



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** PS 46Q THE ALLEY POND SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 26Q046

**PRINCIPAL:** MARSHA GOLDBERG **EMAIL:** MGOLDBE2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ANITA SAUNDERS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Marsha Goldberg	*Principal or Designee	
Dawn Michaels	*UFT Chapter Leader or Designee	
Scott Kimmel	*PA/PTA President or Designated Co-President	
Fran Kersch	DC 37 Representative, if applicable	
Heather Rodriguez	Member/Teacher	
Jessica McComb	Member/Teacher	
Rosemary Nucatola	Member/Teacher	
Ellen Schneider	Member/Teacher	
Christine O'Brien	Member/Parent	
Dina Quondamatteo-Berardi	Member/Parent	
Jiyoung Yang	Member/Parent	
Patricia Chong	Member/Parent	
Gary Domiano	Member/Parent	
Lorraine Burke	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June 2012, 75% of all students will improve on their comprehension skills as measured by making at least one year's growth on the TCRWP (Teachers College Reading Writing Project) benchmarks for progress on reading levels.

### **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.

After an analysis of the students' reading performance data on the 2011 NYS ELA assessment and the 2010-2011 TC reading running records data, it was found that there was a strong correlation between a child's reading level and their ELA performance. In order to continue to increase each student's reading performance, we have made reading comprehension a priority goal for the 2011-2012 school-year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

- Professional Development: PD will be given throughout the school year with a focus on monitoring student reading performance while revising and differentiating curriculum in order to support students in their ability to increase their reading levels consistently throughout the school year. PD will also focus on the students' ability to think more critically about texts across all genres in both oral and/or in written form by working with teachers on creating higher level questions during class and partner discussions. PD on the use of Thinking Maps in order to support the students' critical thinking around texts will also be implemented.
- Target Population(s): K-5 teachers, ESL teachers, SETSS teacher, AIS teachers, out of classroom teachers, related service providers
- Responsible Staff Members: Principal, Assistant Principal, CFN 205 Staff Developers, Network Leader
- Implementation Timeline: September 2011 through June 2012

#### **Activity #2**

- Periodic Assessments: K-5 teachers will administer the TCRWP (Teachers College Reading Writing Project) assessing students' reading levels in addition to word work, high frequency words (where applicable) and writing level to be given a minimum of three times a year. TCRWP students' data will be added into Assessment Pro in order to track students' individual reading/writing performance and abilities.
- Target Population(s): K-5 teachers, K-5 students

- Responsible Staff Members: K-5 teachers
- Implementation Timeline: September 2011 (Reading Levels only, K- alphabet strand only), November (entire assessment), March (entire assessment), June (entire assessment).

#### Activity #3

- Teacher Teams: Each grade has a teacher team as well as a cluster team, AIS/SETSS team and ESL team.
- Teacher Teams meet weekly on their common preps in order to update and revise reading curriculum calendars, plan units of study and analyze student growth as per TCRWP data, Acuity data, teacher created skill checklists and individual students' reading responses as measured by teacher created rubrics. Teacher Teams will also focus on building students' individual vocabularies in support of comprehending higher level texts.
- Teacher Teams meet once a month with administration in order to track trends and build support consistency across all grades and needs areas.
- Target Population(s): K-5 teachers, AIS teachers, SETSS teachers, ESL teachers, Principal and Assistant Principal.
- Implementation Timeline: September 2011 through June 2012.

#### **Steps for Including teachers in the decision-making process**

- Teacher teams will meet weekly during common planning preps in order to analyze student data, revise curriculum, create tasks and differentiated instruction in order to meet students' individual needs in reading.
- Teacher teams create and update reading curriculum calendars that are revised as necessary during the school year dependent on students' various needs and strengths.
- Teacher teams administer literacy tasks embedding the Common Core Learning Standards including the New York City Department of Education Common Core Literacy Task. They plan together in order to prepare students and assess progress in an effort to meet and/or exceed New York State, New York City and Common Core Learning Standards.
- Teachers in grades 3-5 will also administer the Acuity ELA Predictive in order to further their analysis of students' individual reading abilities as indicated in a standardized assessment used to mirror performance on the NYS ELA. This assessment will serve as a further indication of students' individual needs in order to make gains in reading comprehension.
- 3-5 Acuity Periodic Assessment Date: January 2012
- K-5 teachers will create individualized reading goals for students that will be updated as necessary throughout the school year and are reminiscent of each student's reading abilities and needs as necessary in order to make gains in reading comprehension.
- ESL teachers will administer the ELL Periodic Assessment two times a year (October 2011 and March 2012) in order to track reading performance in conjunction with English Language acquisition.

#### **Strategies to increase parental involvement**

- K-5 teachers will create reading goals that will be updated continuously throughout the school year in order to reflect pertinent reading objectives for individual students and will be relayed to parents daily in students' planners or reading notebooks.
- Parent Coordinator, Principal and Assistant Principal will attend regularly scheduled meetings (PTA) to share information including the new CCLS and respond to parent questions and inquiries.
- ARIS has students' individual reading levels recorded and updated throughout the school year as well as NYS ELA scores (grades 3-5). The Parent Coordinator will give parents information/training regarding logging onto ARIS and utilizing as a valuable resource through meetings as necessary throughout the school year.
- The PS 46Q PTA and the Parent Coordinator send email blasts to PS 46Q families communicating information regarding upcoming events and activities.
- Pertinent information including student report cards are translated into families' native languages and translators are available when necessary for meetings and

further translation of individual students' notices and letters indicating students' performance and needs.

- The PS 46Q website communicates pertinent information about the school and features photographs, news and announcements for both upcoming and past events.
- The PS 46Q monthly newsletter, *The Kaleidoscope*, gives parents information regarding upcoming events, school notices and highlights students' work throughout the school year.
- PS 46Q has numerous celebrations and shows throughout the school year including but not limited to: Lunar New Year Celebration, multicultural celebration, Winter Concert, Spring Concert, school play, talent show, ballroom dance celebration, basket ball games and various classroom events celebrating children's work throughout the year. Parents/guardians are invited to all of our events. For our annual Lunar New Year celebration, parents/guardians volunteer their time and teach our students' Chinese and Korean dances and songs that they perform for our school community. For our annual multicultural fair, parents/guardians and other family members cook traditional foods and share cultural information and traditions with their children's classmates.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Administrative staff interviews highly qualified teachers as defined by NCLB for all positions that arise.
- The payroll secretary works closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers. Please note that all of PS 46Q's teachers are Highly Qualified.
- The Assistant Principal meets regularly with new teachers in order to support and develop their knowledge around curriculum, DOE initiatives and PS 46Q best practices.
- Differentiated PD is given throughout the school year to all staff members according to individual teachers' levels of experience in specific areas including but not limited to the CCLS, Thinking Maps, Differentiated Instruction, the use of student data, intervention strategies, instruction of ELLs and SWDs.
- The Principal and Assistant Principal regularly inform teachers of PD opportunities they may be interested in attending through the network, Teachers College, and other collegial institutions.

