



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : QUEENS VALLEY SCHOOL OF THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q164

PRINCIPAL: ANNE ALFONSO EMAIL: AALFONSO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Anne Alfonso	*Principal or Designee	
Greer Hansen-Velazquez	*UFT Chapter Leader or Designee	
April R. Doran	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ahyzza Cataldo	Member/ Parent	
Michelle Estrada	Member/ Teacher	
Kaliopi Vlachos	Member/ Teacher	
Zachary Brachio	Member/ Assistant Principal	
Ophelia Chinapen	Member/ Parent	
Mirian Calderon	Member/ Parent	
Edita Serrata	Member/ Parent	
Linda Lang	Member/ Parent	
Lindsay Marx	Member/ Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June, 2012, there will be a 2% increase in the number of students in grades K-8 who will achieve the grade appropriate TC benchmark for their independent reading level as measured by the DRA-2 and/or TC benchmarks.

Comprehensive needs assessment

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

Based on our analysis of our school's DRA-2 and/or ECLAS-2, teachers in grades K-8 are able to group students for differentiated instruction and to determine the kinds of strategies/goals each student might need in order to reach grade-level reading benchmarks.

Grades K-2: NYC ECLAS-2 Spring, 2011 Data:
At or Above Level as compared to the TC Benchmarks

	ECLAS-2				Teachers College Benchmarks
	Vocabulary	Phonics (Sight Words)	Reading/Oral Comprehension (Reading Comprehension)	Reading/Oral Comprehension (Reading Accuracy)	% of Students reading at the Sept Benchmark
Kindergarten	N/A	100%	N/A	N/A	19% (emergent)
Grade 1	90%	96%	96%	96%	64% (D/E)
Grade 2	94%	95%	91%	91%	81% (I/J/K)

Grades 3-8: NYS ELA Assessment: Levels 3 and 4
as compared to the September DRA2 levels and TC Benchmarks

	2008-09	2009-10	2010-11	Teachers College Benchmarks % of Students reading at the September 2011 Benchmark Level
Grade 3	75.0%	60.0%	68.0%	66% (M)
Grade 4	75.0%	64.0%	61.0%	75% (P)
Grade 5	88.0%	44.0%	65.0%	54% (S)
Grade 6	91.0%	63.0%	58.0%	53% (V)
Grade 7	80.0%	53.0%	53.0%	63% (W)
Grade 8	78.0%	57.0%	61.0%	75% (X/Y/Z)

- 3rd Grade: 8.0% increase in the number of students receiving a Level 3 or 4. It also indicates that only 66% of our grade 3 students are at a level 3 (ELA Test equivalent) which is a level M on the TC Benchmark Scale.
- 4th Grade: 3.0% decrease in the number of students receiving a Level 3 or 4. It also indicates that only 75% of our grade 4 students are at a level 3 (ELA Test equivalent) which is a level P on the TC Benchmark Scale.
- 5th Grade: 21.0% increase in the number of students receiving a Level 3 or 4. It also indicates that only 54% of our grade 5 students are at a level 3 (ELA Test equivalent) which is a level S on the TC Benchmark Scale.
- 6th Grade: 5.0% decrease in the number of students receiving a Level 3 or 4. It also indicates that only 53% of our grade 6 students are at a level 3 (ELA Test equivalent) which is a level V on the TC Benchmark Scale.
- 7th Grade: No change in the number of students receiving a Level 3 or 4. It also indicates that only 63% of our grade 7 students are at a level 3 (ELA Test equivalent) which is a level W on the TC Benchmark Scale.
- 8th Grade: 4.0% increase in the number of students receiving a Level 3 or 4. It also indicates that only 75% of our grade 8 students are at a level 3 (ELA Test equivalent) which is a level X/Y/Z on the TC Benchmark Scale.

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.

