00	X	See action plan
Title III, Part A	Federal	\$55,512.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$6,454,487.00	X	See action plan

### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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.



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**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: Christa McAuliffe School	DBN: 30Q149
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: 206
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 21  
# of certified ESL/Bilingual teachers: 16  
# of content area teachers: 5

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: All four programs will follow the Title III supplemental services for ELLs. They will include direct instruction after school as well as high quality professional development. Activities planned will support language development, english and native language instruction, and high academic achievement in Math and ELA. All programs are based on student needs and are aligned to support bilingual and ESL services. This program will target our English Language Learners and Second Language Learners in the dual classes .

The ELL After School Academy will meet two times per week beginning November 5, 2014. It will end on March 26, 2015. The program will take place from 2:30 p.m. to 4:30 p.m. for 32 sessions. Group size will be maintained at approximately 15 students per class. There will be a total of 9 classes. Bilingual and ESL teachers will provide supplemental instruction in alignment with the Common Core Learning Standards. Instruction will focus on Literacy and Math in English using ESL strategies and methodologies. Additionally, they will focus on developing vocabulary, test taking skills, strategies and writing skills. Supplementary materials will be provided to increase ESL, and Math Instruction. General instructional supplies such as chart paper, paper, markers, pencils will be purchased to support the After School Academy.

Several programs will be used to improve English Language Arts learning. For the English Language Learners, "Ready New York CCLS Instruction", "Getting Ready for NYSESLAT and Beyond", "Grab and Go" Go Math, and the ReadyGen Sleuths. These programs will be used to improve teaching and learning of core subject areas. They will be used to prepare students in taking the ELA, Math and NYSESLAT exams. This program provides Common Core aligned lessons that prepare students for the upcoming state tests. It also supports student's development of vocabulary through best practices in standards-based instruction. ESL strategies will be incorporated in the teaching of students to support language acquisition in all four modalities (reading, writing, listening, and speaking) across subject areas. Finally, "Ready New York CCLS Instruction" will be used to develop problem solving skills and computational skills in math that are aligned with the Common Core Learning Math Standards. The Grab and Go component in GoMath will provide hands on activities to acquire necessary skills in problem solving, as well as ThinkCentral to review lessons and work in small group interactive lessons.

The Dual Language After-School Program will service ELLs and English Proficient students who are in

### Part B: Direct Instruction Supplemental Program Information

need of additional academic support and second language development. The Dual Language After-School Program will meet two times a week beginning November 5, 2014 through March 26, 2015 from 2:30 p.m. to 4:30 p.m. for 32 sessions. Group size will be maintained at approximately 20 students per teacher. The language of instruction will be Spanish and English. There will be a total of 7 classes. Instruction will be delivered by certified Bilingual and ESL Classroom Teachers. This program will address student's needs in terms of first and second language acquisition. There will be a concentrated focus on developing fluency and comprehension skills and instruction that focuses on Literacy and Math in English. Additionally, teachers will focus on developing vocabulary, test taking skills, strategies and writing skills. Supplementary materials will be provided to increase ESL, SSL and Math Instruction. General instructional supplies such as chart paper, paper, markers, pencils will be purchased to support the After School Academy.

The Dual Enrichment Program will service 60 students . There will be five classrooms. This program will target students who are well advanced in both languages and will be academically challenged in both ELA and Math. The program will meet once per week and will take place for 18 sessions from 2:30 pm to 4:00pm beginning November 7, 2014 to March 27, 2015.

One Supervisor will supervise all three programs after school. The programs will be covered under Title I and Title III funds.

### Part C: Professional Development

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

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

Begin description here: P.S. 149Q's Title III Professional Development program will focus on providing teachers participating in the Title III program with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and common core learning standards and to achieve higher scores on all city and state assessments. The professional development session will be facilitated by a school administrator and lead teachers . The professional development topics listed below will be tailored for the teachers participating in the Title III program. The session will be scheduled during the course of the program and conducted after-school hours for a duration of 2 hours. Participating teachers along with the program supervisor will be paid per-session rate for attending, participating and assessing the instructional plan of the supplemental program.

Professional Development will include:

### Part C: Professional Development

- School based workshop focused on analyzing results from the NYSISTELL/, NYESELAT, New York State Exams, ELA and Math to facilitate the use of this information to drive instruction. The information will be presented to classroom teachers and ESL teachers so that they can individualize instruction based on students' needs.
- School based professional development session devoted to the strategies needed to prepare ELLs to meet city and state standards and to gain a clear understanding of the NYESELAT.
- School based professional development session will be devoted to developing lesson plans that integrate language objectives and that are modified to meet the needs of English Language Learners.
- Teachers will receive additional professional development in improving teaching and learning in core subject areas. Teachers will be trained on how to use the Reading and Math Curriculum (ReadyGen and GoMath) to support students's learning.
- School based professional development session will be devoted to scaffolding across the disciplines and differentiated instruction.

### Part D: Parental Engagement Activities

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

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

Begin description here: PS 149Q will begin to host a parent technology program every Wednesday and Thursday starting November 5, 2014. This program will last for the duration of the year. This program is funded by the school with non-Title III allocation. Since 36% of the student population is identified as ELLs, PS 149 makes necessary translation arrangements available for all parent involvement activities to accommodate parents of ELLs. Parents are notified of these activities through flyers, newsletters, and parent engagement meetings.

- Parent Workshops throughout the year are scheduled to keep families up to date on important school information and testing.
- Family Literacy Night- parents and students share wonderful activities in reading and writing. Parents and children rotate through different areas where they create bookmarks, read stories to their children, create poems and book making. Also, a section on parent literature is set to help parents understand ways they can help in their children's education, particularly to the reading and writing process, homework help and routines.

**Part D: Parental Engagement Activities**

\* International Night- Parents and school staff will come together and host a night of sharing diversity through international dishes, music, and culture.

- Math Night - parents and students share wonderful experiences in math as they rotate through different centers. Parents and their children have an opportunity to play mathematical games and problem solve together.

- Newsletters will be sent home on a monthly basis as an additional means to communicate to parents important schools events, and goals for each subject area each month.

- Science Fair - all students participate in this school-wide annual activity. Students create scientific projects that are celebrated and displayed at this fair.

