Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : THE JUDGE CHARLES J. VALLONE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q085

PRINCIPAL: ANN GORDON CHANG EMAIL: AGORDON@SCHOOLS.NYC.GOV

SUPERINTENDENT: **Dr. Philip A. Composto**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ann Gordon Chang	*Principal or Designee	
Mary Najeddine	*UFT Chapter Leader or Designee	
Maryam Rahmani	*PA/PTA President or Designated Co-President	
Margareta Kalis	DC 37 Representative, if applicable	
n/a	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
n/a	CBO Representative, if applicable	
Mary Downing	Member/PA	
Irene Moutselos	Member/UFT	
Irene Zervoudis	Member/UFT	
Karen Pang	Member/UFT	
Christine O'Keffe	Member/Parent	
Jennifer Collado	Member/Parent	
Teresa Palafox	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.

The students in grades 3 will progress toward achieving ELA skills as evidenced by 2% increase in literacy performance by June 2012 as measured by Pearson Success Maker**.**

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.
  - In review of our data from New York Start and the 2010 Progress Report, PS 85 is making annual yearly progress (AYP) towards meeting NCLB requirements. The school is in good standing and serves the needs of all constituencies. In addition, PS 85Q continues to make AYP in ELA and for all sub-groups.
- According to diagnostic and State assessments we need to increase the number of students making progress in ELA. The diagnostic assessments from Scantron served as a means of mediating learning and making assessment continuous.
- Based on results of the 2011 English Language Arts Assessment, 63% of all students tested in grades 3, 4 and 5 tested at level 3 or 4.
- The data indicates that the school needs to focus on more non-fiction reading and writing within the classroom.
  - ACUITY analysis indicated that students across the board show a weakness in selecting the best detail or information from their reading and character analysis to support their answers.
  - There is a great need to provide differentiated support to all students especially those who score in level 3 and 4, as a result the school has implemented a schoolwide enrichment program through Renzulli learning, a technological based program which focuses on individual student affinities. The school has also implemented support with the following programs- Success Maker (grade 3), Study Island (grades 2 and 4) and Time to Know(grade 5).
- Collaboration and communication between staff and administrators support teachers as they work toward whole school goals. Through comprehensive and flexible collaborative planning, timely changes to curriculum and instruction accelerate progress.
- Teachers are committed to providing instruction that is compelling and actively involves students in their own learning. Therefore teachers regularly collect and analyze data for this purpose.

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.
- A Balanced Literacy framework in Reading and Writing is used in P.S. 85.
- The 90 minute Literacy Block incorporates Read Aloud, Shared Reading, Guided Reading, Independent Reading, conferences, and small group strategy lessons as appropriate to grade expectations and student needs.
- Instruction is supported by leveled fiction and nonfiction libraries, guided reading sets, short selections, big books, charts, and manipulative materials, content area software and audio tape/book sets. Grouping is flexible and based on students' needs.
- Conferences and ongoing assessment inform instruction, which is differentiated to suit abilities and learning styles. Systematic, explicit phonics and regular word work are in place to support literacy school-wide.
- Interactive Word Walls support the development of sight vocabulary and writing.
- Smart Board technology is integral to workshop instruction in the majority of our classrooms, providing opportunities to clarify teaching points, support modeling, and foster interactive engagement of all students.
- Academic rigor for all students fostering higher order thinking skills for special education, general education, and gifted and talented students.
- Flexible grouping and differentiation to meet individual needs.
- Accelerate and enrich learning for Gifted and Talented and advanced through curriculum compacting.
- Pearson Success Maker will provide individualized supplemental support by giving Grade 3 students in literacy through computer activities on their personal laptops.
- Integrating writing across the curriculum continues with additional training and mentoring across the grades.
- Utilize the Instructional Cabinet and Facilitators in Staff Development to help accelerate student literacy.
- Expand the role of literature in the teaching of social studies and science.
- Inter-grade and intra-grade articulation between teachers monthly to share best practices.
- Provide for increased use of social studies and science literature.
- Technology in the classroom to differentiate instruction through Renzulli Learning System.
- Continue study seminars with Staff Developers and consultants weekly.
- Offer training at faculty conferences and grade conferences which are conducted by principal, assistant principals and Facilitators monthly.
- Arrange for inter-visitations of target staff to observe Facilitators within the school and at other schools. Use needs assessment questionnaire completed by staff regarding types of staff development to be offered on professional development days, grade and

faculty conferences and after-school workshops.

- Assistant Principal and Principal will provide workshops and training sessions for ESL self-contained, pull-out teachers, and classroom teachers.
- Provide workshops during common preps and after-school in literacy.
- Provide intensive instruction in reading to former ELL students who will be taking the standardized reading test for the first time.
- Continue to provide test sophistication strategies for Grades 2 – 5 daily.
- Provide interclass visitations to observe other teachers using literacy program, i.e. small group instruction, Book Clubs, independent reading, read alouds.
- Implement an intervention program for students at risk.
- Provide small group instruction to ELL students through self-contained, as well as push-in ESL programs as needed.
- Provide an enrichment program for level 3 and 4 students in order to ensure progress.
    - Will implement an enrichment program for all students through educational games, literacy centers, and cooperative activities.
    - Reading Tracker will be used to monitor students' progress monthly. Reports will be shared with parents monthly.
- Provide small group instruction to ELLs through self-contained, as well as pull-out/push-in ESL programs.
- Share best practices with the entire staff.
- Fundations and Wilson will be used to enhance the students' phonemic awareness and decoding skills.
- We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills.
- Modified Instructional Strategies (scaffolding).
- Implementation of computer based programs like Renzulli, Pearson Success Maker, and Study Island in order to differentiate instruction and assess student progress.
- Exposure to rigorous academic curriculum.
- Integrate Content and Language Goals for each lesson as needed.
- Provide support for vocabulary and syntax so students can reach next level through Peoples Vocabulary Program
- Incorporate language teaching in between mini-lessons.
- Implement On our Way to English which has a focus on oral language and grammar.
- Substitute mini-lessons with language mini-lessons as needed to stress vocabulary and syntax for ELLs.
- Vocabulary and language instruction prior to content area instruction.
- Pull-out/Push-in teachers will provide guided reading instruction, read alouds, shared reading and vocabulary instruction in small groups.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. PS 85 Q agrees to implement the following statutory requirements:

o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the

Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

o The school will incorporate this parental involvement policy into its school improvement plan.

- Our school has created a monthly Principal newsletter informing parents of all upcoming events, changes in educational policies, academic goals and achievements. This is also posted on the school website at PS85Q.org.
- Conduct parent workshops regularly with topics that may include: 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.
- 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.
- 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 and gifted and talented students.
- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers hired in PS 85 Q for the 2011-12 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corps Members, Peace Corps, Fellows, and Columbia Urban Educators and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in PS 85 Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests, or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

- PS 85 Q and the CFN provide extensive professional development that is ongoing and sustained in class support for all new

teachers, and extraordinary support for all school staff, at the school building and district level.

- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
  - PS 85 Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselor, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators, parent workshops and specialized training for the school.
  - Professional development for staff will be coordinated in PS 85 Q by a Professional Development Team, which includes the CFN Instructional Specialists, Principal, and Assistant Principal.
  - The Instructional Leadership Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. The team will work with staff to strengthen their knowledge base in literacy and other content areas.
  - The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction professionals.
  - Offer training at faculty conferences and grade conferences conducted by the Principal, Assistant Principal and Facilitators monthly.
  - Arrange for inter-visitations of target staff to observe Facilitators within the school and at other schools. Use needs assessment questionnaire completed by staff regarding types of staff development to be offered on professional development days, grade and faculty conferences and after-school workshops.
  - Assistant Principal and Principal will provide workshops and training sessions for ESL self-contained, pull-out teachers, and classroom teachers.

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.

- Provide intensive instruction (AIS Services) through the use of the SETTS teacher to the lowest performing students daily.
- Provide additional instructional time in literacy through after-school programs and extended day.
- Classroom teachers and support staff will monitor growth using formal and informal data including running records, diagnostic assessments, predictive assessments and program benchmark assessments in November, March, and June.
- An after school program will be provided for at risk students in grades 3-5.
- Common Core class will also be provided for parents in order to assist them in supporting their children with their education aligned with the Common Core Learning Standards.

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. Classroom Teachers

- Principal
- Assistant Principal
- ESL Teachers
- Tax Levy Fair Student Funding
- Title 1 SWP
- EGCSR State Program
- Title III LEP
- Children First Inquiry Team
- Children First Funding
- EGCSR Fed Program Title IIA
- TL FSF Legacy Teacher Supplement
- TL IEP Para
- IZONE Grant

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2
By June 2012, 3% of students in grades 3-4 will improve their performance in statistics and probability as reflected on the short and extended response questions on the Scantron assessment.

Comprehensive needs assessment

- Data drives instruction that meets the needs of General Education Students, Special Education Students, English Language Learners and Gifted and Talented students. PS 85Q continues to make AYP in Math for all sub groups.
- The 2010-2011 NY Start Report shows that 72.0% of students tested in grades 3, 4 and 5 combined tested at level 3 or 4.
- In addition in math, the greatest challenge is statistics and probability.

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.
- Our school supports problem solving, writing in math and math literature to foster critical thinking, communication and making connections in everyday life.
- Assessment supports the learning of important mathematics and furnishes useful information to both teachers and students. Assessment includes ongoing observation, product and periodic assessment.
- Student interaction encourages articulation and clarification of ideas.
- Teachers use such tools as “slates,” projects, portfolios, class and individual checklists, math inventories, math logs, etc. to assess students. Feedback from these assessments help students establish goals and become independent learners.
- The use of rubrics and their implementation has been incorporated into the daily EDM instruction at P.S.85Q.
- Professional development is offered to the staff in developing their expertise in these areas.
- Modeling and collaborative planning is being utilized to enhance classroom instruction.
- Everyday Math Routines, Everyday Math Games, Math Literacy, Projects, Problem Solving and use of technology are important components of daily instruction.

- Classroom teachers are providing students with the opportunity to build new mathematical knowledge through problem solving.
- Math "writing" is being imbedded on a daily basis. Writing in math offers the students an opportunity to engage in creative, cognitive, affective, and conceptual writing. Interactive word walls are being used in each classroom to support such writing, and encourage "accountable talk," a technique used by our teachers to support Essential Elements of Instruction, a brain research regional initiative that enhances learning and retention.
- Math literature has been purchased and is being utilized in Grades K-5. Not only are these books vehicles for motivating children to think and reason mathematically, they connect math to literacy, and demonstrate the importance of math language in our world.
- The implementation of games is utilized for mathematical skill building.
- Continue Everyday Math program including exploration with manipulatives, practice and games to meet the needs of all students.
- Scaffolded instruction to support mastery in computation, concepts and problem solving.
- Intensive language acquisition to develop Academic English in a Math setting.
- Small group and individual Math support for targeted students during Math instruction implementing QTEL scaffolding strategies..
- Academic rigor for all students fostering higher order thinking for ELLs, Special Education and Gifted and Talented students.
- Refine our Math/Literacy connection through math related literature and Math journals.
- Flexible grouping and differentiation to meet individual needs.
- Academic Intervention Services (AIS) for at risk students in both target groups.
- Accelerate and enrich learning for Gifted and Talented and advanced math students through curriculum compacting.
- Pearson Success Maker will provide individualized supplemental support by giving Grade 3 students math computer activities on their personal laptops.
- Renzulli Learning online activities give individualized enrichment for all grades.
- Study Island on-line program will provide differentiated support in math aligned with the students individual strength and weaknesses.
- Staff members form partnerships with community members and organizations, such as New York Cares, to provide additional enrichment in Math. (Bank-It targets 3rd-5th grade while the Math Olympiad Team targets 4th and 5th grade.)

Strategies to increase parental involvement
Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Conduct parent workshops regularly with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations; Common Core alignment with EDM, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- 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.
- 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 and gifted and talented students.

- 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.

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.

- All teachers hired in PS 85 Q for the 2011-12 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corps Members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.
- Teachers in PS 85 Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.
- PS 85 Q and the CFN provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's Student Academic Standards.
- PS 85 Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselor, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.
- Professional development for staff will be coordinated in PS 85 Q by a Professional Development Team, which includes the CFN Instructional Specialists, Principal, and Assistant Principal.
- The Instructional Leadership Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. The team will work with staff to strengthen their knowledge base in literacy and other content areas.
- The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction by professionals.
- Offer training at faculty conferences, grade conferences, and conducted by Principal, Assistant Principal, and Facilitators monthly.
- Arrange for inter-visitations of target staff to observe Facilitators within the school and at other schools. Use needs assessment questionnaire completed by staff regarding types of staff development to be offered on professional development days, grade and faculty conferences and after-school workshops.

- Assistant Principal and Principal will provide workshops and training sessions for ESL self-contained, pull-out teachers, and classroom teachers.

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.

- Provide AIS Services to lowest performing students in all grades daily.
- Provide additional instructional time in problem solving, statistics through an after-school program.
- Provide additional small group instruction through cooperative groups.
- Provide lunch and learn for grades 3, 4 and 5 to the bottom third students in math and literacy.

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.