Instruction (K-2)

- Administration of ECLAS-2: Fall 2011 and Spring 2012
- DRA-2 completed 2 times per year: September 2011 and June 2012
- Addition of thematic unit to connect reading to all content areas
- Incorporating reading Common Core State Standards (CCSS) into units to increase rigor through high level tasks.
- Smartboard technology used to create interactive reading activities
- Use of reading logs to monitor fluency and stamina
- Use of a variety of data for differentiated instruction
- Daily read alouds and word work to build vocabulary and listening skills
- Provide additional ELA instruction and oral language development during Extended Day
- Use of Inquiry Team methods and findings to help drive instruction
- Examining data from the ECLAS-2 based on Teachers College Benchmarks for flexible grouping
- Monitoring and revising needs and goals through conferring and running records
- The use of different types of small groups, such as:
 1. Guided Reading Groups 3 times a week for grades K-2
 2. Strategy Lessons 2 times a week for grades K-2

- 3. Book Clubs by interest and reading level daily for grades K-2
- Support staff will be included to support small group instruction in grades K-2. They are:
 1. ELL Teachers
 2. IEP Teachers
 3. Speech Teacher
 4. SETSS Teacher

Timeline: September, 2011 – June, 2012

Instruction (3-8)

- DRA2: completed twice a year October 14th and June 15th in grades 3-8
- Data will be used for small group instruction, monitoring student progress
- Addition of thematic unit to connect reading to all content areas
- Incorporating reading Common Core State Standards (CCSS) into units to increase rigor through high level tasks.
- Smartboard technology used to create interactive reading activities
- Use of Inquiry Team methods and findings to help drive instruction
- Monitoring instructional needs and goals through conferring and running records in grades 3-8
- Revising or resetting instructional goals for small group instruction in grades 3-8
- Examining data from the DRA2 based on Teachers College Benchmarks and running records for flexible grouping
- The use of different types of small groups, such as:
 1. Guided Reading Groups 3 times a week for grades 3-5
 2. Strategy Lessons 3 times a week for grades 3-8
 3. Book Clubs by interest and reading level daily for grades 3-8
- Support staff will be included to support small group instruction in grades 3-8 They are:
 1. ELL Teachers
 2. IEP Teachers
 3. Speech Teacher
 4. SETSS Teacher

Timeline: September, 2011 – June, 2012

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.
- Workshops on all grade levels will be provided in literacy and math to discuss the core curriculum standards and to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.

- Encouraging parents/guardians to log on to ARIS to create transparency between school and home regarding student State assessment scores in ELA (3-8) and ECLAS-2 (K-2).
- Instituting *JupiterGrades* an online interactive program which allows parents/guardians to log on and see their children's progress in reading, as well as, connect with the teacher via email.
- Invite parents/guardian to class celebrations such as; author celebrations, and Family Literacy Night.
- Hold meetings and/or conferences so that parents are able to meet in small groups by grades to understand the core curriculum requirements related to their particular child.
- Holding workshop for grades K through 2 parents/guardians to help parents understand how to decode the reading component for ECLAS-2 on ARIS.
- Holding workshop for grade 3 to 8 parents/guardians to discuss the difference between the different assessment tests and how to best help their child prepare for the State standardized tests.

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 become highly qualified, in order to achieve this goal.
 - Staff participates in weekly professional development sessions as provided by assistant principals and Network Specialists.
 - Staff members participate in weekly Inquiry Team meetings
 - Staff receives feedback through observations, walkthroughs, and intervisitations
 - Staff participates in organized professional development to complete 175 hour requirement by NY State
 - Staff participates in professional development to meet citywide expectations
 - Attendance at two Chancellor's professional development days

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.
 - Guidance Counselors provide strategies and facilitate monthly Town Hall meetings to deliver and ensure anti-violence programs and Respect-for-All to promote safety and respect in the classroom and build student self-efficacy
 - SAPIS (Substance Abuse Prevention Intervention Services) worker provides activities and strategies to ensure students' positive self-image and provide opportunities for students to participate in mediation sessions to improve relationships and foster learning during instruction
 - Community service opportunities for students promote a positive culture and interactions between students of various ages
 - Mediation is facilitated through the counselors and teams of teachers
 - Health and good nutrition is supported by kitchen staff, counselors, and teachers to promote healthy minds and provide quality energy for students to be alert and active throughout the day