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

\* Learning Leaders-Certification Program: is a training program which teaches parents and community volunteers to work one-on-one in groups with students and classroom teachers. This program is a three session workshop which is required in order to be certified. All participants are screened and must provide three references.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>30</b>	Borough <b>Queens</b>	School Number <b>149</b>
School Name <b>The Christa McAuliffe School</b>		

### 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 <b>Esther Salorio</b>	Assistant Principal <b>Mayra Ruiz Lotito</b>
Coach <b>Dawn Renta, Literacy</b>	Coach <b>Kimberly Wolff, Math</b>
ESL Teacher <b>Karen Salinas</b>	Guidance Counselor <b>Odalis Fernandez</b>
Teacher/Subject Area <b>Letty Vaca, ESL</b>	Parent <b>Josefina Velez Tirado</b>
Teacher/Subject Area <b>Tanya Rodriguez, Dual Language</b>	Parent Coordinator <b>Adriana Gil</b>
Related Service Provider <b>Sara Hamue</b>	Other <b>Marta Guaman, Secretary</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Yassine Aggoub, Social Studies</b>

### 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.	<b>28</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>5</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>5</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>25</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1261</b>	Total number of ELLs	<b>469</b>	ELLs as share of total student population (%)	<b>37.19%</b>
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# 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	0	0	0	0								1
<b>Dual Language</b> <small>(50%:50%)</small>	1	1	1	2	2	1								8
<b>Freestanding ESL</b>														
Push-In	3	3	4	2	4	2								18
self-contained	2	1	1	2	4	5								15
<b>Total</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>8</b>	<b>0</b>	<b>42</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	469	Newcomers (ELLs receiving service 0-3 years)	354	ELL Students with Disabilities	50
SIFE	0	ELLs receiving service 4-6 years	113	Long-Term (completed 6+ years)	2

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	
<b>TBE</b>	24	0	0	0	0	0	0	0	0	24
<b>Dual Language</b>	79	0	0	19	0	0	0	0	0	98
<b>ESL</b>	251	0	28	94	0	22	2	0	0	347

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		
<b>Total</b>	<b>354</b>	<b>0</b>	<b>28</b>	<b>113</b>	<b>0</b>	<b>22</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>469</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	0	0	0	0	0								24
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>24</b>	<b>0</b>	<b>24</b>											

\*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish	23	27	20	26	15	41	18	46	11	57	11	47							98	244
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>23</b>	<b>27</b>	<b>20</b>	<b>26</b>	<b>15</b>	<b>41</b>	<b>18</b>	<b>46</b>	<b>11</b>	<b>57</b>	<b>11</b>	<b>47</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>98</b>	<b>244</b>

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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 197

Number of third language speakers: 9

Ethnic breakdown of EPs (Number):

African-American: 3

Asian: 5

Hispanic/Latino: 224

Native American: 2

White (Non-Hispanic/Latino): 9

Other: 1

**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	30	52	42	36	78	67								305
Chinese		2	1		2	2								7
Russian														0
Bengali	6		1	3	5	3								18
Urdu	1			1										2
Arabic	2			1		2								5
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish		2												2
Albanian														0
Other	2	1			2	2								7
<b>TOTAL</b>	<b>41</b>	<b>57</b>	<b>45</b>	<b>41</b>	<b>87</b>	<b>76</b>	<b>0</b>	<b>347</b>						

## 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)	5	3	3	13	13	12								49
Intermediate(I)	21	12	8	34	29	10								114
Advanced (A)	50	43	45	47	41	43								269
Total	<b>76</b>	<b>58</b>	<b>56</b>	<b>94</b>	<b>83</b>	<b>65</b>	<b>0</b>	<b>432</b>						

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	61	21	0	0	82
4	58	22	0	0	80
5	46	13	0	0	59
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	31	20	13	19	4	5	0	2	94
4	35	9	28	7	1	2	0	0	82
5	41	12	9	2	2	0	0	0	66
6	0	0	0	0	0	0	0	0	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	6	1	17	7	28	8	7	3	77
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)	6	4	21	26	2	12	21	117
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.
  - P.S. 149 uses Teacher's College Assessments to assess the early literacy skills from grades K - 5 as well as the WRAP (Writing and Reading Assessments Profile) to assess native language literacy skills. The phonics program Estrellita was introduced for grades K and 1 dual and bilingual programs. This is our second year implementing the Estrellita program which introduces phonics in grades K-1

bilingual and dual classes. The data provided from these assessments assists teachers in targetting areas of need and serves as a tool for planning and driving instruction to best support reading levels. Teachers also use the data to plan effectively when forming small group strategy lessons, and to place students in appropriate reading levels and groups. Students are given text at their independent level to read at home. As new data is collected throughout the year, the levels of texts will also change reflecting their growth in reading more complex text. Students who are at risk in reading and writing will be invited to attend extended day where further intervention is provided. Besides reading assessments, teachers use the data they gather from observing students during one on one conferences as well as in small groups. This information is analyzed and the appropriate instructional plans and next steps are put into place. Teachers monitor progress during their teaching and observations of students both formally and informally. The data gathered from assessments also provide information on whether or not certain skills have been mastered or continued revisiting is necessary.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
2. According to the New York State Department 2012-2013 NYSESLAT results, 512 ELLs were tested in grades K-5. Out of 512 students, 43 scored at the beginning level, 114 scored at the intermediate level, 263 students scored at the Advanced level and 94 became proficient. The percentage of our students in the advanced/proficient level is 69% compared to 31% at the beginner/intermediate levels. Our ELLs continue to make progress as they move up in grades and levels. The majority of students at the beginning stage of language acquisition are in the lower grades. The majority of our incoming students who have been given the LAB-R are from Kindergarten. There are approximately 100 ELL students in this grade. More than 50% are at the beginner/intermediate level. The rest of the students are advanced and approximately 17 tested out.
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](#))  
N/A
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?
  - 4.a. Across the New York State NYSESLAT report there were 43 out of 512 students who scored at Level 1 (beginning), 114 students out of 512 scored at level 2 (Intermediate), 263 students scored at level 3 (Advanced), and 94 students scored at Level 4 (Proficient). The majority of students who scored proficient were students in grades 1-4. As we move up in grades there are less students in the beginning and intermediate levels. This is a result of students developing and achieving the necessary English skills necessary to show progress as they move up in grades. According to the 2013 Math State Test, more students chose to take the math test in English than in Spanish. This may be a result of them feeling comfortable and developing the necessary english acquisition skills they need to take the test in english. In Science, the majority of the fourth graders chose to take the test in English. A total of 77 students took the Science test. Out of 77 students 19 students chose to take the test in Spanish. Forty-six students scored in levels 3 and 4 while 31 scored at levels 1 and 2. Once again less students choose to take the test in spanish and mostly chose to take the test in English.
  - 4.b. ELL Periodic Assessment - School leaders and teachers use the results of the ELL Periodic Assessments to determine the progress of students in the second language. Data is collected, evaluated and analyzed by school personnel and an individualized instructional plan is created. Areas of need are targeted and assessed. Small groups are created in which each have similar needs that need to be addressed. The student's progress is constantly being reassessed and necessary changes are implemented.
  - 4.c. The upper grades teacher teams meet during inquiry team meetings and during common prep planning and discuss the results of their students taking Periodic Assessments. Teachers and administration discuss and review the results to plan for next steps. Students are given a choice on whether or not they want to take the periodic math assessment in spanish. Those who feel comfortable in the english language take the test in english only. As students move up in grades, less ELLs opt to take the exams in their Native Language. Our school has a bilingual AIS teacher who pushes into classrooms to provide extra supplementary support to newcomers, and to students in need of extra support in reading and math. This teacher gives the necessary support in both English and Spanish and assists in preparing the students for all exams.
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](#).)  
5. Teachers use the data from their assessments to form small groups and to scaffold instruction according to student's needs. Students who are at risk and are experiencing academic difficulties are provided with academic intervention from school personnel such as reading teachers, ESL supplementary support, and bilingual AIS. Student groups are flexible and change according to the student's needs. Students are also invited to attend extended day, after school programs and Saturday Academy. The new literacy and math program embed components that target the ELL population. ESL teachers and reading teachers use these components to support the ELLs during the literacy and math block. By providing RTI to our ELLs, students are provided targeted instruction designed to meet their