### **Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The Title III program supports English Language Learners individual needs to ascertain the English Language and build on their decoding and comprehension abilities.
- Students With Disabilities, English Language Learners and identified at-risk students will participate in Extended Day instruction.

### **Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title III Program will take place two times per week from October 2011 through May 2012
- Teacher per session for two ESL teachers (2 days a week for a total of two hours each) for after school program
- Rosetta Stone online language learning program will be implemented in order to give ELLs further support in their quest towards English proficiency.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the school day.
- Words Their Way word work program is purchased in order to support students' spelling and vocabulary skills.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

By June 2012, 75% of students in grades K-5 will improve their level of mathematics achievement by demonstrating an increase in their ability to solve and explain mathematical problems in written and/or oral form as measured by moving at least one level on the problem solving criteria on the Exemplar Problem Solving Rubric.

### **Comprehensive needs assessment**

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

After analysis of 2011 New York State Math data, K-2 ECAM data and the implementation of the Common Core Learning Standards, it was determined that increasing students' ability to explain problem solving strategies is necessary in order to prepare students to think more critically about problem solving while applying numerical knowledge and looking for patterns in order to express logical solutions. As a result, students will work on increasing their ability to explain problem solving strategies in written and/or oral form.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

- Professional Development: PD will be given implementing the CCLS across all units of study in grades K-5. Incorporating the New York City Department of Education Common Core Mathematics Tasks. Using higher order questioning and discussion techniques throughout all lessons and units of study.
- Target Population(s): K-5 teachers, ESL teachers, AIS teachers, SETSS teacher
- Responsible Staff Members: Principal, Assistant Principal, CFN 205 Staff Developers
- Implementation Timeline: September 2011 through June 2012

#### **Activity #2**

- Periodic Assessments: Grades 3-5 will administer the Acuity Math Predictive and the Performance Series (Scantron) in order to track students' achievement and needs in mathematics while providing standardized benchmarks that are reminiscent of the NYS Math Test. Grades K-2 will administer ECAM (Early Childhood Assessment in Mathematics) in order to provide students with differentiated instruction based upon a data driven diagnostic assessment.
- Exemplars Math Tasks: K-5 teachers will administer differentiated math tasks using the Exemplars program and rubrics in order to create math goals for their students and provide differentiated mathematics instruction indicative of the Common Core Learning Standards.

- Target Population(s): K-5 teachers
- Implementation Timeline; Acuity – January 2012; ECAM- November 2011, March 2012, June 2012; Exemplars Rubrics- September 2011 through June 2012; Performance Series (Scantron)- November 2011 and May 2012.

#### Activity#3

- Teacher Teams: Each grade has a teacher team as well as a cluster team, AIS/SETSS team and ESL team.
- Teacher Teams meet weekly on their common preps in order to update and revise math curriculum calendars, plan units of study and analyze student growth as per diagnostic tests, periodic assessments, Exemplars rubrics and teacher created rubrics and assessments.
- Teacher Teams meet once a month with administration in order to track trends and build support consistent across all grades and needs areas.
- Target Population(s): K-5 teachers, AIS teachers, SETSS teachers, ESL teachers, Principal and Assistant Principal.
- Implementation Timeline: September 2011 through June 2012.

#### **Steps for Including teachers in the decision-making process**

- Teacher teams will meet weekly during common planning preps in order to analyze student data, revise curriculum, create tasks and differentiated instruction in order to meet students' individual needs in problem solving.
- Teacher teams create and update math curriculum calendars dependent on students' various needs and strengths.
- Teacher teams administer mathematics tasks embedding the Common Core Learning Standards including the New York City Department of Education Common Core Literacy Task and plan together in order to prepare students and assess progress in an effort to have students meet and/or exceed New York State, New York City and Common Core Learning Standards.
- Teachers in grades 3-5 will administer the Acuity Math Predictive in order to further their analysis of students' individual math problem solving abilities as indicated in a standardized assessment used to mirror performance on the NYS Math test. This assessment will serve as a further indication of students' individual needs in order to make gains in problem solving.
- 3-5 Acuity Periodic Assessment Date: January 2012
- K-5 teachers will create individualized mathematics goals for students that will be updated as necessary throughout the school year and are reminiscent of each student's problem solving abilities and needs as necessary in order to make gains in mathematics.
- ESL teachers will provide English Language Learners with the support of mathematics glossaries in their native languages.
- Students with Disabilities and all students will be given the opportunity to use manipulatives, pictorial representations and other hands on materials in order to grasp mathematical concepts and explain problem solving techniques.

#### **Strategies to increase parental involvement**

- K-5 teachers will create mathematics goals that will be updated continuously throughout the school year in order to reflect pertinent math objectives for individual students and will be relayed to parents daily in students' planners or math notebooks.
- Parent Coordinator, Principal and Assistant Principal will attend regularly scheduled meetings (PTA) to share information including the new CCLS and respond to parent questions and inquiries.
- ARIS has students' NYS Math scores (grades 3-5). The Parent Coordinator will give parents information/training regarding logging onto ARIS and utilizing as a valuable resource through one on one meetings as necessary throughout the school year.
- The PS 46Q PTA and the Parent Coordinator send email blasts to PS 46Q families communicating information regarding upcoming events and activities.
- Pertinent information including student report cards are translated into families' native languages and translators are available when necessary for meetings and further translation of individual students' notices and letters indicating students' performance and needs.
- The PS 46Q monthly newsletter, *The Kaleidoscope*, gives parents information regarding upcoming events, school notices and highlights students' work

throughout the school year.

- The PS 46Q website communicates pertinent information about the school and features photographs, news and announcements for both upcoming and past events.
- PS 46Q has numerous celebrations and shows throughout the school year including but not limited to: Lunar New Year Celebration, multicultural celebration, Winter Concert, Spring Concert, school play, talent show, ballroom dance celebration, basket ball games and various classroom events celebrating children's work throughout the year. Parents/guardians are invited to all of our events. For our annual Lunar New Year celebration, parents/guardians volunteer their time and teach our students' Chinese and Korean dances and songs that they perform for our school community. For our annual multicultural fair, parents/guardians and other family members cook traditional foods and share cultural information and traditions with their children's classmates.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Administrative staff interviews highly qualified teachers as defined by NCLB for all positions that arise.
- The payroll secretary works closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers. Please note that all of PS 46Q's teachers are Highly Qualified.
- The Assistant Principal meets regularly with new teachers in order to support and develop their knowledge around curriculum, DOE initiatives and PS 46Q best practices.
- Differentiated PD is given throughout the school year to all staff members according to individual teachers' levels of experience in specific areas including but not limited to the CCLS, Thinking Maps, Differentiated Instruction, the use of student data, intervention strategies, instruction of ELLs and SWDs.
- The Principal and Assistant Principal regularly inform teachers of PD opportunities they may be interested in attending through the network, Teachers College, and other collegial institutions.