- Classroom Teachers
- Principal
- Assistant Principal
- ESL Teachers
- SUPPORT
- Tax Levy Fair Student Funding
- Title 1 SWP
- EGCSR State Program
- Title III LEP
- Title IIB Grant
- Children First Inquiry Team
- Children First Funding
- EGCSR Fed Program Title IIA
- TL FSF Legacy Teacher Supplement
- TL IEP Para
- Contract for Excellence
- IZONE Grant

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, 3% of Special Education students will improve on the Scantron Math Assessments**.**

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.

PS 85Q met AYP with safe harbor for Special Education students in grades 3, 4, 5 in Math and ELA.. The school data from NY START indicates the following: 23% of Special Education students in grades 3 scored at level 3 or 4 in math and 40% tested at level 3 or 4 in grade 4 for the 2011 on the NY State math assessments.

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.
- Staff development in the use of differentiated instruction, i.e., reading, math, and writing with at-risk children in the general education classroom.
- Lunch and Learn ELL's and Special Education Staff development in areas such as behavior modification, language processing identifying students at risk and learning disability.
- Articulation between classroom teachers, SETSS teacher, and related services providers on implementing students' IEPs.
- Implement the use of Fundations and Wilson Method Learning System.
- Implement the use of manipulatives to support the instructional programs.
- Implement the use of criterion referenced material to assess student performance.
- Group students and provide instruction according to their IEP goals and objectives.
- Guidance staff will provide professional development to staff in helping to identify youngsters with special needs and prevention and

intervention services.

- Pupil Personnel Committee will monitor students receiving support services and will monitor referrals to special education.
- Continue to implement school guidance program including individual and group counseling.
- At-Risk and prevention counseling and parental and community outreach.
- Continue consultations to staff and counseling to children by IEP team.
- Counseling by Guidance Counselor of ERSSA students.
- Expand the use of the Wilson Language Program for early intervention.
- Referrals to outside agencies as appropriate to support emotional or physical needs.
- At-risk SETSS, Speech, Counseling and IEP screenings.
- Referrals to vision therapy as needed.
- 504 Plans to address physical and/or emotional needs
- Referrals made to outside agencies as needed to children and families in need.
- Professional development for teachers on pre-referral process.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Provide within the school community a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
- Provide assistance to 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.)
- Provide the school community with a monthly newsletter on best practices to support all students as learners.
- Facilitate parent engagement activities which support our families.

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 staffs become highly qualified, in order to achieve this goal.

All teachers hired in PS 85 Q for the 2011-12 school year will be "highly qualified" as defined in NCLB .Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corps Members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in PS 85 Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.PS 85 Q and the CFN provide extensive professional development and ongoing and sustained in class

support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's Student Academic Standards.
- PS 85 Q will provide extensive and ongoing professional development opportunities for all staff, including Administrators, Teachers, Para-professionals, Guidance Counselors, Related Service Providers, and the School Based Support Team. Professional development will include:
    - differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses,
    - grade level needs,
    - content-area focus,
    - learning styles,
    - support and training for administrators,
    - parent workshops,
    - specialized training for School Leadership Team members,
    - support for parent coordinator.
- Professional development for staff will be coordinated in PS 85 Q by a Professional Development Team, which includes the Superintendent, CFN Instructional Specialists, Principal, and Assistant Principal.
- The Instructional Leadership Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content.

The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction.
Teachers will show greater awareness of strategies to use in the classroom for students with special needs as seen in their planning through regular observations.

- Utilization of the PRIM and Mentoring Minds Intervention Strategies Guide to support teachers in differentiating instruction in accordance with the student IEP and at risk students

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 Parent Coordinator, Guidance Counselor, Social Worker and School Psychologist will educate parents on utilizing various agencies and resources that will help them in supporting the needs of their children.

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 I Principal

- Assistant Principal
- ESL Teachers
- SUPPORT
- Tax Levy Fair Student Funding
- Title 1 SWP
- EGCSR State Program
- Title III LEP
- Title IIB Grant
- Children First Inquiry Team
- Children First Funding
- EGCSR Fed Program Title IIA
- TL FSF Legacy Teacher Supplement
- TL IEP Para
- Contract for Excellence
- IZONE Grant

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school. Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

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

	ELA	**Mathematics**	**Science**	**Social Studies**	**At-risk Services: Guidance Counselor**	**At-risk Services: School Psychologist**	**At-risk Services: Social Worker**	**At-risk Health-related Services**
	# of Students Receiving AIS	**# of Students Receiving AIS**	**# of Students Receiving AIS**	**# of Students Receiving AIS**	**# of Students Receiving AIS**	**# of Students Receiving AIS**	**# of Students Receiving AIS**	**# of Students Receiving AIS**
K	6	8	**N/A**	**N/A**	1	1	1	1
1	6	8	**N/A**	**N/A**	1	1	1	1
2	16	18	**N/A**	**N/A**	1	1	1	1
3	17	15	**N/A**	**N/A**	1	1	1	1
4	16	17	**14**	**12**	1	1	1	1
5	16	17	**12**	**14**	1	1	1	1
6								
7								
8								
9								

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
ELA	• AIS is multi-pronged in PS 85Q. The AIS team determines the alignment of AIS services specific to individual student needs. • The classroom teachers engage in Tier 1 support which includes differentiating lessons, small group work, one-to-one student technology based intervention. • Tier II intervention is more intense academic intervention which includes support in Literacy from the IEP teacher, additional instruction during extended day and After School Academy. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in an IEP for the placement in a more appropriate learning environment to support student academic needs. • Mentoring Minds Common Core Standards and strategies
Mathematics	• The classroom teachers engage in Tier 1 support which includes EDM, differentiating lessons, small group work, one-to-one student technology based intervention. • Tier II intervention is more intense academic intervention which includes support in Math from the IEP teacher, additional instruction during extended day and After School Academy. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in an IEP for the placement in a more appropriate learning environment to support student academic needs. • Programs include Every Day Counts-Calendar Math (K-3), Planning Guides and Alignment Calendar. • Mentoring Minds Common Core Standards and strategies • AIS implementation is ongoing through the following: ○ Math Journals (Math Message),