learning needs. Our bilingual AIS teacher pushes into classrooms and works with students such as Newcomers in exposing them to basic English skills and vocabulary development.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
6. Students in bilingual and dual language programs received instruction in both English and Spanish. Since the new literacy and math program do not come in Spanish, teachers are providing instruction in Spanish during read alouds, multicultural activities, content area, math and small group instruction. Teachers teach all the above in both English and Spanish.
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?

7.a. Students in grades 3-5 are assessed in the second target language using the ELE assessment, TC assessments, as well as the WRAP Spanish assessment. Students in grades K-2 are assessed using the WRAP assessment, TC assessments, and Estrellita.

7.b. English Proficient Students overall did very well in the ELE Native Assessment Test. Two students scored in Quartile 1, 12 students scored in Quartile 2, 21 students scored in Quartile 3 and 117 students scored in Quartile 4. This data is indicative that English proficient students have achieved a proficiency level in their second language.

7.c. English Proficient students' performance in ELA and Math State test decreased in the year 2012-2013. One explanation for the decline is due to the fact that the test was a new common core aligned test and the text complexity was new and more difficult for our students. The majority of our ELL students in grades 3-5 scored at Level 1 and 2. Overall 80% of the students in grades 3-5 scored at levels 1 and 2, while only 20% scored at levels 3 and 4. Once again this data is indicative of the difficulty and unfamiliarity of the new exam.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8.c. Overall Success of the ELL Program:

The fact that both EPs and ELLs are achieving high results in the ELE tests, indicates that the Dual Language Program is able to achieve its goal in enabling students in becoming biliterate, bilingual and bicultural. Every year, more and more of our English Language Learners are passing the NYSESLAT State Exams and becoming proficient in English. Our three programs provide the parents the choice of how they want their child to learn. According to the results of the 2012-2013 NYSESLAT Scores, the majority of students (79) fall under the 0-3 years subgroup. Only 19 ELL students fall under the 4-6 years subgroup and 0 ELLs fall under the long term category. The ESL Self-Contained Classes have 251 students that fall in the 0-3 year subgroup. There are 113 students that fall into the 4-6 years subgroup and only 2 that fall into the completed 6 year subgroup. Most of our students pass the NYSESLAT before they become long term ELLs indicating success in all our programs. We have only one bilingual program in Kindergarten. Our programs are successful because there has been progress in movement of proficiency levels over the years. We have less ELLs this year than we have had in previous years (37.19% in 2012-2013 and 41.15% in 2011-2012). The majority of our ELL students in grades 3-5 scored at Level 1 and 2 in the ELA State Test. This includes both the Dual and ESL Self Contained Classes. Overall 80% of the students in grades 3-5 scored at levels 1 and 2, while only 20% scored at levels 3 and 4. Once again this data is indicative of the difficulty and unfamiliarity of the new exam for all students, ELLs and Non-ELLs as well. Out of 77 ELLs in fourth grade, 46 scored levels 3 & 4 in the Science State Test. Seven ELLs scored Level 1 and 24 scored Level 2. The majority of our ELLs scored Levels 1 and 2 in the Math State Test. Once again, indicative of the difficulty of the newly aligned Common Core State Exams.

## 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](#).)

Part IV: ELL Identification Process

1. P.S. 149 has a team of trained pedagogues in the administration of the HLIS which includes the parent survey, program selections, and a formula. Every student who is new to the New York City Department of Education is given the LABR and/or LAB if

necessary according to the HLIS within the 10 day period of having arrived. Students are usually tested within one or two days of being enrolled. Our school-trained pedagogues who speak fluently in Spanish are provided training by the Assistant Principal during normal school hours and during ESL committee sessions. The pedagogues are highly qualified and some have multiple licenses such as bilingual, ESL and commonbranch. Some of the teachers trained to administer the HLIS are Ms. Arlene Fernandez, ESL/Bilingual AIS teacher, Ms. Dawn Renta, Literacy Coach, Carlos Vallderuten, ESL Teacher, Ms. Karen Salinas, ESL Teacher, Letty Vaca, ESL teacher, Cliff Seidman, ESL teacher, Maria Medina, Bil AIS teacher, and Mayra Ruiz Lotito, Assistant Principal. The above teachers also administer the LABR throughout the year. During the ELL Identification process, a pedagogue meets with the student registering and their parents. Parents are given the Home Language Identification Survey (HLIS) which identifies possible ELLs. The school secretary provides the parents with a folder containing documents to be completed at this time. A pedagogue who has been trained in the in-take process administers the HLIS. The majority of the parents who come to register are of Hispanic descent. A trained pedagogue fluent in the parent's native language conducts the interview. A translation unit may be contacted upon parent request if it is another language other than Spanish and the parent does not speak English. The Pedagogue/Assistant Principal conducts an interview in the parent's preferred language to determine student's dominant language. A formal initial assessment to determine the student's language dominance is done by implementing a formula. The results are analyzed and considered when determining the student's dominant language. An assessment may be provided to determine which language is more dominant if the information on the HLIS indicates more than one dominant language. Once the HLIS is completed, the form is given to the school secretary who makes a copy and places a copy in the Assistant Principal's mailbox for appropriate next steps.