### **Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The Title III program supports English Language Learners individual needs to ascertain the English Language and build on their problem solving techniques.
- Students With Disabilities, English Language Learners and identified at-risk students will participate in Extended Day instruction in order to support their individual abilities to problem solve and provide reasonable explanations for their answers.

### **Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title III Program will take place two times per week from October 2011 through May 2012
- Teacher per session for two ESL teachers (2 days a week for a total of two hours each) for after school program
- Rosetta Stone online language learning program will be implemented in order to give ELLs further support in their quest towards English proficiency.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the school day.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

By June 2012, 75% of K-5 students will improve their ability to write an informative/explanatory report demonstrating what they learned from an information text as measured by obtaining a minimum of a level 3 on the New York City Department of Education Common Core Writing rubrics.

#### **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.

As part of our commitment to support all students in grades K-5 to be College and Career Ready, Informational Writing has been targeted by PS 46Q as an area that needs to be strengthened in our educational program as indicated in the new Common Core Learning Standards. TCRWP Writing Continuum data reflects student growth in personal narrative writing over the past three years. After analysis of students' writing portfolios, it was evident that their informational writing was not as strong as their personal narratives and this year, with the implementation of the new Common Core Learning Standards, we find that it is an area of need for our students.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

- Professional Development: PD will be administered in supporting students' informational writing skills. PD will also encompass the implementation of the CCLS writing standards with much emphasis placed on Informative writing. PD on the use of Thinking Maps to enhance students' writing and provide more rich text will also be incorporated.
- Target Population(s): K-5 Teachers, AIS Teachers, SETSS Teacher, ESL Teachers, Science Teacher
- Responsible Staff Members: Principal, Assistant Principal, CFN 205 Staff Developers
- Implementation Timeline: September 2011 through June 2012

#### **Activity #2**

- Teacher Teams: Each grade has a teacher team as well as a cluster team, AIS/SETSS team and ESL team.
- Teacher Teams meet weekly on their common preps in order to update and revise writing curriculum calendars, plan units of study and analyze student growth as per individual students' writing pieces, teacher created rubrics and the NYC DOE Common Core Task rubrics and assessments. Teacher Teams will also

support students' abilities to use higher level vocabulary thus adding depth to their informative writing pieces.

- Teacher Teams meet once a month with administration in order to track trends and build support consistent across all grades and needs areas.
- Target Population(s): K-5 teachers, AIS teachers, SETSS teachers, ESL teachers, Principal and Assistant Principal.
- Implementation Timeline: September 2011 through June 2012.

#### **Steps for Including teachers in the decision-making process**

- Teacher teams will meet weekly during common planning preps in order to analyze student data, revise curriculum, plan CCLS writing tasks and differentiated instruction in order to meet students' individual needs in informational writing.
- Teacher teams create and update writing curriculum calendars that are revised as necessary during the school year dependent on students' various needs and strengths.
- Teacher teams administer literacy tasks embedding the Common Core Learning Standards including the New York City Department of Education Common Core Literacy Task and plan together in order to prepare students and assess progress in an effort to have students meet and/or exceed New York State, New York City and Common Core Learning Standards.
- K-5 teachers will create individualized writing goals for students that will be updated as necessary throughout the school year and are reminiscent of each student's writing abilities and needs as necessary in order to improve their informational writing skills.
- ESL teachers will work with ELLs in order to support their efforts towards writing informative pieces with the use of glossaries, pictorial representations and orally sharing their writing with their peers and teachers.

#### **Strategies to increase parental involvement**

- K-5 teachers will create writing goals that will be updated continuously throughout the school year in order to reflect pertinent writing objectives for individual students and will be relayed to parents daily in students' planners, writing folders or notebooks.
- Parent Coordinator, Principal and Assistant Principal will attend regularly scheduled meetings (PTA) to share information including the CCLS and respond to parent questions and inquiries.
- Pertinent information including student report cards are translated into families' native languages and translators are available when necessary for meetings and further translation of individual students' notices and letters indicating students' performance and needs.
- The PS 46Q PTA and the Parent Coordinator send email blasts to PS 46Q families communicating information regarding upcoming events and activities.
- The PS 46Q monthly newsletter, *The Kaleidoscope*, gives parents information regarding upcoming events, school notices and highlights students' work throughout the school year.
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- PS 46Q has numerous celebrations and shows throughout the school year including but not limited to: Lunar New Year Celebration, multicultural celebration, Winter Concert, Spring Concert, school play, talent show, ballroom dance celebration, basket ball games and various classroom events celebrating children's work throughout the year. Parents/guardians are invited to all of our events. For our annual Lunar New Year celebration, parents/guardians volunteer their time and teach our students' Chinese and Korean dances and songs that they perform for our school community. For our annual multicultural fair, parents/guardians and family members cook traditional foods and share cultural information and traditions with their children's classmates.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Administrative staff interviews highly qualified teachers as defined by NCLB for all positions that arise.
- The payroll secretary works closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers. Please note that all of PS 46Q's teachers are Highly Qualified.
- The Assistant Principal meets regularly with new teachers in order to support and develop their knowledge around curriculum, DOE initiatives and PS 46Q best practices.
- Differentiated PD is given throughout the school year to all staff members according to individual teachers' levels of experience in specific areas including but not limited to the CCLS, Thinking Maps, Differentiated Instruction, the use of student data, intervention strategies, instruction of ELLs and SWDs.
- The Principal and Assistant Principal regularly inform teachers of PD opportunities they may be interested in attending through the network, Teachers College, and other collegial institutions.

### **Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The Title III program supports English Language Learners individual needs to ascertain the English Language, build their English vocabulary and improve their writing skills. Pictorial representations and oral story telling may be conducted for beginner ELLs as they move forward towards written expression in English.
- Students with Disabilities, English Language Learners, and identified at – risk students will participate in Extended Day instruction in order to support their individual abilities to write informative texts.