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.
- Budget includes monies allocated from Title 1 and the contract for excellence principal/teacher initiative partnership with Teachers College, as well as, part time literacy coach
- Use of Title III funds to support ELL teacher to target ELL students with extra language support
- Budget supports per diem days to support professional development and attendance at outside workshops.
 - Instructional team meetings on a weekly basis to determine school's goals and implement Citywide Expectations
 - Teachers attend Professional Development (Calendar Days) at Teachers College
 - Teachers that attend Teachers College Calendar Days turnkey the workshops
 - Weekly Professional Development given by the coach and Assistant Principals to support school's goals and Citywide Expectations
 - Core Inquiry Team facilitators develop a comprehensive plan to implement school's goals and Citywide Expectations
 - Inquiry Teams meet weekly to implement school's goals and Citywide Expectations
 - Monthly Grade and/or Department Conferences

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June, 2012, there will be a 5% increase in the number of students in grades K-8 who will achieve the grade appropriate TC Benchmark for their informational/argumentative on-demand writing pieces from a pre-assessment to post-assessment, as measured by rubrics generated from the Common Core Standards.

Comprehensive needs assessment

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

The goal is based on the NYS ELA assessment data for grades 3-8 and ECLAS-2 data for grades K-2. The NYS ELA assessment has been analyzed through the item analysis on ARIS to determine writing strands in need of improvement.

Grades K-2: NYC ECLAS-2 Spring, 2011 Data:
At or Above Level

	ECLAS-2		
	Spelling	Listening and Writing (Writing Expression)	Listening and Writing (Writing Development)
Kindergarten	100%	N/A	96%
Grade 1	84%	87%	83%
Grade 2	90%	90%	100%

Grades 3-8: NYS ELA Assessment:
Levels 3 and 4

	2008-09	2009-10	2010-11
Grade 3	75.0%	60.0%	68.0%
Grade 4	75.0%	64.0%	61.0%
Grade 5	88.0%	44.0%	65.0%
Grade 6	91.0%	63.0%	58.0%
Grade 7	80.0%	53.0%	53.0%
Grade 8	78.0%	57.0%	61.0%

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.

Instruction

- TC informational/argumentative writing assessment: completed twice a year, pre- and post-assessment, in grades K-8
- Implementation of a informational and/or argumentative writing piece across all content areas
- Implementation of a thematic unit to connect writing to all content areas
- Incorporating writing Common Core State Standards (CCSS) into units to increase rigor through high level tasks.
- Smartboard technology used to create interactive writing activities
- Analysis of writing and data to set writing goals across ELA, Social Studies, Science, and Mathematics
- Data will be used for small group instruction and monitoring student progress
- Use of Inquiry Team methods and findings to help drive instruction
- Monitoring instructional needs and goals through writing conferences in grades K-8
- Use of written feedback through rubrics
- Revising or resetting instructional goals for small group instruction in grades K-8
- Examining data from student writing based on rubrics for flexible grouping
- The use of different types of small groups, such as:
 1. Guided Writing Groups 3 times a week for grades K-8
 2. Strategy Lessons 3 times a week for grades K-8
 3. Shared writing K-8
 4. Interactive writing for grades K-2
- Support staff will be included to support small group instruction in grades 3-8. They are:
 1. ELL Teachers
 2. IEP Teachers
 3. Speech Teacher
 4. SETSS Teacher

Timeline: September, 2011 – June, 2012

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.

- Workshops on all grade levels will be provided in literacy and math to discuss the core curriculum standards and to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.
- Encouraging parents/guardians to log on to ARIS to create transparency between school and home regarding student State assessment scores in ELA (3-8) and ECLAS-2 (K-2).
- Instituting *JupiterGrades* an online interactive program which allows parents/guardians to log on and see their children's progress in ELA, as well as, connect with the teacher via email.
- Invite parents/guardian to class celebrations such as; author celebrations, and Family Literacy Night.
- Hold meetings and/or conferences so that parents are able to meet in small groups by grades to understand the core curriculum requirements related to their particular child.
- Holding workshop for grades K through 2 parents/guardians to help parents understand how to decode the writing component for ECLAS-2 on ARIS.