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.
  2. During the registration process, the Assistant Principal/trained pedagogues explain to the parents the different types of programs available to their children. These programs are Transitional Bilingual Education (TBE), Dual Language, and Free Standing ESL. Parents are also invited to attend an orientation that explains in detail the structure and the model of all available programs if their child tested at/below the cut score mark as per the LABR and hand scores. This orientation date is scheduled within 10 days of a student's admission date. The Chancellor's video is watched by the parents in the language the parent understands during an orientation at registration. In addition, brochures in different languages are provided informing parents of the different programs available in NYC Public Schools.
3. 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 [\[see tool kit\]](#).)
  3. Entitlement letters are distributed to parents at the beginning of the school year. The ESL Department meets and reviews the RNMR report to gather information on what students are entitled for continued ESL service as per the NYSESLAT report and as per the LABR scores. Parents are then provided a letter. A copy of all distributed entitlement letters are placed in a binder in the Assistant Principal's Office to serve as proof such letters were given to parents. The majority of parents fill out the Parent Survey and Program Selection Forms during the registration process and after the orientation is provided. In case parents choose to fill out the registration forms at home, they are informed that they must return forms. A sign-in sheet is made available to confirm attendance during orientation. This also helps to ensure that all attendees completed and submitted their Parent Program Selection Form. During the school year, as new admits register at our school, the Assistant Principal or a trained pedagogue meets with the parent and child and the Chancellor's video is shown. At P.S. 149Q all three program models are offered to parents making their preferred program selection possible. Students are placed in bilingual program by default if the Parent Program Selection Form is not returned. Parents are advised that if they oppose this decision, they must fill out the Parent Program Selection form accordingly. Outreach is made to parents by the parent coordinator to remind parents of the importance of bringing in completed documentation. Outreach takes place prior to the start of the school day, during the day, after school, during parent/teacher conferences, PTA meetings, during school functions, and through telephone conversations. The timeline for the above is within 10 days from the day the student was admitted.
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.
  4. The criteria for placing ELLs in a Bilingual or ESL program is based on the results of the LABR and the parent's selection on the Parent Program Selection Form. Parents are informed of their child's placement through the entitlement letter. After parents have filled out the HLIS, their parent surveys, and parent selection forms are reviewed. Based on their preference, the student is placed in the program the parent has selected if possible. Upon administration of the LABR test, the proficiency level is determined by hand scoring the exam. Parents are notified yearly of their child's status in English proficiency based on the NYSESLAT scores. Students' eligibility for ESL service is determined and parents are notified of the findings. Parents are informed of mandated ESL services through an entitlement letter. Parents of students who passed the NYSESLAT or LABR are notified of their non-entitlement to ESL services. Since our school makes all three program models available to parents, a transfer option to another participating

school is not necessary.

5. 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.
  5. Steps taken to administer the NYSESLAT begin with running a RLER report which indicates students eligible to take the NYSESLAT for the new school year. Prior to the NYSESLAT testing period, a schedule is created indicating students to be tested. The Speaking portion of the NYSESLAT is administered individually at a location separate from other students. The Listening, Reading and Writing portions are administered on separate days to a group of students. Students who are absent during this testing period, will make up the test during the makeup testing period. Students are provided with testing accommodations as per their IEP or Section 504 Accommodation Plan. The school supplies CD players to those testing students in Grades 2 and above for the listening portion of the test.
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. 
  6. After reviewing the Parent Survey and Program Selection for the past few years, the continuing trend is that the the majority of parents are still requesting the Dual Language Program. We have a dual language program from K-5 and in order to accommodate parents and students from a K-2 neighboring dual language school we continue to provide a side by side dual language program in third grade as well as an additional dual self contained class in fourth. There is an increase in parents requesting ESL programs and fewer bilingual programs. For parents choosing Bilingual programs, students transition into monolingual classes as they move up a grade as a result of becoming proficient in the English language according to the NYSESLAT test scores. For the last couple of year, parents have opted out of bilingual classes in the upper grades as they demonstrated a preference for ESL in order to prepare their children for the state exams in English. Because of this request, there is no longer a third, fourth and fifth grade bilingual class. We added two additional self contained dual language classrooms in grades 3 and 4. In our dual language classes, students remain in the program until they exit the school or transfer into another community. The programs offered at P.S. 149 are aligned with parent requests according to the parent survey. All three programs, Dual Language, Transitional Bilingual Education (TBE), and ESL Self Contained Programs as well as ESL Push-In Services are available. At P.S. 149Q every attempt is being made to reach out to low incident languages. However, all letters are sent home in English and Spanish. Our parent-teacher association meetings are held in both English and Spanish during evening hours providing parents the opportunity to attend and understand information presented to them. Parents are made aware of the translation letters available to them on the New York City Department of Education website. Reports cards are sent home in English and Spanish. Where a low incident language report card is available, it is sent home with the English report card. We also provide translators for the low incident languages during Parent Teachers Conferences. In addition, the Citywide Standards of Discipline and Intervention Measures were also distributed, wherever possible, in the parent's native language. We are developing a master list of low incident languages in order to target additional languages such as Bengali. Parents in low incident languages are not requesting a program in their native language.