### **Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title III Program will take place two times per week from October 2011 through May 2012
- Teacher per session for two ESL teachers (2 days a week for a total of two hours each) for after school program.
- Rosetta Stone online language learning program will be implemented in order to give ELLs further support in their quest towards English proficiency.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the school day.
- Words Their Way word work program is purchased in order to support students' abilities to spell correctly and use proper literary vocabulary in their writing.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	5	0	4	0
<b>1</b>	11	0	N/A	N/A	7	0	0	0
<b>2</b>	10	5	N/A	N/A	5	0	0	0
<b>3</b>	8	2	N/A	N/A	6	0	0	0
<b>4</b>	5	0	0	0	5	1	2	0
<b>5</b>	6	1	2	0	3	1	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<input type="checkbox"/> Children identified receiving AIS services through discreet AIS periods, at risk SETSS, push in and pull out services, and reading interventions. We have bridged phonics and literacy with Foundations (K-2), and Wilson Reading Systems (1-5).
<b>Mathematics</b>	<input type="checkbox"/> Children identified in need of intervention with mathematics skills, computation, and/or problem solving are supported with strategy material, and manipulatives. Children receive AIS services through discreet AIS periods, at-risk SETSS, push in and pull out services to concentrate on key math strands-mathematical reasoning, operations, measurement, patterns, computations, etc. and showing mathematical reasoning through extended responses.
<b>Science</b>	<input type="checkbox"/> Children identified in need of intervention with scientific knowledge and reasoning were given small group and 1:1 intervention during both class and the extended day time.
<b>Social Studies</b>	<input type="checkbox"/> Children identified in need of intervention with writing DBQs were given small group and 1:1 intervention services during AIS periods.
<b>At-risk Services provided by the Guidance Counselor</b>	<input type="checkbox"/> Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services are given both individually and in small group settings.
<b>At-risk Services provided by the School Psychologist</b>	<input type="checkbox"/> Children are identified through AIS team meetings and at PPT meetings and in consultation with team members. At risk services are given individually and in small groups.
<b>At-risk Services provided by the Social Worker</b>	<input type="checkbox"/> Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services are given individually and in small groups.

**At-risk Health-related Services**

Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services are given individually and in small groups.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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***

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

#### **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 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;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Mary Jo Pisacano</b>	District <b>26</b>	Borough <b>Queens</b>	School Number <b>046</b>
School Name <b>The Alley Pond School</b>			

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

Principal <b>Marsha Goldberg</b>	Assistant Principal <b>Stamo Karalazarides</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Leonard Galit</b>	Guidance Counselor <b>Nicole Myers</b>
Teacher/Subject Area <b>Zipora Cysner ESL</b>	Parent <b>Ourania Gellos</b>
Teacher/Subject Area <b>Dawn Michaels 1<sup>st</sup>/2<sup>nd</sup></b>	Parent Coordinator <b>Donna Kodjapashis</b>
Related Service Provider <b>Marilyn Seidenfeld</b>	Other <b>Caroline Galan</b>
Network Leader <b>Mary Jo Pisacano</b>	Other <b>Sonia Chojar</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	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>497</b>	Total Number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>10.06%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview in English and their native language and the LAB-R is administered within 10 school days in order to determine ESL eligibility. If the student's native language is Spanish, a Spanish LABR is administered. Bilingual staff members are available during the interview process for translation purposes as necessary. The HLIS is given in translated versions when necessary. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. Our total number of English Language Learners is 50 students. Instructional decisions are made based on students' NYSESLAT and LAB-R results. Both the instructional hours and instructional skills are determined based on individual students' performance on these exams. ESL teachers, school secretaries and the parent coordinator are responsible for conducting the initial screening and administration of the HLIS forms. The LAB-R is administered when necessary based on students' Home Language Identification Survey responses. In ATS, the RLER report is generated to determine which ELLs are eligible for LAB-R and NYSESLAT testing.
2. ELL parent orientations are held at the beginning of each year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teachers, with the assistance of the parent coordinator, and bilingual paraprofessionals are available to translate. The parents sign in and are welcomed by the Principal, Mrs. Goldberg. They receive an agenda, Parent Survey/Program Selection Forms, and Parent brochures (in their native language if available). They view the translated parent orientation video in their native language, and have an opportunity to ask questions. Parents are then given the Parent Selection Survey. Parents unable to attend the orientation are contacted by a bilingual staff member or through a translated letter in order to schedule a make-up meeting. Parents have the choice to choose a Transitional Bilingual Education (TBE), Dual Language or Freestanding English as a Second Language (ESL). They are given a list of TBE and Bilingual programs offered in our district. If 15 parents choose a TBE or Bilingual program in contiguous grades, then the school must open up the program for those students. At PS 46Q, we offer Freestanding ESL as our sole program. We keep all the parents choices on file and if necessary, we will open up an additional program. We will contact parents who have previously chosen a TBE/DL prgram when the program becomes available.
3. Parents of English Language Learners are given entitlement letters and Parent Survey and Program Selection forms. Bilingual paraprofessionals are available to translate and all necessary materials are given to parents in their native languages whenever possible. All materials are returned to the ESL teachers in a timely and organized manner. Parents are contacted and further assisted as necessary. After reviewing the Parent Survey/Program Selection forms for the past few years, we see that all parents have requested that their children receive instruction in the English as a Second Language (ESL) program. Parents sign the selective form after reviewing the video. The original Parent Survey and Program Selection Forms are stored in the individual students' cumulative folders and copies of the forms are stored in a locked cabinet in the ESL teacher's room.
4. Freestanding ESL is the program offered at PS 46Q and has been the request of 100% of the parents of English Language Learners. During the course of the year, both the ESL and classroom teachers meet with parents during Parent Teacher Conference time as well as

other scheduled times to evaluate their needs. Bilingual paraprofessionals are available to translate during the meetings. Students are given ESL instruction based on their performance on the LAB-R and NYSESLAT tests. Parents are informed in their native language that their children are enrolled in the ESL program.

5. Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview in English and the LAB-R to determine ESL eligibility. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. Freestanding ESL is the program offered at PS 46Q and has been the request of 100% of the parents of the English Language Learners. Until this fall, 100% of all of our ELLs parents have chosen Freestanding ESL as their program of choice. In September of 2011, one parent chose Mandarin Bilingual Education for their fifth grader and another chose Spanish Bilingual Education for their kindergartener. These parent choices are on file and will be monitored in the event more parents request Bilingual/Dual Language programs.

6. All the parents of our 50 ESL students have chosen a Free-Standing ESL program. If a minimum of 15 parents in contiguous grades request a bilingual or dual language program, then we will open one based on their requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K\* 1\* 2\* 3\* 4\* 5\*  
6\* 7\* 8\* 9\* 10\* 11\* 12\*

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	50	Newcomers (ELLs	46
Special Education	14		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	32	0	14	4	0	0	0	0	0	36
Total	32	0	14	4	0	0	0	0	0	36

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

### 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	1	1	0	2								5
Chinese	5	6	5	3	4	2								25
Russian	1	1	0	0	0	0								2
Bengali	0	0	0	0	0	0								0
Urdu	1	1	0	1	0	0								3
Arabic	0	1	0	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	4	2	2	0	1	2								11
Punjabi	0	0	0	0	1	0								1
Polish	0	0	0	0	0	0								0

## 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
Albanian	0	0	0	0	0	0								0
Other	1	0	0	0	0	1								2
<b>TOTAL</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>50</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. At PS 46Q, ESL instruction is delivered in a pull-out model. ESL classes are formed based on the English Language Learners current grade and English language ability. Two teachers, both licensed and state certified in ESL, provide our ELLs with all instruction in English. Students are grouped heterogeneously by need and grade level in our pull-out ESL instructional program. Where numbers allow, push-in instruction is also implemented. English Language Learners are receiving the New York State mandated ESL/ELA allotted instruction time based on student proficiency levels based on individual LABR and NYSESLAT testing data. Beginning and intermediate level ELLs are receiving 360 minutes of ESL instruction weekly. Advanced level ELLs are receiving 180 minutes of ESL instruction weekly.