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 become highly qualified, in order to achieve this goal.
 - Staff participates in weekly professional development sessions as provided by Assistant Principals and Network Specialists.
 - Staff members participate in weekly Inquiry Team meetings
 - Staff receives feedback through observations, walkthroughs, and intervisitations
 - Staff participates in organized professional development to complete 175 hour requirement by NY State
 - Staff participates in professional development to meet citywide expectations
 - Attendance at two Chancellor's professional development days

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.
 - Guidance Counselors provide strategies and facilitate monthly Town Hall meetings to deliver and ensure anti-violence programs and Respect-for-All to help create a positive learning environment
 - SAPIS (Substance Abuse Prevention Intervention Services) worker provides activities and strategies to ensure students' positive self-image and provide opportunities for students to participate in mediation sessions
 - Community service opportunities for students to interact with students of various ages to promote literacy and an overall positive culture for learning
 - Mediation is facilitated through the counselors and teams of teachers
 - Health and good nutrition is promoted and supported through kitchen staff, counselors, and teachers to promote healthy minds and provide quality energy for students to be alert and active throughout the day

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.
- Budget includes monies allocated from Title 1 to support Assistant Principals and part time literacy coach
- Use of Title III funds to support ELL teacher to target ELL students with extra language support
- Budget supports per diem days to support professional development in-house and attendance at off-site workshops.
 1. Instructional team meetings on a weekly basis to determine school's goals and implement Citywide Expectations
 2. Teachers attend Professional Development (Calendar Days) at Teachers College
 3. Teachers that attend Teachers College Calendar Days turnkey the workshops
 4. Weekly Professional Development given by the coach and Assistant Principals to support school's goals and Citywide Expectations
 5. Core Inquiry Team facilitators develop a comprehensive plan to implement school's goals and Citywide Expectations
 6. Inquiry Teams meet weekly to implement school's goals and Citywide Expectations
 7. Monthly Grade and/or Department Conferences

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, there will be a 5% increase in the number of ELLs making a one-level increase in a subsection of the NYSESLAT.

Comprehensive needs assessment

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

Spring, 2011 NYSESLAT Modality Analysis								
	1	2	3	4	5	6	7	8
Listening/ Speaking	B: 0 I: 1 A: 1 P: 13	B: 0 I: 0 A: 4 P: 5	B: 0 I: 0 A: 0 P: 7	B: 0 I: 0 A: 2 P: 3	B: 0 I: 1 A: 2 P: 3	B: 0 I: 1 A: 2 P: 6	B: 0 I: 0 A: 2 P: 0	B: 0 I: 0 A: 0 P: 0
Reading/ Writing	B: 2 I: 0 A: 4 P: 2	B: 1 I: 3 A: 4 P: 1	B: 0 I: 3 A: 4 P: 0	B: 0 I: 2 A: 3 P: 0	B: 1 I: 2 A: 3 P: 0	B: 0 I: 3 A: 6 P: 0	B: 0 I: 0 A: 2 P: 0	B: 0 I: 0 A: 0 P: 0

According to the data indicated in our Language Allocation Policy our ELL students have been making yearly progress and fewer students are at the beginner or intermediate level in the speaking and listening modality. Most of our ELL students scored at the beginner or intermediate level in the reading and writing modality.

40 ELLs or 48% of ELLs are at the beginner/intermediate levels of the NYSESLAT, while 43 or 57% of ELLs scored at the advanced levels. 73 ELLs are newcomer ELLs receiving service 0-3 years, while 10 are ELLs receiving services 4-6 years. 14 are ELLs who have IEPs and 2 are long-term ELLs.

Data from 2010-2011 Progress Report indicated that .05 was earned for ELLs at the 75th Growth Percentile or higher for English and mathematics. This trend supports a deeper data analysis of skills and academic language involved at these levels.

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.