## 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])?
    - 1.a. We have ESL Push-in services for ELLs in monolingual classes, ESL self contained classrooms in grades K-5 and dual language classrooms in K- 5. In addition to ESL services, a Bilingual AIS teacher assists the teachers in the classroom and works with students in small groups. There are also ICT classes from K-5 with a few teachers holding their ESL certification. The Kindergarten Bilingual teacher and ESL self-contained teachers provide ESL instruction to their students. All teachers servicing our ELLs work collaboratively as a team. There are no pull-out programs.
    - 1.b. Every effort is made to use the NYSESLAT results to group children homogeneously in all grades (beginners, intermediate, advanced) within regular classes in order to provide appropriate push-in ESL services. All ESL and Bilingual classes must devote the number of minutes per week to the teaching of ESL depending on the student's LABR or NYSESLAT English Proficiency scores as per NYS CR Part 154 . The ESL instruction in our building is delivered through Self Contained ESL classrooms, or ESL Push in Services. There are no Pull-Out Programs.
2. 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)?
  2. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model. Scheduling the appropriate numbers of ESL minutes for beginners, intermediate and advanced students is planned carefully taking into consideration the above levels. This instruction is provided by licensed teachers in the classroom or push in services by ESL teachers. All our programs and organization of our staff ensures that ELLs are receiving the mandated ELA instruction required and that Native Language Arts (NLA) is provided by their teachers as per their levels. Classroom libraries are leveled in Spanish and English to ensure that students are reading the required books in the appropriate language of instruction. Self-Contained ESL classes are formed heterogeneously. Monolingual classes with ESL Push-In providers are formed homogeneously according to proficiency levels. Students are provided the mandated periods of ESL according to their proficiency level and CR Part 154 English Language Requirements for English Language Learners/LEP Students. If students scored Advanced, they are provided a minimum of 180 minutes of ESL. For students whose proficiency level is at a beginning or intermediate level, they are provided a minimum of 360 minutes per week. Students in bilingual classes and dual language classes follow the 50/50 language allocation policy. All content area subjects, read alouds, shared reading and writing, word study, are taught in both languages (english and spanish). Students receive the ELA/ESL/NLA according to the 50/50 language allocation policy. At P.S. 149Q we go beyond the mandated periods of ESL as many classrooms receive supplementary support by ESL teachers, as well as support from Reading Teachers, and Bilingual AIS teachers.
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.
  3. ESL strategies and methodologies are provided through the new Common Core Literacy and Math Programs, "ReadyGen and "Go Math." In the Dual Language classes, small group instruction during extended day, word study, literacy centers, Wrap and Estrellita is incorporated to provide SSL (Spanish as a Second Language). Teachers use multi-level approaches in the teaching of Language Arts to limited English proficient/English Language Learners. An emphasis is placed on amplifying lessons to better meet the needs of students. When pushing in during content area instruction, ESL providers work collaboratively with content area teachers and classroom teachers in planning lessons that incorporate vocabulary development, ESL methodologies and ESL scaffolding. Two certified ESL Social Studies teachers push in during content area once or twice a week to various classrooms across grades K - 5. We have two Bilingual/ ESL/ AIS providers who push into classes to provide additional support to students at

risk and new arrivals to the country.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
4. ELLs are evaluated in their native language using the Writing and Reading Assessment Profile (WRAP) in Spanish, TC Assessments, and we have added the Estrellita Phonics assessment in bilingual and dual classrooms in grades Kindergarten and One. All the above assessments are used to assess students' native language in Spanish for students in bilingual and dual language programs and also to assess second language proficiency levels for English Proficient students in these programs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our English Language Learners are provided the NYSESLAT every Spring which targets individual student's strengths and weaknesses. The RLAT is used to determine raw scores for each modality. ESL methodologies are incorporated in lessons according to multiple entry points based on students' needs. Scaffolding instructional strategies that incorporate the four modalities are taught in all lessons. Such teaching provides the necessary differentiation for individual students.
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).

6.a. Currently we have no known SIFE students. In the event we did, our school offers an ELL After-School Academy program that is designed to provide extra support to students. In addition, the ESL Push-In program provides ESL services to all entitled students who have not achieved a proficiency level in the NYSESLAT. The ESL teachers assigned to service the students provide additional support during Read Alouds, Math Routines, Content Area, Math, Reading and Writing and small group instruction. Extended day is also provided for children at risk and in need of developing language skills. Where availability of extra periods is possible, Bilingual and ESL self-contained classrooms with a high number of ELLs receive additional support through extra periods of ESL and Native Language support.

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

6.c. Pre-Long Term ELLs are provided push in ESL services by certified ESL teachers and Bilingual AIS/ESL teachers. When possible, students are provided with additional support from reading and ESL teachers. A certified Bilingual/ESL AIS teacher pushes in to assist bilingual and ESL classrooms by providing supplementary support in methodologies and in the teaching of ESL.

6.d. We currently have two Long Term ELLs. Our Long Term ELLs will receive academic intervention services with a focus on ELA and Math. In addition, after school programs are offered as well as a Saturday Preparatory Academy for grades 3-5 which offers additional support in literacy and mathematics. Many of these students also qualify for Title I services. Students receive small group instruction in reading, mathematics and content area instruction. Additional supplemental support will be provided by ESL Providers.

6.e. The ELL Academy After School Program for grades 3-5 provides instruction and practice for taking the new common core aligned state exams in ELA and Math. Students practice various levels of text complexity passage as well as editing, forming constructive responses and short responses, extended responses and how to use graphic organizers to organize information. This program is correlated to meet the new ELA core curriculum standards and the Common Core Learning Standards as well as the newly aligned CCLS ELA tests. We also offer math intervention that incorporates the teaching of Math using a math program that provides instruction matched to the CCLS and the New York Math State Test. Teachers teach in small groups in order to differentiate the instruction and target specific skills that students are struggling with. This program also offers ELLs instruction that is tailored in teaching academic vocabulary and word solving strategies for content area reading in Science and Social Studies. Students who are no longer ELLs are provided with testing modifications when taking the NYS Exams (time and a half).
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?  
7. We offer our ELLs-SWD intervention in ELA and Math as well as other content areas through after school programs as well as the Saturday Preparatory Academy. The ELL Academy After School Program for grades 3-5 provides instruction and practice for editing, constructive responses, short responses, extended responses and how to use graphic organizers to organize information. This program is correlated to meet the new ELA core curriculum standards and the Common Core Learning Standards. We also offer math intervention that incorporates the teaching of Math using a math program that provides instruction matched to the New York Math State Test. Teachers teach in small groups in order to differentiate the instruction and target specific skills that students are struggling with. This program also offers ELLs a program that is tailored in teaching academic vocabulary and word solving

strategies for content area reading in Science and Social Studies.

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?