	○ Extra Practice/Enrichment/Minute Math, ○ Math Games, ○ Test Sophistication, ○ Assessment Rubrics, ○ Problem Solving, ○ "Writing-in-Mathematics". • Teachers in grades 3-5 utilize instructional materials which include Everyday Mathematics, Workshop Model (as supported by Teacher's Guide), focused lessons, Ongoing Learning and Practice Math Journal, Study Island, Time to Know and Success Maker.
Science	• The AIS team determines the specific alignment of AIS services specific to needs. • The classroom teachers engage in Tier 1 support which includes the utilization differentiating lessons, small group work and one-to-one student technology based intervention. • Tier II intervention is more intense academic intervention which includes support in Science from the IEP teacher, additional instruction during extended day and After School Academy. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in an IEP for the placement in a more appropriate learning environment to support student academic needs. • FOSS hands-on materials and non-fiction science libraries are integral in supporting those students who are at risk of not meeting New York State Science Performance Standards. Measuring Up supplemental student resource is also integrated in Science AIS support. • Mentoring Minds Common Core Standards and strategies
Social Studies	• The AIS team determines the specific alignment of AIS services specific to needs. • The classroom teachers engage in Tier 1 support which includes the utilization of differentiating lessons, small group work, one to one student technology based intervention. • Tier II intervention is more intense academic intervention which includes support in Non-Fiction Literacy from the IEP teacher, additional instruction during extended day and After School Academy. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in an IEP for the placement in a more

	appropriate learning environment to support student academic needs. • NYSTROM hands-on Social Studies curriculum engages students in learning through various learning styles. • Mentoring Minds Common Core Standards and strategies
At-risk Services provided by the Guidance Counselor	• The guidance counselor provides AIS support to students to support wellness. • Mentoring Minds Intervention Strategies guide is used to guide in the support of students having educational challenges.
At-risk Services provided by the School Psychologist	• The psychologist provides support to students who need additional assistance with their academics. • Mentoring Minds Intervention Strategies guide is used to guide in the support of students having academic and behavior challenges • The School Psychologist will provide clinical counseling for students who have emotional challenges or difficulty transitioning.
At-risk Services provided by the Social Worker	• The Social Worker provides support to students aligned with their academic needs. • He will provide clinical counseling services for students' emotional challenges or difficulty transitioning within the school.
At-risk Health-related Services	• The Nurse provides health related services to students which support their needs. This includes administering of medication, monitoring diabetic monitoring students with allergies and ensuring that students utilize materials appropriately.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;

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.

APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Statement of Parent Policy

PS 85 Q

PS 85 Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

PS 85 Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
        - that parents play an integral role in assisting their child's learning;
        - that parents are encouraged to be actively involved in their child's education at school;
        - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory

committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 85 Q will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the Elementary and Secondary Education Act (ESEA)

2. PS 85 Q will engage in actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
    - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
    - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and,

including alternative formats upon request, and to the extent practicable, in a language parents understand.

- PS 85 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:**,** through the following activities:
    - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
    - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
    - the State's academic content standards
    - the State's student academic achievement standards
    - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings when possible.
    - Through the efforts of the Parent Coordinator, the PA President with support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend celebrations marking their child's success at the school.
- Student, citizen and reader of the month Awards Night will be held monthly in conjunction with PA meetings.

- School publications (i.e. pamphlets, newsletters, and letters to parents, website) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents and posted on the school website.
- English as a Second Language (ESL), Math, Learning Leaders, ARIS, How To Use the School Website and Computer workshops will be held for parents as needed.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on the state standards, assessment program, the school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and citywide and or school initiatives.

Professional Development:
Professional development for parents will be provided by our parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, technology and health and medical issues for families.

Professional Development may be provided by professionals at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regular ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Citywide regular professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I SWP Part A programs, as evidenced by The PA President. This policy was adopted 6/23/11 and will be in effect for the period

of 10/11-10/12. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/11.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the school's parent coordinator and administration.

Title I School-Parent Compact 2011-2012

The school and parents working cooperatively to provide for the successful education of their children agree:

PS 85 Q will:	The Parent/Guardian will:
PS 85 Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-12. • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards. • Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: November 2011	Describe the ways in which parents will support their children's learning, such as: • Promoting positive use of my child's extracurricular time • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's school • Participating as appropriate, in decisions relating to my children's education. • Promoting positive use of my child's extracurricular time. • Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate • Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School

and March 2012.
 	
• Provide parents with frequent reports on their children's progress.
 	
• Provide parents reasonable access to staff.
 	
• Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 	
• Parents may volunteer in our school through Learning Leaders, they can also be part of our Parent's Association and School Leadership Team Parents may observe classroom activities during open school week, publishing celebrations and other classroom celebrations as well as during school performances and events.
 	
• Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
• Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 	
•Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
	Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
	
	Student Responsibilities
	• We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
	  ○ Do my homework every day and ask for help when I need to.
	  ○ Read at least 30 minutes every day outside of school time
	  ○ Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

• Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. • Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. • On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. • Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. • Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. The PS 85Q Parent Compact will be distributed to the school community by November 2011.	

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 CharlesAmundsen Nancy DiMaggio	District 30	Borough Queens	School Number 085
School Name The Judge Charles J. Vallone School			

B. Language Allocation Policy Team Composition ⓘ

Principal Ann Gordon-Chang	Assistant Principal Maria Samolis
Coach type here	Coach type here
ESL Teacher Ms. E. Taborda	Guidance Counselor Sonia Rosselli
Teacher/Subject Area Linda Bendix /Gen Ed	Parent Janet Gordillo
Teacher/Subject Area Karen Pang/ESL	Parent Coordinator Maria Laura Arcos
Related Service Provider type here	Other type here
Network Leader Nancy DiMaggio	Other type here

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	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	568	Total Number of ELLs	59	ELLs as share of total student population (%)	10.39%

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.

Teacher Qualification

All services are provided by four licensed ESL teachers. Students are grouped with a licensed ESL teacher in grades 1-2. There are 4 classes with teachers who are not ESL cetified, Therefore, one ESL teacher is servicing entitled children using Push-in model in grades K,3,4&5. There is also a licensed Special Education teacher with ELL cetification serving the students in the self contained 12 - 1-1 class she instructs. All students are provided with differentiated instruction to meet and exceed City and State Learning and Performance standards. Instructional strategies include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher model best practices using Total Physical Response (TPR) during Literacy, Math and the content areas. In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLs and students with special needs.

Demographics

P.S. 85 Q, a Theatre Arts and Technology Magnet school, is a Schoolwide Programs School located in District 30, in Northwestern Queens. The dominant languages are English, Spanish, Bengali, and Arabic. The 2009-2010 School Report Card indicates that 35% of the students are Hispanic, 25% are Asian. 36% are white, and 3% is African American. The report card also indicates that 17 % of the population is ELLs, having arrived in the United States in the past three years. Our school implements comprehensive freestanding ESL program in accordance with CR Part 154 and Title III guidelines for approximately 59 ELLs. All ESL teachers are certified. Students are grouped in general classes in grades1-2 with certified ESL teachers providing students with ELL services. There is one ESL teacher servicing entitled children using Push-in/Pull out model in grades K, 3, 4& 5. All students are provided with differentiated instruction to meet and exceed City and State Learning and Performance standards. In addition, staff members and parents participate in high quality professional development to enhance their teaching and learning, so as to improve children's knowledge, performance and achievement in school. There are no TBE/Dual Languages classes and self contained ELL classes.