- Use of NYSESLAT / ARIS data to drive differentiated instruction.
- Use of Calcsoda.com website to determine growth to next level.
- Use of data to set goals.
- Use of pull-out / push-in model to drive instruction.
- Implementation of thematic unit to connect reading / writing to all content areas
- Incorporating Speaking and Listening CCSS into units to improve language acquisition and development.
- ELL teacher and 3 classroom teachers will participate in Network Workshops.
- Use of technology and Smartboards as a tool for literacy enhancement.
- Develop rubrics aligned to the NYSESLAT for projects and grading.
- Use of Inquiry Team analysis to implement focused scaffolded strategies based on student needs.
- Revise goals based on data and adjust strategies to meet students' needs.
- Use of Network Support Specialist to provide ongoing professional learning and study group opportunities.
- Title 3 funds will supplement and target ELL students through the use of Title III push-in teacher.
- ECLAS and EPAL assessments
- Classroom walkthrough; monthly focus walkthrough with a checklist
- Periodic review of walkthrough data by instructional team to determine next steps
- Teacher conference binders / running records / feedback and rubrics
- Group checklist by skills and performance levels for small group instruction.

Interval of Periodic Review

- November, January, and March

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.
 - Workshops/conferences will be held to introduce parents/guardians to the many different services that are offered by the Department of Education, such as: English Language Learners (ELL), etc; as well as the different levels of school involvement

and leadership opportunities, such as: SLT, PA/PTA, Learning Leaders.

- Sending out notices in the 9 languages offered for translation by the Department of Education.
- Providing on site interpretation by staff, as well as “over-the-phone” conferencing with the Department of Education Translation/Interpretation Department, to ensure that all parents/guardians feel welcomed in the school and to help them understand the needs of their child.
- Hold meetings and/or conferences so that parents are able to meet in small groups by grades to understand the core curriculum requirements related to their particular child.
- Having the Parent Coordinator offer open session/meeting times for parents/guardians to ask questions.
- Train parents/guardians from all cultures to assist in working with teachers and staff to help them reach out to parents/guardians who have a language or cultural barrier.

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 become highly qualified, in order to achieve this goal.
 - Staff and Title III teacher participates in weekly professional development sessions as provided by Assistant Principals and Network Specialists.
 - Staff members participate in weekly Inquiry Team meetings
 - Staff receives feedback through observations, walkthroughs, and intervisitations
 - Staff participates in organized professional development to complete 175 hour requirement by NY State
 - Staff participates in professional development to meet citywide expectations
 - Attendance at two Chancellor’s professional development days

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.
 - Guidance Counselors provide strategies and facilitate monthly Town Hall meetings to deliver and ensure anti-violence programs and Respect-for-All to support students from all backgrounds, cultures, and languages
 - SAPIS (Substance Abuse Prevention Intervention Services) worker provides activities and strategies to ensure students’ positive self-image and provide opportunities for students to participate in mediation sessions
 - Community service opportunities for students to promote a positive culture and interactions between students of various ages to work on language development around all content areas
 - Mediation is facilitated through the counselors and teams of teachers
 - Health and good nutrition is promoted and supported through kitchen staff, counselors, and teachers to promote healthy minds and provide quality energy for students to be alert and active throughout the day

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.
 - 3 ELL teachers – TL Fair Student Funding , Title 1 SWP, C4Excellence
 - Use of Network Support Specialist to provide ongoing professional learning and study group opportunities for ELLs through the content areas. – Set Aside CFN \$34,000.
 - Title III push in teacher. Title III funds LEP \$11,200 will supplement and be used to target ELL students.
 - Teacher attends 5 Network Professional Development Sessions (America's Choice for ELLs) for ELLs with coverage paid by Network 204.
 - Staff member attends the 4 learning opportunities as provided by the ELL Network liaison. Title 1 5% (\$15,000.)
 - Translation monies to obtain the services for interpretation for assessments.

ANNUAL GOAL #4 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 #4

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

By June, 2012, there will be a 3% increase in the number of students in grades K-8 who will achieve the on-grade benchmark for Modeling with Mathematics and/or Constructing Viable Arguments within the grade appropriate Domain of Focus, using a task measured from a pre-assessment to post-assessment, as measured by rubrics.