2. Instructional minutes for beginner and intermediate ELLs are 360 minutes and 180 minutes for advanced ELLs as per 154. Each child's schedule is checked to make sure that there are no conflicts with other providers. The schedule is also discussed with the classroom teachers to insure that no essential or mandated subjects are being taught at that time. Attendance is kept daily by the ESL teacher. The ESL teachers schedules are given to the administration and both the Principal and Assistant Principal observe the classes on an ongoing basis. The PS46Q Administration continually reviews ESL schedules in order to ensure that each English Language Learner is given their mandated instructional ESL time.

## A. Programming and Scheduling Information

3. The following strategies and practices are used for all our ELLs (less than three years, and 4 to 6 years- we have no long term ELLs this year): Tier II vocabulary work, journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making, reader's theater, cooking and puppetry. All instruction is delivered in English. Using the workshop model, reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction. We also utilize a web based English language program from Rosetta Stone as a technical and tactile tool towards English proficiency. Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners. The following scaffolding strategies are implemented in order to support students' understanding of the academic curriculum: Modeling when introducing a new task, learners need to see or hear what a developed product looks like; Bridging activities access prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences; Contextualization which refers to putting words in context in order to convey meaning of unfamiliar words using visuals, manipulatives, graphic organizers, and other realia services; Schema building which involves bringing to light the connections that exist between and across concepts and the curriculum. Strategies such as graphic organizers, story mapping, jigsaw procets, etc... help students gain a wider understanding of how concepts fit together; Metacognitive development involves the explicit teaching and learning of strategies that enable students to become autonomous learners ; such as KWL activities; think alouds, and reading with a focus; Text representation which involves taking a known text and changing it for a new purpose using a different genre such as dramatizations, storyboards and post cards. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their listening, speaking, reading, and writing skills. Additional strategies used to facilitate language acquisition are predictable and consistent classroom routines, aided diagrams, lists, and easy to read schedules on the board or on charts to which the teacher refers frequently. Also employed is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

Though English Language Learners are grouped according to both English proficiency and grade, differentiated groups are formed within each class in order to further meet the needs of individual students. ELLs are continually monitored both formally (tests) and informally (observations). Among our more formal assessments are the TCRWP (Teachers College Reading and Writing Project K-5), Acuity (3, 4, and 5), ECAM (Early Childhood Assessment in Mathematics K-2) and Performance Series (3, 4, and 5). ESL students also take the ELL Periodic Assessments. The data from each assessment is gathered by the teachers and shared with the ESL teachers. The teachers meet on a continuous basis to analyze the data and determine the proper skills/lessons to be taught. Students are taught in strategy and guided groups according to their individual levels of proficiency in each skill area addressed. Furthermore, English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Foundations (K-2), At Risk SETSS and summer school.

4. Bilingual paraprofessionals are available to provide translation when necessary. If students reading levels are assessed, the reading of the text is done in English but the comprehension questions may be given in the child's native language in order to ensure that the child understands the text. In subjects such as mathematics, science and social studies, ELLs have the ability to use content specific glossaries in order to grasp the content and are given the choice to write in their native language which is translated by one of our bilingual paraprofessionals. Word for word translation dictionaries are also given to ELLs and used as further support throughout all subject areas. Classroom teachers work closely with the ESL teachers in order to ensure that assessment data is consistent with knowledge of content area and not based on inability to understand the English language as presented in the assessment. The Spanish LAB is administered to ELLs where the home language is Spanish to determine which language is dominant. New York State Tests such as Math, and Science are available in some English Language Learners native languages.

5. We differentiate instruction for all of our English Language Learners.

a. We currently do not have any SIFE students. In the event that we do have SIFE students, we will address each student's individual needs. In addition, we will differentiate instruction, focus on students' strengths, administer AIS supports, Extended Day services and Title III programs. We would also administer the Rosetta Stone web based program and Starfall.

b. Our newcomers are continually assessed and closely monitored throughout the school year. Based on the students' needs, and abilities, they are given ESL support towards English proficiency as well as meeting the curriculum needs of their grade. All newcomers receive their mandated 360 minutes of ESL instruction each week in order to support their efforts towards success. For our ELLs who

## A. Programming and Scheduling Information

must take the NYS ELA after one year, in addition to the support we give them during their mandated sessions each week, we greatly encourage them to participate in our both our Title III after school program and our district wide Title III summer school program where we specifically focus our attention to their individual needs towards meeting grade proficiency on the NYS ELA. We also ensure that ESL testing modifications are in place at the time of the standardized exam as well as all exams in preparation for the NYS ELA. Support programs such as AIS, Extended Day, and Rosetta Stone are also administered as necessary. Peer tutoring is also available if needed.

c. Our plan for ELLs receiving service for 4 to 6 years is once again to follow their required instructional ESL time each week. As we do with our newcomers, we continually assess their English proficiency as well as the curriculum needs in their grade and use this data to drive our instruction and create a safe and effective educational atmosphere for them. As stated above, Title III, AIS, Extended Day, Rosetta Stone, Bilingual Guidance, glossaries, libraries and peer tutoring are available and administered when necessary.

d. We currently do not have any long term ELLs. In the event that we do have long term ELLs, we will address each student's individual needs. In addition, we will differentiate instruction, focus on students' strenghts, administer AIS supports, Extended Day services and Tier III programs. We would also administer the Rosetta Stone web based program.

6. ELL-SWD's are provided with the Teachers College workshop model instruction in ELA which incoroporates reading, writing and wordwork. In reading all students including English Language Learners who are Special Needs students are given reading instruction and support based on their current reading and writing levels. Instruction is differentiated to include vocabulary and English language support through individual and small group strategy work while ensuring to meet both English Language needs as well as individual IEP goals. Reading workshop instructional practices are incorporated into the writing instruction as well. Students are given support through individual, small group instruction and the use of pictoral representation when applicable. Students are also encouraged to read and write in their native language in order to convey understanding of text (comprehension) and content area skills including Social Studies, Science and Math Bilingual paraprofessionals are available to translate when necessary in order to ensure that students are grasping and understanding content. Books in students' native languages are available as are content specific glossaries (math, science, social studies) and translation dictionaries. When applicable, English Language Learners are given additional English support through the use of Rosetta Stone. The Rosetta Stone program is differentiated based on individual students' English abilities and can be accessed at home, giving our ELLs increased language support. For mathematics, students are provided with manipulatives and are given the opportunity to show understanding through pictoral, manipulative and native language representation as applicable. ESL teachers meet regularly with classroom teachers in order to share observations, student data and best practices. When appropriate, ESL teachers provide push in instruction as well. ESL teachers work with Special Education and General Education teachers to use books and materials that are aligned to the curriculum and accelerate English language development.