8. Push in ESL teachers push into ICT classrooms during content area. Support personnel such as reading teachers, ESL, social studies, math, science, art, and music are invited and encouraged to attend common prep planning sessions with the grades they mostly service. ESL for example, has one common prep a week with a particular grade. During this time, they plan for the week on what instruction will take place and what resources they will provide to meet the diverse needs of the students they support in the least restrictive environment and in regular classrooms. Support staff are provided with the same resources the classroom teacher is using. They are also provided with curriculum mapping in the content area.

**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
<b>FOR TBE /DL PROGRAMS:</b> 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**

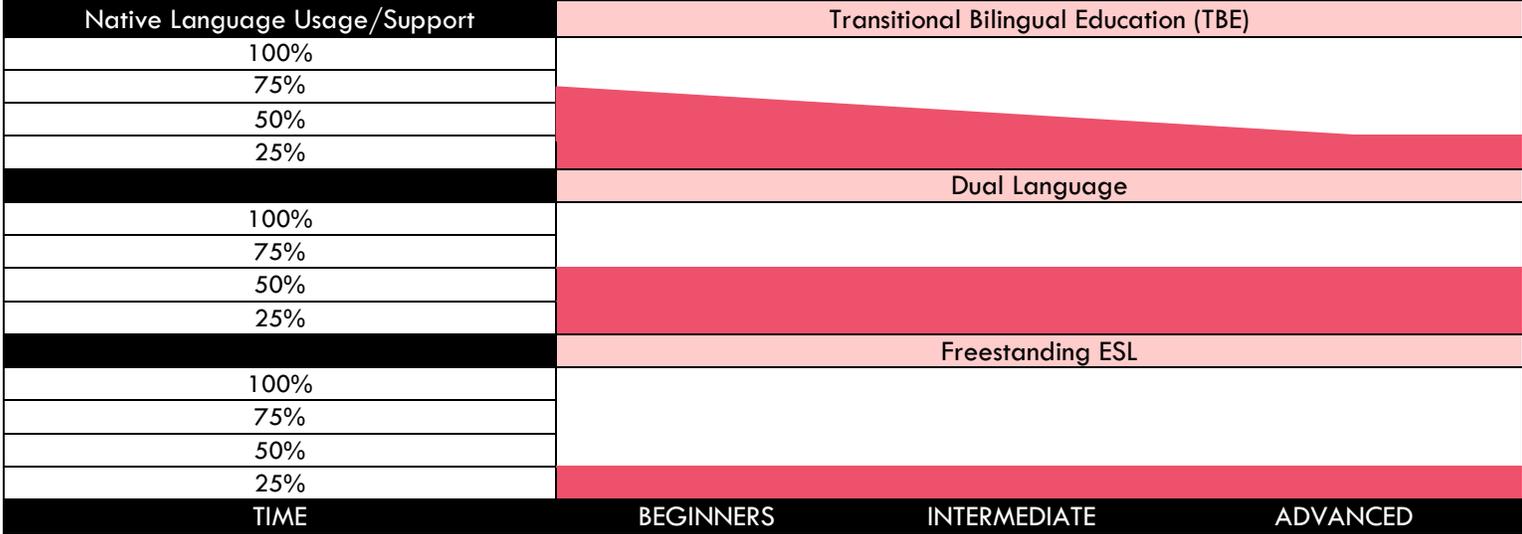
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language 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.
9. We offer our ELLs intervention in ELA and Math as well as other content areas through after school programs as well as the Saturday Preparatory Academy. The ELL Academy After School Program for grades 3-5 provides rigorous instruction and practice in text complexity, editing constructive responses, short responses, extended responses and in using graphic organizers to organize information. This program is correlated to the new ELA core curriculum standards and Common Core Learning Standards. We also offer math intervention that incorporates the teaching of Math using a math program that provides instruction matched to the New York Math State Test and Common Core Learning Standards. Teachers teach in small groups in order to differentiate the instruction and target specific skills that students are struggling with. This program also offers ELLs a program that is tailored in teaching them academic vocabulary and word solving strategies for content area reading in Science and Social Studies. When possible, ELLs are provided supplemental periods of ESL and reading instruction in addition to the mandated periods they receive as per NYS CR Part 154. Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current program is very effective based on our ELLs ongoing progress in language acquisition according to the NYSESLAT. During the 2013-2014 our ELLs have demonstrated that as they move up in grades, more students are falling into the advanced and proficient level (69%) and less in the beginning/intermediate levels (31%). Students are receiving the mandated support they need in all three programs. In dual and bilingual programs they are taught content in both languages where transfer and processing of their native language is carried through to their new language.
11. What new programs or improvements will be considered for the upcoming school year?
11. A new curriculum in both Literacy and Math have been implemented which included components in the teaching of ESL students. Teachers of ELLs are participating in all professional developments and common prep planning sessions to familiarize themselves with the curriculum and supporting the students they service with the new program.
12. What programs/services for ELLs will be discontinued and why?
12. N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. At P.S. 149Q, all English Language Learners participate in all school activities and programs such as Art, Gym, Music, and Technology . Students are not pulled out of their classrooms as we offer push-in services only. We provide explicit ESL services during literacy and content area instruction. Students are given the opportunity to attend after school programs through the Title III supplemental program. During this time, students work in smaller group settings and receive small group instruction. Students are provided literacy and mathematical support in areas of need. The dual language classrooms will provide additional support in native language acquisition as well continue strengthening the English skills they need to become English proficient.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Teachers use technology to support their teaching such as Smart boards, document readers, laptops, listening centers, Ipads, books with CD's, etc. In addition, ESL strategies and methodologies are provided across all content areas. Teachers provide students with needed scaffolds during instruction. Teachers are using the ESL components in the new literacy and math curriculum that to provide instruction for ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. In Kindergarten and First Grade TBE and dual language programs, native language arts is provided during literacy stations, word study, content area and math block to develop mathematical skills in the student's home language. Our team annually revisits the 50/50 Language Allocation Policy created by teachers and administrators. The LAP details how instruction is being provided to our ELLs in both English and Spanish. This policy is discussed and revised at meetings with school personnel such as bilingual and dual language teachers, content area teachers, administrators and teachers providing additional support services to our ELLs. Content Area instruction in science and social studies is taught in both languages. This year NYC adapted a literacy program that is only available in English. Therefore, the teachers are providing english instruction during literacy block but providing clarifications and reviewing in spanish as needed to support our ELLs. Students receive literacy instruction and Math instruction in their native language as well as in English. A Science and Math glossary was provided to the dual and bilingual classes in grades K-5 to support both ESL and SSL instruction. All classrooms have computers, Smart Boards, and document readers to facilitate delivery of instruction in both classrooms.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. All required services and resources correspond to our students' ages and grade levels accordingly. When appropriate, differentiation of instruction and materials is taken into consideration to better amplify academic instruction. Students are also provided with high interest books that are age appropriate for them. Students are supported academically with visuals, prompts, scaffolds, and a buddy system. Students are exposed to cognates to support their Spanish language and make the connection to learning English.