ELL IDENTIFICATION PROCESS

For brand new admissions, the Registration packet is handed to the parents which includes the Home Language Identification Survey(HLIS). An assigned Pedagogue meets with the parents to assist with the completion of the HLIS and to conduct an informal interview with them in order to determine a student's dominant language. As a result of the interview, along with the assessment of the HLIS, the trained ESL Committee determines the OTELE Code (Other Than English Language Exposure). Informal oral interviews are conducted by ELL Pedagogues that are fluent in Spanish, Mandarin and Greek.

Upon evaluation of the HLIS the pedagogue determines the eligibility for the Language Assessment Battery (LAB-R). Entitled students are administered the LAB-R and are placed in the appropriate program within ten days. Upon completion of the LAB- R entitled Spanish speaking students are also administered the Spanish LAB . Parents are invited to attend an Orientation session where they are shown the video regarding the various programs that are available to English Language Learners (ELLs). The Orientation is conducted by a certified ELL teacher and the Parent Coordinator. At this time, parents make an informed choice as to which program they would like their child to attend. The school reviews the forms and places students in the selected program depending on the

number of students that warrant such a program. TBE and Dual Language requires a minimum of 15 students speaking the same language on two (2) contiguous grade levels in that program. Should there not be enough students to form a TBE/DL class; then, parents are informed of the availability of such programs in another school within the District. Parents have the option to reject their child transferring to another school and chose to participate in the ELL programs available at this school. Presently, the parents have selected the ELL program provided at this school. Records are reviewed for a possible Bilingual program if warranted.

PS 85Q keeps track of the records for those students that parents prefererence is not available, so, that these classes can be formed should the numbers meet the warranted criteria for formation of such programs. All identified ELLs receive the mandated Units of ESL/ELA according to the results of the LAB-R. In the spring, ELLs will be given the NYSESLAT exam to determine language proficency in English and continued entitlement for ESL services.

School Staff and Administration are available to translate for those parents that speak a language other than English. In the event that there is no staff member available that speaks the parents native language, the Translation Unit is called and a person is made available to translate for the parent via teleconference. Parent Orientation sessions are available in the morning,afternoon, after school and also,scheduled on the dates of the Parent Teacher Conferences. Records of outreach to parents are meticulously kept through phone logs and/or new admission logs. In addition, teachers will be notified of any incomplete surveys so that should the need arise, they can refer the parents to the ESL teacher to participate in the Parent Orientation. Should parents not be available to receive and complete their entitlement letters, calls will be made to parents by an ESL Pedagogue. Should no other recourse be available, in the event that parents are unable to visit the school to complete the forms in person, the surveys will be completed during a phone conference.
Also, continuaton entitlement letters are given to parents as well as students NYSESLAT score letters provided by New York State. A copy of letters distributed are mantained in the school.
Students entitled to ESL services receive all instruction in English using ESL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test (NYSESLAT). Parents receive entitlement letters explaining the continuation of services that will be provided for their children.

LAB-R/NYSESLAT
To ensure that LAB-R eligible students are tested within ten days to determine ELL status, an automated reminder of LAB-R eligible students is printed each Monday on the school's ATS printer. Also, to ensure that all NYSESLAT eligible students are tested in the spring
the following ATS reports are reviewed RLER, RLAT and the RNM.

The administration of the NYSELAT is given annually inorder to measure the language profiency of the students. The students are admininstered the 4 components of the NYSELAT beginning with the Speaking component in April and then the Listening , Reading and Writing in May. During the administration of the NYSESLAT all testing accommendations are provided to entitled students. A testing log is kept for students who are absent during the NYSESLAT administration. The log includes date the student is absent and the component not completed. The student is then given the component of the NYSESLAT on an alternate date.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K❄ 1❄ 2❄ 3❄ 4❄ 5❄** **6⭘ 7⭘ 8⭘ 9⭘ 10⭘ 11⭘ 12⭘**

This school offers (check all that apply):

Transitional bilingual education program	Yes ❍	No ❄	If yes, indicate language(s):
Dual language program	Yes ❍	No ❄	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								**0**
Dual Language (50%:50%)	0	0	0	0	0	0								**0**
Freestanding ESL														
Self-Contained	0	8	7	2	0	0								**17**
Push-In	9	0	0	7	13	13								**42**
Total	**9**	**8**	**7**	**9**	**13**	**13**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**59**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	**Newcomers (ELLs receiving service 0-3 years)**	53	**Special Education**	9
SIFE	0	**ELLs receiving service 4-6 years**	6	**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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	49	0	6	6		3				55
Total	**49**	**0**	**6**	**6**	**0**	**3**	**0**	**0**	**0**	55
Number of ELLs in a TBE program who are in alternate placement: 0										

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**

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**
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number):
African-American: ___ Asian: ___ Hispanic/Latino:
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	5	4	6	6	6	4								**31**
Chinese														**0**
Russian														**0**
Bengali	2	1		2	2	1								**8**
Urdu		1				1								**2**
Arabic		2			2	2								**6**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi	1				1									**2**
Polish														**0**
Albanian						1								**1**
Other	1		1	1	2	4								**9**
TOTAL	**9**	**8**	**7**	**9**	**13**	**13**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**59**

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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All ESL students, including ESL students with special needs, receive all instruction in English using ESL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test.
In order to maximize English acquisition for ELLs, the ESL teachers, classroom teachers and support service teachers devote time to planning for instruction together, in order to co-teach, especially, in the content areas.

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

All students are provided with a high quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of the lesson.
The school has ESL/Transitional ELL classes that provide instruction through a licensed ESL teacher in grades 1-2 for the entire day. Push-in/pull-out programs in grades K,3, 4 and 5 provide ESL services to ELLs who are not in a self-contained ESL class. All classes are heterogeneously grouped. Students in grades K-5 use Everyday Mathematics as their Math program. All students follow the Comprehensive Approach to Balanced Literacy.

ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a "hands-on" subject in which many manipulatives are utilized by the classroom teachers and cluster teacher. In both subject areas Word Walls are posted. Also, classrooms have Non-fiction libraries in Science and Social Studies. The NYSTROM program is used for Social Studies and Foss for Science. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction and our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. Instructional strategies include cooperative learning, team teaching between the assigned classroom teacher and the push-in/pull-out ESL teacher using Total Physical Response (TPR) and modeling. All services are provided by licensed ESL teachers. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies.
Students that are newcomers are assigned learning buddies and provided with individual support by the teacher. Students in grades 2-5 work with the following tech programs that provided students the support needed to progress in their academic. The programs are Study Island, Success maker, Time to Know and Star Fall. Dictionaries in different languages from the school library are also provided to students. The students are also instructed with the Award Reading program. Students receiving services for 4-6 years are also given support through small group instruction, individual support, technological programs and Dictionaries in their L1. Students also continue to receive the mandated ELL services according to their NYSESLAT Scores. Presently, there are zero Long term ELLs.
The classroom environment for all ELLs in K-5, including students with special needs, is print rich and reflects evidence of rigorous instruction which is presented through evidence of growth in student's work folders, portfolios and celebrated throughout the classroom. The classroom environment reflects the following:

- Flow of the day to include language of instruction: duration of lesson.
- A technology center – with software in English

A. Programming and Scheduling Information

- Access to Instructional websites
- Award Reading – grades K-2 (and newly enrolled LEP students)
- Renzulli Learning
- A listening Center equipped with cassette players, earphones, audio cassettes, CD's, books in bags, tapes, read along English books with cassettes/CDs.
- Leveled classroom libraries
- Interactive word walls in English
- Fundations and Wilson.
- IZone Programs (Grade 3- Success Maker, Grade 5 - Time to Know)

Study Island (Grades 2&4)

All Classrooms are equipped with Laptops. Students work with the following programs in their classrooms:

Award Reading
Study Island
Success Maker
Time to Know

Currently, there are no SIFE students at PS85. However, LEP students who first entered an English language school system after two grades with interrupted, little or no formal schooling in their first language will receive the following supports:

- Wilson Program
- Computer interactive programs
- Small group instruction by Bilingual/ESL teacher
- Renzulli Learning
- Cooperative learning activities

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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

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

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

B. Programming and Scheduling Information--Continued

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

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?

An afterschool program is offered to all of our ELLs and transitional ELLs. Teachers provide instruction in literacy and math.

The afterschool school program at P.S. 85 funded by Title lll funds will assist ELLs and Transtional ELLs in meeting the NYS standards. It has been designed to service students from grades 3-5. Qualified teachers will teach the classes on Tuesday and Wednesday during the months of January, February, March and April from 3:15 to 5:00 P.M. Group sizes will be maintained at 12-15 students per teacher in grades 3-5. There will be a total of six classes servicing students. Teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on Literacy, Mathematics and all other content areas using ESL strategies to help students achieve higher scores on the state assessments and NYSESLAT. Rally test sophistication materials will be used to teach targeted literary skills and provide comprehensive instruction for enrichment.

In addition, teachers will provide opportunities for our ELLs and Transtional ELLs to build their academic language through text complexity, as well as, shades of meaning among closely related verbs and closely related adjectives and how language functions in the four modalities listening, speaking, reading and writing, aligned to the new CCLS.

This year a Lunch and Learn will also be offered to our ELL and Transtional ELL students in grades 3-5. This program is funded through Tax Levy Funds. Teachers will provide instruction in literacy and math. The lunch and learn program will provide our students with additional support in assisting the students meet the Standards. The program will take place on Tuesdays and Thursdays from 11:42-12:32 beginning in December. The program will run from December – April. Literacy will be instructed on Tuesdays and Mathematics on Thursdays. This program is also being considered for the2012-2013 school year.
In viewing the students data a program that will be continued to support the ELL students and the Transtional students is I-Zone and Award Reading.
Transtional ELL's are also provided with the testing accommodations given to ELL students for two years after passing the NYSESLAT. These accommodations are used throughout all exams.

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)?

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.

P.S. 85 Q Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards as well as the new Common Core Learning Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by the CFN Network Support Staff for ELLs, ESL teachers and school administrators, the school based support team as well as the parent coordinator and support specialists including the guidance counselor. During professional development all praticipants sign in on specific attendance sheets that is maintained in the office.

In addition, the Office of ELLs will provide professional development to administrators and their leadership teams to develop plans to meet the literacy needs of ELLs using research and school-based data. The Institute specifically addresses literacy models, program improvement, evaluation and federal and state education policy.

Administration, all teachers, paraprofessionals , support service providers, the guidance counselor, and the parent coordinator will participate in training facilitated by the CFN Network Support Specialist (NSS) for ELLs. In addition, The Specialists will provide special education/ELL teachers and teachers instructing the Title III program with professional development on effective teaching practices for building academic language and strategies for improving content area skills, aligned to the new Common Core Learning Standards (CCLS).

The workshops will provide better understanding of how to meet ELL standards and raise levels of English proficiency for ESL students. The professional development in ESL methodologies will include school- based coaches and general education teachers with large ELL student population.

The ESL Teachers will receive professional development to support ELLs and transitional ELLs in Kindergarten through fifth grade. Topics to be addressed during this professional development sessions will be aligned with the following:

- Developing interventions for the ELL based on their ELL students.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding which supports ELLs.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to support ELLs to meet the City and State standards and to gain a clear understanding of Learning Standards of English as A Second Language and the NYSELAT.

A second workshop series will provide professional development for general education teachers of grades Kindergarten -5. Topics will include the following:

- Identifying the ELL and developing interventions for the ELL.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to prepare ELLs to prepare ELLs to meet the city and state standards and to gain a clear understanding of Learning Standards of English as A Second Language, and the NYSESLAT exam.

Workshops will also focus on assessing the ESL student and how to improve English proficiency and integrated content instruction. Teachers will also work with ELL Network Support Specialist, and special education teachers to improve the skills of ELL students with Individualized Education Plans (IEPs).

Professional literature is necessary for teachers to expand their own development. A Teacher Library of current literature titles, such as, Learning to Learn in A Second Language and Scaffolding Language, Scaffolding Learning by Pauline Gibbons and Building Academic Language by Jeff Zwiers will help teachers create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activities and interactive multimedia application software, as well as, access to ESL-based teacher websites are just a few ideas that stem from professional resources.

Topics that will be addressed during professional development sessions are as follows:

- Scaffolding across the disciplines

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.

P.S. 85 Q Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards as well as the new Common Core Learning Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by the CFN Network Support Staff for ELLs, ESL teachers and school administrators, the school based support team as well as the parent coordinator and support specialists including the guidance counselor. During professional development all praticipants sign in on specific attendance sheets that is maintained in the office.

In addition, the Office of ELLs will provide professional development to administrators and their leadership teams to develop plans to meet the literacy needs of ELLs using research and school-based data. The Institute specifically addresses literacy models, program improvement, evaluation and federal and state education policy.

Administration, all teachers, paraprofessionals , support service providers, the guidance counselor, and the parent coordinator will participate in training facilitated by the CFN Network Support Specialist (NSS) for ELLs. In addition, The Specialists will provide special education/ELL teachers and teachers instructing the Title III program with professional development on effective teaching practices for building academic language and strategies for improving content area skills, aligned to the new Common Core Learning Standards (CCLS).

The workshops will provide better understanding of how to meet ELL standards and raise levels of English proficiency for ESL students. The professional development in ESL methodologies will include school- based coaches and general education teachers with large ELL student population.