7. ELL-SWD's are givent instruction towards meeting both their English language and IEP goals. Service providers including ESL, speech, SETSS, OT, and PT teachers continually meet with the students' classroom teachers in order to ensure that the students meet curriculum, ESL and IEP expectations. Scheduling of services is done through collaborative efforts to provide ELL-SWD's with mandated services while keeping them in a least restrictive setting as per each child's individual IEP. Push in services are provided when necessary and applicable. Service providers cross check their schedules with one another and the classroom teachers. Schedules are flexible and may be changed as per students' needs based on IEP revisions, ESL testing and individual student goals. All mandated instruction including IEP and ESL instruction is met and documented throughout the year. Records are kept and closely monitored by service providers, classroom teachers and administration through teachers' notes, assessments, observations and SESIS in order to ensure that all

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
0%	
Dual Language	
100%	
75%	
50%	
25%	
0%	
Freestanding ESL	
100%	Page 28
75%	
50%	
25%	
0%	

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English Language needs as well as their curriculum needs towards meeting the New York State and New York City Department of Education CCLS expectations for the 2011/2012 school year. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Foundations (K-2), Headsprout (1st grade), At Risk SETSS and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials. Rosetta Stone is implemented to provide English Language Learners with language based instruction that will support their grade curriculum needs.
9. We continually support our ELLs in their efforts to reach proficiency on the NYSESLAT. We differentiate our instruction in order to meet their individual needs both in our pull-out ESL program as well as in our classrooms. Our ESL teachers meet with the classroom teachers and together they continually discuss and plan instruction for our ELLs in order to ensure cohesion across the school day and in every content area. Transitional support for ELLs reaching proficiency includes, AIS, SETSS, Extended Day, Title III, and differentiated small group and individualized instruction.
10. Each year, we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all of our students including our ELLs. We are continuing to implement Rosetta Stone as an English Language support program that can be utilized both in school and at home.
11. None of our programs will be discontinued. We are pleased with our ELLs progress and will continue to differentiate our instruction and deepen our work towards academic rigor.
12. All ELLs are greatly encouraged to attend our Title III after school program. They are also invited to our district wide Title III summer school program. In addition, they have the opportunity to participate in our after school self sustaining program. There is equity amongst all of our student population. ELLs are given the same opportunities as the rest of the PS 46Q students.
13. Each classroom has a Smart Board that is used with all of our students including our ELLs. In addition, we have two mobile carts with laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including Rosetta Stone, Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
14. Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use.
15. Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.
16. We have a district wide Title III summer school program for ELLs in grades 3-5 (2011). We also have a self sustaining summer camp

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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13. Each classroom has a Smart Board that is used with all of our students including our ELLs. In addition, we have two mobile carts with laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including Rosetta Stone, Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
14. Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use.
15. Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.
16. We have a district wide Title III summer school program for ELLs in grades 3-5 (2011). We also have a self sustaining summer camp program for grades K-5. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both PS 46Q as well as provide them with educational opportunities during the summer months.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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10. Each year, we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all of our students including our ELLs. We are continuing to implement Rosetta Stone as an English Language support program that can be utilized both in school and at home.
11. None of our programs will be discontinued. We are pleased with our ELLs progress and will continue to differentiate our instruction and deepen our work towards academic rigor.
12. All ELLs are greatly encouraged to attend our Title III after school program. They are also invited to our district wide Title III summer school program. In addition, they have the opportunity to participate in our after school self sustaining program. There is equity amongst all of our student population. ELLs are given the same opportunities as the rest of the PS 46Q students.
13. Each classroom has a Smart Board that is used with all of our students including our ELLs. In addition, we have two mobile carts with laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including Rosetta Stone, Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
14. Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use.
15. Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.
16. We have a district wide Title III summer school program for ELLs in grades 3-5 (2011). We also have a self sustaining summer camp program for grades K-5. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both PS 46Q as well as provide them with educational opportunities during the summer months.
17. At PS 46Q, we do not offer language electives to our ELLs or any other students. We offer them a free standing ESL program and

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

**Beginning**

**Intermediate**

**Advanced**

**C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here N/A

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

**D. Professional Development and Support for School Staff**

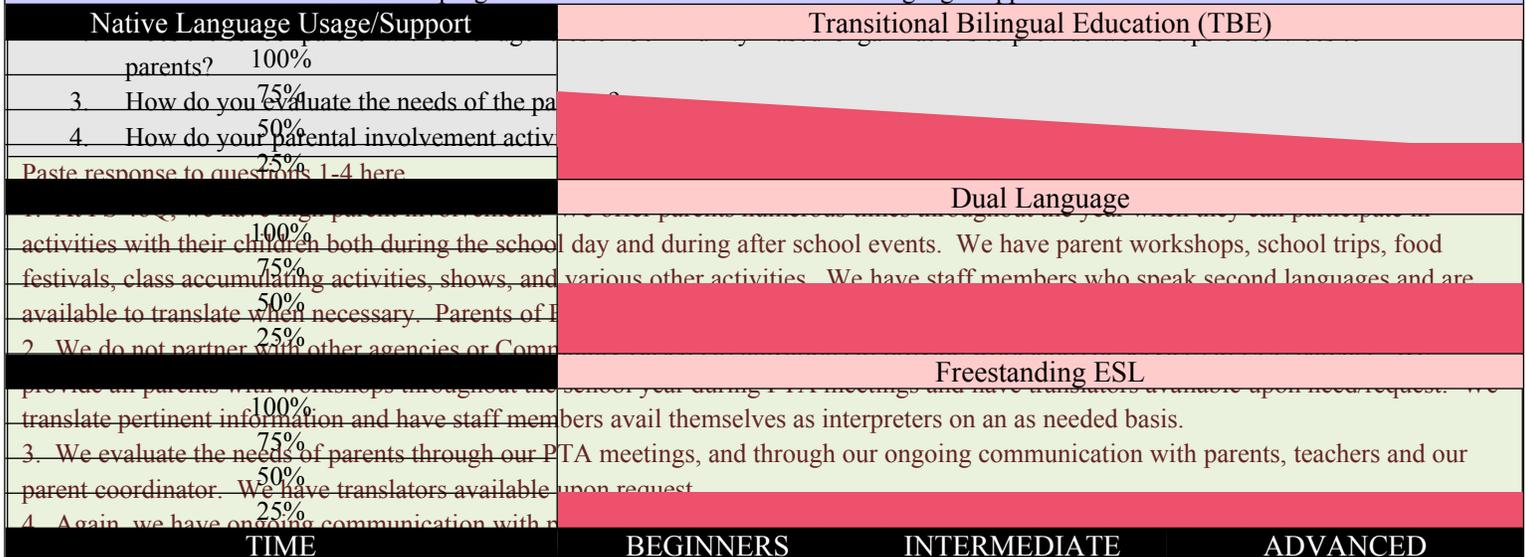
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teachers attend professional development through our Learning Support Organization. They turnkey the information to our classroom and cluster teachers, sharing pertinent information on working with ELLs in all content areas and ensuring continuity across the ESL program, and the classroom. They attend training in ESL methodologies as well as continuously being updated regarding NYSESLAT and LAB-R training and policies.
2. As our ELLs transition from elementary to middle school, they are given further assistance from our fifth grade support group who meets weekly with a guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise. At the end of each school year, our fifth graders visit their prospective middle schools in order to familiarize them with their new surroundings, ease their transition and lessen their anxiety.
3. ESL teachers conduct professional development activities for the school pedagogical staff during monthly congruence meetings. An ESL workshop is administered during the month of January for all staff to attend. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Lesson support and modeling is provided by ESL teachers on an as needed basis. Teachers keep record of their attendance and pertinent information received during the workshop. Administration keeps copies of all ELL training attendance sheets.