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.

17. Newly enrolled ELL students and their parents are given a parent orientation that details all the programs offered in our school. Parents are invited to meet the teacher during the start of the school year where the program and expectations for the students are addressed.

18. What language electives are offered to ELLs?

18. 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)?

19.a. The percentage of time the target language is used for English Proficient students and ELLs is 50% across grades K - 5 in bilingual and dual language programs. Although the literacy program comes only in English, teachers are teaching other subject areas in both English and Spanish.

19.b. Students are linguistically mixed during content area instruction as well as during the literacy and math block. For content area, and math, students receive instruction in each language on alternate days. No lesson is repeated twice. In this 50:50 organizational design, the amount of instructional time is equally divided.

19.c. Two groups of students are linguistically integrated where half of the class is English dominant and the other half is Spanish dominant. The two groups move from one language classroom to the other according to the 50:50 variant. We have two additional self contained dual language classrooms, one in third and one in fourth. The teachers are responsible for teaching Spanish and English, alternating between days. One day instruction is provided in Spanish, and the next day instruction is provided in English. Children are linguistically mixed during content area instruction including: mathematics, language arts, science and social studies.

19.d. The Dual Language follows the Side by Side model in all grades. There are two self contained dual language classroom that also alternates between English and Spanish as does the side by side model.

19.e. In grades K-5 literacy is taught in English as the new curriculum is not available in Spanish. However, the teachers embed spanish during read alouds, content area, math, multicultural activities, and literacy stations. Students are given literature in their native language as well as english according to their reading levels.

## 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.

1. Professional development topics presented in the past to support staff members assisting ELLs are: Interpreting the RNMR report that details the proficiency levels in both reading and writing and listening and speaking. Teachers will use this information to assess the needs of the ELLs they service and plan instruction accordingly to help students achieve a level of proficiency. Teachers also receive information during staff development days, curriculum meetings, and common prep planning sessions. Teachers are provided with a toolkit of ESL strategies they can use to assist and support our ELLs in language acquisition. Articles and professional texts are made available to all teachers during the year. Such information consists of the various needs of our ELLs such as understanding second language development, specific strategies needed to support the development of listening, speaking, reading and writing skills, the various types of ELLs such as long term ELLs, and SIFE, multiple entry points, vocabulary development such as Tier I, II, III, and cognates, scaffolding techniques and developing vocabulary, and Language Allocation Policy discussions and planning. Teachers take part in intervisitation visits across grades and classes. A follow up debriefing always takes place where best practices are discussed as well as next steps. Teachers turkey information to other staff members during various times in the year and at grade meetings. The ESL providers have been given a common prep period with the grade they mostly service in order to plan ahead for future lessons and to familiarize themselves with the new curriculum. All members of our staff are involved in weekly teacher teams meetings where student work is analyzed. Inquiry teams discussions are also gathered around the needs and learning trends of their students such as English Language Learners. They discuss successful and effective techniques that support the teaching of ELLs in developing skills in reading, writing and math critical thinking skills as well as supports our ELLs in all four modalities (reading, speaking, writing, and listening).

2. All the teachers in our school attended a workshop for the implementation of the new literacy and math curriculum. All teachers including out of classroom, Reading, and ESL teachers were given teacher's editions of the new curriculum so that they familiarize themselves with the program and plan for the teaching of certain skills. The new curriculum includes scaffolds and support for teaching of ELLs. All teachers of ELLs have received training on the CCLS since it was first implemented. During teacher observations, the standards taught are highlighted and discussed during conferences. All the ESL teachers have a common prep where they work with the teachers on the grades they service. Extra supplementary support periods are given to teachers with the most ELLs even if they are self contained ESL teachers. The supplementary support enables teachers to work with small groups on diverse needs.

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

4. The school has identified teachers who have already complied to the 7.5 hours of ELL training. Non-ESL/Bilingual teachers new to the system will be provided professional development in ESL methodologies through designated school pedagogues who are certified in ESL and through professional development workshops throughout the school year. All staff members are provided training on ESL methodologies in the beginning of the year through staff development with the Assistant Principal. Interpretation of the NYSESLAT proficiency levels is reviewed as well as strategies to be used to teach LEP students. All ESL teachers attend common prep planning sessions with the grades they mostly service and plan with Non-ESL teachers for each subject area. ESL teachers also attend curriculum meetings with the grade they service mostly allowing them to be fully knowledgeable on the curriculum and expectations of students. All professional development attendance sheets are kept in binders by the Assistant Principals, and/or teachers.

## 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?

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

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

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

- A. Learning Leaders-Certification Program: is a training program which teaches parents and community volunteers to work one-on-one in groups with students and classroom teachers. This program is a three session workshop which is required in order to be certified. All participants are screened and must provide three references.
- B. Learning Leaders - Author's Read Aloud Program: Our Parent Coordinator is presently working on implementing this program for the 2013-2014 school year. This an approximately 4 week program where Authors and/or illustrators go into designated classrooms and work with the teachers and students to show them how books are made. The parents of these children are invited to breakfast to meet with the authors and/or illustrators. They learn what their children are being taught and how parents can help to make reading fun. The parents are allowed to follow the authors and/or illustrators around to the designated classrooms to see the students working with the Authors/ Illustrators.
- C. Learning Leaders - We All Count - Math Program For Parents: is a family based math program designed to introduce numbers and the fundamentals of math as they relate to everyday life. The goal of the workshop is to demystify math and make it fun for the whole family.
- D. Learning Leaders - Alphabet Soup: Addresses the role of books in our daily lives and how they can be used to improve children's language skills, vocabulary, memorization and creativity. This program focuses on bookmaking and storytelling. This program will also focus in training parents to level libraries in the classrooms.
- E. Learning Leaders - Write from the Start: This is a family-based writing program designed to make writing fun and enjoyable for students. A parent component workshop is based on this same concept. This program is ongoing all year round.
- F. Queens Legal Services - This organization offers workshops on various topics such as Immigration, and applying to assistance such as in food stamps.
- G. Cornell University – Cornell University offers various workshops on nutrition and on building healthy eating habits, energy

conservation, and managing one's finances. This program will commence in January.