The ESL Teachers will receive professional development to support ELLs and transitional ELLs in Kindergarten through fifth grade. Topics to be addressed during this professional development sessions will be aligned with the following:

- Developing interventions for the ELL based on their ELL students.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding which supports ELLs.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to support ELLs to meet the City and State standards and to gain a clear understanding of Learning Standards of English as A Second Language and the NYSELAT.

A second workshop series will provide professional development for general education teachers of grades Kindergarten -5. Topics will include the following:

- Identifying the ELL and developing interventions for the ELL.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to prepare ELLs to prepare ELLs to meet the city and state standards and to gain a clear understanding of Learning Standards of English as A Second Language, and the NYSESLAT exam.

Workshops will also focus on assessing the ESL student and how to improve English proficiency and integrated content instruction. Teachers will also work with ELL Network Support Specialist, and special education teachers to improve the skills of ELL students with Individualized Education Plans (IEPs).

Professional literature is necessary for teachers to expand their own development. A Teacher Library of current literature titles, such as, Learning to Learn in A Second Language and Scaffolding Language, Scaffolding Learning by Pauline Gibbons and Building Academic Language by Jeff Zwiers will help teachers create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activities and interactive multimedia application software, as well as, access to ESL-based teacher websites are just a few ideas that stem from professional resources.

Topics that will be addressed during professional development sessions are as follows:

- Scaffolding across the disciplines
- Differentiated instructional strategies

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.

P.S. 85 Q Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards as well as the new Common Core Learning Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by the CFN Network Support Staff for ELLs, ESL teachers and school administrators, the school based support team as well as the parent coordinator and support specialists including the guidance counselor. During professional development all praticipants sign in on specific attendance sheets that is maintained in the office.

In addition, the Office of ELLs will provide professional development to administrators and their leadership teams to develop plans to meet the literacy needs of ELLs using research and school-based data. The Institute specifically addresses literacy models, program improvement, evaluation and federal and state education policy.

Administration, all teachers, paraprofessionals , support service providers, the guidance counselor, and the parent coordinator will participate in training facilitated by the CFN Network Support Specialist (NSS) for ELLs. In addition, The Specialists will provide special education/ELL teachers and teachers instructing the Title III program with professional development on effective teaching practices for building academic language and strategies for improving content area skills, aligned to the new Common Core Learning Standards (CCLS).

The workshops will provide better understanding of how to meet ELL standards and raise levels of English proficiency for ESL students. The professional development in ESL methodologies will include school- based coaches and general education teachers with large ELL student population.

The ESL Teachers will receive professional development to support ELLs and transitional ELLs in Kindergarten through fifth grade. Topics to be addressed during this professional development sessions will be aligned with the following:

- Developing interventions for the ELL based on their ELL students.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding which supports ELLs.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to support ELLs to meet the City and State standards and to gain a clear understanding of Learning Standards of English as A Second Language and the NYSELAT.

A second workshop series will provide professional development for general education teachers of grades Kindergarten -5. Topics will include the following:

- Identifying the ELL and developing interventions for the ELL.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to prepare ELLs to prepare ELLs to meet the city and state standards and to gain a clear understanding of Learning Standards of English as A Second Language, and the NYSESLAT exam.

Workshops will also focus on assessing the ESL student and how to improve English proficiency and integrated content instruction. Teachers will also work with ELL Network Support Specialist, and special education teachers to improve the skills of ELL students with Individualized Education Plans (IEPs).

Professional literature is necessary for teachers to expand their own development. A Teacher Library of current literature titles, such as, Learning to Learn in A Second Language and Scaffolding Language, Scaffolding Learning by Pauline Gibbons and Building Academic Language by Jeff Zwiers will help teachers create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activities and interactive multimedia application software, as well as, access to ESL-based teacher websites are just a few ideas that stem from professional resources.

Topics that will be addressed during professional development sessions are as follows:

- Scaffolding across the disciplines
- Differentiated instructional strategies

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?

PS 85 values parental involvement in the decision-making process. Together with the Parent Coordinator, we provide parents with an orientation that describes various programs for English Language Learners. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English Language Learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) different languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the new Common Core state and city standards, the core curriculum, assessments, student expectations and general educational program requirements.

In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program. Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The Parent Coordinator will provide additional parent orientation sessions during the course of the year as needed. The Parent coordinator conducts surveys in order to provide parents with orientations that supports their needs as well as their child's needs. For instance, the meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

During a workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Literacy Program, and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children with assignments at home and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.
The topics include:

- Balanced Literacy and Balanced Mathematics in the ESL Classroom
- The importance of phonemic awareness in the ESL classroom
- Helping your child at home.

The parents are also given the opportunity to volunteer during school activities (bookfair, picture day, etc.) The parents are also invited to participate in Learning Leaders workshops to provide support to the school.

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)	4	3	1	0	2	1								11
Intermediate(I)		2	3	7	2	1								15
Advanced (A)	5	2	2	3	9	2								23
Total	9	7	6	10	13	4	0	0	0	0	0	0	0	49

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	4			10
4	5	7	1		13
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	3		6		1				10
4	5		9						14
5									0
6									0
7									0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		6		3				12
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

In all grades (K-5) the students performed better in the listening and speaking strands due to the fact that a large part of the instruction focuses on these two strands at the beginning level. Developmentally Second Language Acquisition begins with listening and speaking first and once these two strands have been developed to a certain level, the reading and writing strands are then strengthened. Studies show that BICS (Basic Interpersonal Communication Skills) develops before reaching CALP (Cognitive Academic Language Proficiency).

The Intermediate and Advanced Students did very well in the listening and speaking strand in the NYSESLAT and the LAB-R. Many are considered proficient in these areas. As stated before when the second language learners reach the intermediate level the listening and speaking skills are well developed. We further strengthen the academic language once they reach this level with the social language.

Students across the levels did moderately well in the Reading strand. The vocabulary development in reading is not on grade level as is that of native speakers.

We found deficiency in writing across the levels due to writing being the final skill to be fully developed. The children need to develop vocabulary in reading and to be exposed to literature for a long time before they are able to use this vocabulary in their own writing.

After comparing LAT scores (Spring 10 and Spring 11) we found students have improved within their level.