**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.

school programs and activities. workshops on parental guidance, test taking support in ELLs an main, bullying and cyber bullying are

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. At PS 46Q, we have high parent involvement. We offer parents numerous times throughout the year when they can participate in activities with their children both during the school day and during after school events. We have parent workshops, school trips, food festivals, class accumulating activities, shows, and various other activities. We have staff members who speak second languages and are available to translate when necessary. Parents of ELLs are active participants in all of the PS 46Q extra curricular parent activities.
2. We do not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. We provide all parents with workshops throughout the school year during PTA meetings and have translators available upon need/request. We translate pertinent information and have staff members avail themselves as interpreters on an as needed basis.
3. We evaluate the needs of parents through our PTA meetings, and through our ongoing communication with parents, teachers and our parent coordinator. We have translators available upon request.
4. Again, we have ongoing communication with parents during PTA meetings, parent/teacher meetings and with our parent coordinator. We encourage feedback from parents throughout the year and have bilingual staff members available for translation purposes. At PS 46Q, we greatly value our parental involvement and create many opportunities throughout the year for parents to attend both in school and after school programs and activities. Workshops on parental guidance, test taking support in ELA an math, bullying and cyber bullying are amongst some of the parental workshops addressed to all PS 46Q parents including our ESL parents.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English Language needs as well as their curriculum needs towards meeting the New York State and New York City Department of Education CCLS expectations for the 2011/2012 school year. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Foundations (K-2), Headsprout (1st grade), At Risk SETSS and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials. Rosetta Stone is implemented to provide English Language Learners with language based instruction that will support their grade curriculum needs.
9. We continually support our ELLs in their efforts to reach proficiency on the NYSESLAT. We differentiate our instruction in order to meet their individual needs both in our pull-out ESL program as well as in our classrooms. Our ESL teachers meet with the classroom teachers and together they continually discuss and plan instruction for our ELLs in order to ensure cohesion across the school day and in every content area. Transitional support for ELLs reaching proficiency includes, AIS, SETSS, Extended Day, Title III, and differentiated small group and individualized instruction.
10. Each year, we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all of our students including our ELLs. We are continuing to implement

## B. Programming and Scheduling Information--Continued

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10. Each year, we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all of our students including our ELLs. We are continuing to implement Rosetta Stone as an English Language support program that can be utilized both in school and at home.

11. None of our programs will be discontinued. We are pleased with our ELLs progress and will continue to differentiate our instruction and deepen our work towards academic rigor.

12. All ELLs are greatly encouraged to attend our Title III after school program. They are also invited to our district wide Title III summer school program. In addition, they have the opportunity to participate in our after school self sustaining program. There is equity amongst all of our student population. ELLs are given the same opportunities as the rest of the PS 46Q students.

13. Each classroom has a Smart Board that is used with all of our students including our ELLs. In addition, we have two mobile carts with laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including Rosetta Stone, Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.

14. Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use.

15. Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.

16. We have a district wide Title III summer school program for ELLs in grades 3-5 (2011). We also have a self sustaining summer camp program for grades K-5. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both PS 46Q as well as provide them with educational opportunities during the summer months.

## B. Programming and Scheduling Information--Continued

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14. Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use.
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17. At PS 46Q, we do not offer language electives to our ELLs or any other students. We offer them a free standing ESL program and

## 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.

Paste additional information here

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here N/A

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teachers attend professional development through our Learning Support Organization. They turnkey the information to our classroom and cluster teachers, sharing pertinent information on working with ELLs in all content areas and ensuring continuity across the ESL program, and the classroom. They attend training in ESL methodologies as well as continuously being updated regarding NYSESLAT and LAB-R training and policies.
2. As our ELLs transition from elementary to middle school, they are given further assistance from our fifth grade support group who meets weekly with a guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise. At the end of each school year, our fifth graders visit their prospective middle schools in order to familiarize them with their new surroundings, ease their transition and lessen their anxiety.
3. ESL teachers conduct professional development activities for the school pedagogical staff during monthly congruence meetings. An ESL workshop is administered during the month of January for all staff to attend. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Lesson support and modeling is provided by ESL teachers on an as needed basis. Teachers keep record of their attendance and pertinent information received during the workshop. Administration keeps copies of all ELL training attendance sheets.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. At PS 46Q, we have high parent involvement. We offer parents numerous times throughout the year when they can participate in activities with their children both during the school day and during after school events. We have parent workshops, school trips, food festivals, class accumulating activities, shows, and various other activities. We have staff members who speak second languages and are available to translate when necessary. Parents of ELLs are active participants in all of the PS 46Q extra curricular parent activities.

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2. We do not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. We provide all parents with workshops throughout the school year during PTA meetings and have translators available upon need/request. We translate pertinent information and have staff members avail themselves as interpreters on an as needed basis.

3. We evaluate the needs of parents through our PTA meetings, and through our ongoing communication with parents, teachers and our parent coordinator. We have translators available upon request.

4. Again, we have ongoing communication with parents during PTA meetings, parent/teacher meetings and with our parent coordinator. We encourage feedback from parents throughout the year and have bilingual staff members available for translation purposes. At PS 46Q, we greatly value our parental involvement and create many opportunities throughout the year for parents to attend both in school and after school programs and activities. Workshops on parental guidance, test taking support in ELA an math, bullying and cyber bullying are amongst some of the parental workshops addressed to all PS 46Q parents including our ESL parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	2	1	0	4								15
Intermediate(I)	0	6	1	2	0	2								11
Advanced (A)	8	2	5	2	6	1								24
Total	13	11	8	5	6	7	0	0	0	0	0	0	0	50

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	1	1	0	3							
	I		4	1	0	0	1							
	A		4	5	3	3	0							
	P		0	3	4	5	5							
READING/ WRITING	B		2	0	1	0	3							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>		5	3	2	0	2							
	<b>A</b>		2	4	1	6	0							
	<b>P</b>		0	3	4	2	4							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	4	1	0	5
5	0	1	0	0	1
6	0				0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	2	2

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	0		0		3		3		6
5	0		1		0		0		1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		2
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. We use the following assessment tools at PS 46Q: TCRWP (K-5) and Acuity (3-5). Newly arrived ELLs have difficulty reading English due to their lack of English proficiency as well as the difference between our written language and theirs. Most of our ELLs are from China which has a completely different alphabet/writing system than the English language. In math, our ELLs tend to do better but struggle with word problems for the same reason.