H. Parent Coordinator:

a. Workshops are provided to parents on the School Leadership Team and PTA and CEC. These workshops include how to be an active member of the SLT and PTA and CEC.

b. NCLB Act of 2001 - How it affects our schools and what we can do to help.

What parents need to know! Parental Rights and Facts about the NCLB.

- Bilingual & ESL Programs
- Conflict Resolution
- Students Achievement
- Roles Parents Play in School
- School Rules
- Orientation For Parents of Newly Admitted Students
- Nutrition And Learning
- Parents As Art Partners - Art Club

I. Health Plus – Monthly workshops on various health topics is explained to parents.

J. "Mommy and Me" Program- This program is to provides all future incoming Kindergarten students and their mothers, grandmothers, or caregiver with the opportunity to learn how reading together can build a strong and positive learning experience for the family.

K. Title I: Title I committee meets monthly to plan parents meetings (3x year). The focus is to explain the Title I Program and services children receive. The final meeting includes a fair where children's work is displayed and children make presentations. Parents meet to discuss everyone's duties and have elections for the Parent Advisory Council Title I PAC.

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

M. The Power of Choice: Parents were invited to attend an event for parents/guardians of English Language Learners (ELLS and former ELLs) at Columbia University. Parents were provided information on their role in their child's education and received information about learning opportunities for their children during the summer.

N. Technology- A technology class has been made available for the parents at PS 149. Classes take place once a week during the 2013-2014 school year. Parents are given instruction on computer skills and how to use websites as a source of information.

O. UFT: UFT will present a workshop in English and in Spanish on the importance of homework and parent involvement in their child's school life.

3. During PTA meetings as well as SLT meetings, important issues and concerns are addressed. Parents are given the opportunity to have their questions answered. Parents are kept informed of new events and testing information during these meetings.

4. The needs of the parents through their communication with our school will be considered when planning activities to best meet their needs. The programs above were implemented as a result of parent needs. PS 149 has a mission to strengthen the home and school connection. By implementing activities that address the needs of the community, parents will become active participants who understand how our schools runs and how they can become partners in their child's education. In addition to the above, a proposal was presented to the City Council to provide our school with the proper funds that would enable us to open a 'Mommy and Me' program. This program would serve to strengthen the home and school connection by providing parents of children currently enrolled in our school, the opportunity to experience school life with their young ones prior to the commencement of Kindergarten for the next school year.

## 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.

N/A

## Part VI: LAP Assurances

**School Name: Christa McAuliffe**

**School DBN: 30Q149**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Esther Salorio	Principal		10/15/13
Mayra Ruiz Lotito	Assistant Principal		10/15/13
Adriana Gil	Parent Coordinator		10/15/13
Karen Salinas	ESL Teacher		10/15/13
Josefina Velez Tirado	Parent		10/15/13
Letty Vaca	Teacher/Subject Area		10/15/13
Yassine Aggoub	Teacher/Subject Area		10/15/13
Dawn Renta	Coach		10/15/13
Kimberly Wolff	Coach		10/15/13
Odalys Fernandez	Guidance Counselor		10/15/13
	Network Leader		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: 30Q149 School Name: The Christa McAuliffe School

Cluster: 410 Network: \_\_\_\_\_

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

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

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

PS 149 services a population of approximately 1,265 students in grades Kindergarten through Five. Currently we have 469 students who are English Language Learners. This represents approximately 37.19% of our school community population. This community is predominantly Hispanic where 82% of our students come from Spanish speaking countries. Due to our large ELL population, the school is always in need of translation services during parent workshops, PTA Meetings, Parent Orientations, and Parent Teacher Conferences. In addition, we provide translated letters, parent notifications, brochures and newsletters. We have assessed the needs of translations and interpretation services through parent surveys, parent requests, environment surveys, and demographical statistics as reported on our yearly report card and Ethnic Census Report (RSSS). We also adhere to and communicate throughout the school community the Chancellor's Regulations A-663 where it states that each school shall provide translations and interpretation services to parents. We enlist the assistance of community members, and staff members to assist in translations whenever possible for languages other than Spanish.

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

One of our major findings was the need for interpretations services during Parent Teacher Conferences, and during the registration process. Translations services were provided to parents speaking languages other than English including Urdu, Bengali, and Chinese through a contracted vendor called "Legal Interpreting Services." During regular school hours translations services are provided by school personnel and when needed by phone through the Department of Education. If possible, school personnel will write home letters in the language that parent/care giver understands. Translated documents from the Chancellor's Regulation A-663 were printed and posted throughout school bulletin boards informing parents of these services available to them on the DOE website. This information was also provided to them at PTA meetings and at Parent Teacher Conferences. Our parent coordinator also communicates to all the parents the above information throughout the year.

## Part B: Strategies and Activities

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

P.S. 149Q will provide translations and interpretations services in the following ways:

- \* Through letters, notices, brochures, home language surveys, report cards, handbook, etc in various languages.
- \* Documents will be translated by school personnel (teachers, secretaries, administrators, and the parent coordinator) in Spanish.
- \* Documents that are needed in other languages will be accessed through the Department of Education Website.
- \* Interpretation services will be provided when requested during school-wide events such as PTA meetings, parent-teacher conferences, parent workshops, pupil registration sessions, and telephone calls.
- \* Accessing the D.O.E. Call in Services to provide information under Chancellor's Regulations A-663
- \* Newsletters will be sent home monthly detailing important information for each grade. The newsletters are sent home in English and Spanish.

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

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

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

PS 149Q will continue to provide Translation and Interpretation Services and information as needed at all meetings and school events. The availability of these services will be communicated to parents through Chancellor's Regulations A-663, as well as visibly, posted signs throughout the school. Our school will continue to be kept well informed of any changes and additions to the translations and interpretations services as well as provide parents/care givers, and staff members with any information on these changes at meetings and through written correspondences. Parents in need of interpreters will be offered the opportunity to have one through telephone conferences with the Interpretation and Translations Unit or with a staff member who speaks the language.