B. Content Areas (Math, Science and ELA)
MATH: We reviewed: The NY State Math Exams, State Math ELA, and Interim Assessments

NYS Math- 10-11

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	6	1		10
4	5	9			14

Implications for instruction:
- Build academic language in math concepts
- Develop problem solving skills
- Strengthen math vocabulary

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

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Gordon-Chang	Principal		
Maria Samolis	Assistant Principal		
Maria Laura Arcos	Parent Coordinator		
Maria Esther Taborda	ESL Teacher		
Janet Gordillo	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Sonia Rosselli	Guidance Counselor		
Nancy Dimaggio	Network Leader		
	Other		
	Other		
	Other		
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q085 **School Name:** The Judge Charles J. Vallone School

Cluster: 2 **Network:** CFN 20.2

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

Part A: Needs Assessment Findings

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

PS 85Q uses the following data in assessing our school's writtrn translation and oral interpretation needs; Use of PS 85Q website, Parent attendance at meetings, Parent surveys, Professional develoment, parent usage of ARIS Parent portal. In order to ensure effective comunication to our parents, we engage in the following activities; parent handbook on website translated in the major school lanuages,our school website is updated with curricula news,school reports and notices that are translated prior to sending them home.We looked at our present and past ELL Home Language Surveys to determine the languages spoken . In addition data from ATS was reviewed to ensure that we identifed the language needs of our students and families here at PS 85Q.

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.

The major findings of our school's written translation and oral interpretation service needs, is the following; The five major languages at PS 85Q are Spanish, Arabic, Bengali,Urdu and Greek. Parents utilize staff members who speak their languages regularly. Parents also utilize our website PS85Q.org which translates all documents in their native languages. Finally the translation unit via telephone is used to assist families in understanding school information.

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.

The translation sevices we will provide to our parents/guardians include the following; - A translation togol was added to the PS 85 website where all school information provided on the site is translated to the familes native languages. This includes the following - Parent Bill of Rights, Discipline Code and Learning Guides.

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.

Staff members will provide oral interpretation services to parents/guardians as needed. The following languages are spoken by staff members: Arabic, Bengali, Greek, Italian, Mandarin,Russian, Spanish, Bulgarian and Urdu. In addition parent volunteers also offer translations in other languages which includes Tagalog and Punjabi.

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.

Translated versions for parent/guardian brochures , promotion letters and other pertinent regulations will be downloaded from the DOE website and distributed to parents accordingly. In addition all pertinent information will be sent in to the translation unit to be translated prior to it being disseminated. Finally parents/guardians will receive notification of school events ten days prior to the schedule event.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Judge Charles J. Vallone	DBN: 30Q085
Cluster Leader:	Network Leader: Nancy Dimaggio
This school is (check one): ❄conceptually consolidated (skip part E below) ✪NOT conceptually consolidated (must complete part E below)	

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

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: Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 85Q Title III provides English Language Learners (ELLs) with supplemental instruction in an Afterschool Instructional Academy. Afterschool Instructional Academy classes will meet a total of 10 sessions in the following months: February- April 2012 from 3:15-4:45. Group sizes will be maintained at 12-15 students per teacher. There will be a total of 6 classes for the Afterschool Instructional Academy serving approximately 45 ELLs and transitional ELLs. Certified ELL, Special Education and CB Teachers with training will work collaboratively and provide supplemental instruction in alignment with the New York City and New York State Performance Standards.

- All students including ELLs, Special Ed, and related services receive instruction based on the same curricula (i.e. Readers Workshop, Writers Workshop and Everyday Mathematics.)

- During the day, the instructional programs will provide 360 minutes per week of ESL instruction for ELLs at the Beginners and Intermediate levels. ELLs at the Advanced level receive 180 minutes per week of ESL instruction.

- The Title III instructional program will service ELLs in grades 3, 4 and 5, who score at the Beginning, Intermediate and Advanced levels of the NYSESLAT. Transitional ELLs will also be attending the Afterschool Instructinoal Academy. The Afterschool program will provide instruction in ELA and Mathematics. Students will receive reinforcement in listening, higher order thinking, reading, writing, and grammar in ELA. In Mathematics support will be given on problem solving based on the performance indicators.

- Supplemental material will be provided to augment English and Math instruction. General instructional supplies such as chart paper, markers, assessment sophistication material, and certificates of achievement will be purchased.

- Studies have shown that multi-sensory learning greatly increases English level proficiency in ELLs. Materials such as leveled library books, large chart tablets, multimedia interactive software, visual

Part B: Direct Instruction Supplemental Program Information
and auditory aids and word manipulatives help students use various senses to listen, speak, read and write more proficiently, according to the New York state Performance Standards in English.

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: Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. PS 85Q professional development programs will focus on providing teachers with scaffolding and differentiated strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State Performance Standards and achieve higher scores on all State assessments. These professional development sessions will be facilitated by the ELL CFN 2.02 Network Support Staff, Supervisors, ELL teachers and DOE/ELL Support Specialists Consultants. The CFN Support Specialist will provide ELL, General Education, and Special Education teachers with professional development on effective teaching strategies and practices. The workshops will provide a better understanding on how to meet ELL Standards and raise levels of English proficiency for ELL students. Topics which will be addressed during the professional development are: * Identifying the ELL and developing interventions for the ELL. * Using the balanced literacy model to meet the needs of ELLs. * Scaffolding across all curricula areas. * Collaborative planning on differentiated instructional strategies to meet the students' needs. * Strategies needed to prepare ELLs to meet the State Standards and to gain a clear understanding of Learning Standards of English as a Second Language and the NYSESLAT. * Professional development will also focus on the assessment of the ELL student and how to improve the English proficiency and integrated content instruction. * Professional literature is also necessary for teachers to enrich their own development. Current literatures will help them create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activates and interactive multimedia application

Part C: Professional Development
software is just some of the ideas that stem from professional resources. Topics which will be addressed during professional development sessions are as follows: *Scaffolding across the curricula. *Differentiated instructional strategies *Alignment of instruction with the NYSESLAT

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: PS 85 values parental involvement in the decision-making process. Together with the Parent Coordinator, we provide parents with an orientation that describes various programs for English Language Learners. This enables parents to make a sound educational decision as to which program best meets the needs of their child. In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English Language Learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) different languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the new Common Core Learning standards, the core curriculum, assessments, student expectations and general educational program requirements. In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program. Students are placed within 10 days of enrollment in the appropriate program. There are a minimum of two parent sessions for ELLs during the school year. The Parent Coordinator will provide additional parent orientation sessions during the course of the year as needed. The meeting focuses on orienting the parents to the school system and explains program options, state and city

Part D: Parental Engagement Activities
standards, the core curriculum, assessment, student expectations and general program requirements. During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Literacy Program, and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children with assignments at home and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11203		
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) • Per session • Per diem	8703	To secure highly qualified 6 teachers and 1 supervisor to provide supplemental services to ELLs.
Purchased services • High quality staff and curriculum development contracts.	0	N\A
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	2500	The purchase of paper, writing material, markers, charts and student material aligned with academic language and NY State assessments from RALLY.
Educational Software (Object Code 199)	0	N\A
Travel	0	N\A
Other	0	N\A
TOTAL	11203	Summary of expenditures to support afterschool instructional program.