## 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.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: PS 46Q The Alley Ponds School</b>		<b>School DBN: 26Q046</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marsha Goldberg	Principal		10/13/11
Stamo Karalazarides	Assistant Principal		10/13/11
Donna Kodjapashis	Parent Coordinator		10/13/11
Leonard Galit	ESL Teacher		10/13/11
Ourania Gellos	Parent		10/13/11
Zipora Cysner/ESL	Teacher/Subject Area		10/13/11
Marilyn Seidenfeld/SETSS	Teacher/Subject Area		10/13/11
N/A	Coach		10/13/11
N/A	Coach		10/13/11
Nicole Myers	Guidance Counselor		10/13/11
Mary Jo Pisacano	Network Leader		10/13/11
Dawn Michaels	Other <u>Special Ed Gr. 1/2</u>		10/13/11
Caroline Galan	Other <u>AIS</u>		10/13/11
Sonia Chojar	Other <u>Special Ed Gr. 1</u> <u>ICT</u>		10/13/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 26Q046      **School Name:** The Alley Pond School

**Cluster:** 2      **Network:** 2.05

**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.

We review Language Information Surveys, Home Language Surveys, receive referrals from both teachers and the Parent Coordinator. Our Parent Coordinator also surveys parents before and after school and informs them about our written/oral translation services. ATS reports are generated and reviewed for accuracy. Our major languages are Korean, Mandarin, Cantonese and 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.

While we are unable to translate into every language spoken at our school, we can translate into our most frequently used languages. We will contact the DOE Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual staff members. We plan to have notices regarding parent workshops, PTA meetings and Parent-Teacher Conferences, open school invitations, special event/activity announcements, and important Central notices translated. Translated student report cards are sent home to identified parents in their native languages. On notices we cannot translate, we will stamp a line stating that this is an important document and it needs to be translated using a custom made stamp written in four languages (English, Spanish, Korean, and Chinese).

## Part B: Strategies and Activities

---

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

We will contact the Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual staff members. We plan to have school notices regarding parent workshops, PTA meetings and Parent-Teacher Conference notice translated. We also utilize the DOE translation unit to translate many of our written notices.

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.

We will contract with LIS (Legal Interpretation Service) to provide Korean/Spanish/Chinese (Mandarin and Cantonese) translators at Parent-Teacher Conferences and at various Parent Workshops; this will enable our parents to achieve a greater comfort level and a better understanding of the material being presented. We will also hire some of our bilingual staff members to work per session for other language needs on an as needed basis. We plan to provide oral translations during the regular school day using our bilingual staff members.

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>.

We will contact the Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual staff members. We plan to have school notices regarding parent workshops, PTA meetings and Parent-Teacher Conference notices translated. In addition, we have translated reportcards administered to the identified parents/guardians. We also utilize the DOE translation unit to translate many of our written notices. We plan to provide oral translations during the regular school day using our bilingual guidance counselors and our bilingual staff members. Signs are clearly posted in the main office/corridor for translation services. Whenever possible, provisions are made for parents to have immediate translation on the telephone or during school visits.



### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The PS 46Q Title III program is open to all English Language Learners in grades 2-5 in order to help them meet the New York State Standards and the new Common Core Learning Standards for English as a Second Language and English Language Arts. Identified students will be eligible to participate in an after school program that will be dependent upon factors such as the number of students opting to participate and the academic needs of the students. The program will be held two afternoons per week, for one hour each day, using English as the only language of instruction. The program will begin in October and run until the end of May. Students will be grouped according to proficiency and grade levels in order to maximize the effectiveness of the instruction. Students will be instructed by two licensed ESL teachers using scaffolding techniques such as modeling, bridging, contextualization, schema building, metacognitive development and text representation. The teachers will also use additional strategies in order to facilitate language acquisition such as predictable and consistent classroom routines, aided by diagrams, thinking maps, lists, and easy to read schedules. There will be an emphasis on vocabulary development by identifying and clarifying difficult words and passages within texts to facilitate comprehension. Students will also be given extra practice in reading words, sentences and stories in order to build fluency. The Rosetta Stone language learning program will be implemented in order to give our English Language Learners further tactile support through a computer based program. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their skills in speaking, listening, reading and writing. They include brainstorming, and think pair share. All lessons and skills will target both content and English Language objectives.

### 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: Teachers who are providing Title III instruction will participate in planning sessions that detail the specific objectives for each student and outline the activities for each teaching session. These planning sessions will take place on the following dates: 12/1, 1/5, 2/2, 3/1, 4/19. They will involve a thorough review and analysis of student work including writing samples, classroom

### Part C: Professional Development

assessments and an item analysis of student work including writing samples, classroom assessments and an item analysis of formal assessments (TCRWP, standardized tests, interim assessments, periodic assessments, NYStart, etc). Teachers will also evaluate and document student achievement and identify ongoing needs that can be addressed during the after-school program. Our classroom teachers will meet and plan with our ESL Title III teachers throughout the school year on an informal basis during their scheduled preparation times. More formally, our ESL teachers will provide professional development to classroom teachers and paraprofessionals during the week of January 16th. This meeting will take place during a faculty conference and will give our educators a thorough understanding of their ELLs needs in an effective and timely manner. During this time, ESL teachers will explain and model skills and strategies they use to support their students in mastering the English language as well as the NY State and Common Core Learning Standards. They will review ESL methodologies used during both the Title III program and our ESL program.

### 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: Title III parents/guardians will be invited to a culminating celebration on Monday, May 14, 2012 where their children will share traditions from from their native countries including but not limited to clothing, food, literature and music. Another parent engagement activity will take place the week before on Monday, May 7, 2012 as an activity that will lead into the culminating celebration on May 14. The Title III students will interview one family member where they will ask questions about their native country and why they came to the United States. They will present the information to their Title III class in oral and/written form. Parents/guardians will be notified in writing of the parent engagement activities. The letter to parents will be translated in the native lanugage(s) of the identified parents/guardians who require translation services. When necessary, bilingual staff members will contact parents/guardians via telephone in order to ensure understanding of the cultural event.

### Part E: Budget

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

Allocation Amount: \$11200

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>	\$6,107.32	2 ESL Licensed Teachers will work 2 hours per week each from October 2011 to May 2012. The total amount of hours per session is 122 hours at the amount of \$50.06 per hour.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	Rosetta Stone \$3,815	The Rosetta Stone online language learning program will be purchased in order to support our ELLs English Language acquisition through the use of a hands on, computer based program.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$1, 277.68	Instructional supplies including paper, pencils, pens, and ink will be purchased by a NYC Department of Education approved vendor in order to support our Title III program.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		