Comprehensive needs assessment

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

Grades 3-8 (NYS Mathematics Assessment: Levels 3 and 4)			
	2008-09	2009-10	2010-2011
Grade 3	86.0%	75.0%	80.0%
Grade 4	95.0%	81.0%	76.0%
Grade 5	97.0%	82.0%	78.0%
Grade 6	96.0%	84.0%	78.0%
Grade 7	97.0%	78.0%	81.0%
Grade 8	97.0%	71.0%	84.0%

- 3rd Grade: 5.0% increase in the number of students receiving a Level 3 or 4.
- 4th Grade: 5.0% decrease in the number of students receiving a Level 3 or 4.
- 5th Grade: 4.0% decrease in the number of students receiving a Level 3 or 4.
- 6th Grade: 6.0% decrease in the number of students receiving a Level 3 or 4.
- 7th Grade: 3.0% increase in the number of students receiving a Level 3 or 4.
- 8th Grade: 13.0% increase in the number of students receiving a Level 3 or 4.

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.

Instruction

- Provide targeted Math instruction during Extended Day.
- Use of formative data to help drive differentiated instruction.
- Smartboard technology used to create interactive Math activities
- Incorporating math Common Core State Standards (CCSS) into units to increase rigor through summative tasks.
- Design tasks that includes model with mathematics and/or construct viable arguments and critique the reasoning of other within the grade appropriate domain of focus
- Students create Math goals on a regular basis.
- Use of Inquiry Team methods and findings to help drive instruction.
- Data from Predictive assessments in January 2012 to monitor and revise curriculum, and for small group instruction
- ITA Acuity assessment will be administered in November 2011 as benchmarks for student progress.
- Use of technology programs: Study Island, and Destination Math as tools for differentiation.
- Support staff will be included to support small group instruction in grades 3-8. They are:
 - ELL Teacher
 - IEP Teachers
 - Speech Teacher
 - SETSS Teacher

Timeline: September 2011 – June 2012

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.
 - Workshops on all grade levels will be provided in math and math literacy to discuss the core curriculum standards and to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.
 - Holding workshop for grade 3 to 8 parents/guardians to discuss the difference between the different math assessment tests and how to best help their child prepare for the state standardized tests.
 - Workshops on all grade levels will be provided in math to discuss the core curriculum standards and to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.
 - Encouraging parents/guardians to log on to ARIS to create transparency between school and home regarding student State assessment scores in math (3-8).
 - Instituting *JupiterGrades* an online interactive program which allows parents/guardians to log on and see their children's progress in math, as well as, connect with the teacher via email.

- Invite parents/guardian to Family Math Curriculum Night.
- Holding workshop for grade 3 to 8 parents/guardians to discuss the difference between the different assessment tests and how to best help their child prepare for the State standardized tests.

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 become highly qualified, in order to achieve this goal.
 - Staff participates in weekly professional development sessions as provided by Assistant Principals and Network Specialists.
 - Staff members participate in weekly Inquiry Team meetings
 - Staff receives feedback through observations, walkthroughs, and intervisitations
 - Staff participates in organized professional development to complete 175 hour requirement by NY State
 - Staff participates in professional development to meet citywide expectations
 - Attendance at two Chancellor’s professional development days

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.
 - Guidance Counselors provide strategies and facilitate monthly Town Hall meetings to deliver and ensure anti-violence programs and Respect-for-All
 - SAPIS (Substance Abuse Prevention Intervention Services) worker provides activities and strategies to ensure students’ positive self-image and provide opportunities for students to participate in mediation sessions
 - Community service opportunities for students to promote a positive culture and interactions between students of various ages
 - Mediation is facilitated through the counselors and teams of teachers

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.
 - Scheduled 25th teaching period for Math weekly professional development in grades 6-8.
 - Circular 6 to support professional development meeting times for grades K-5 weekly.
 - Network Support Specialists for Math / Technology to provide ongoing support to staff. (Set Aside for CFN. \$34,000)
 - Staff Member/AP attends professional learning opportunities as provided by the Math Network Specialist. (Title 1 5% Set Aside.)
 - Title III teacher used to support language development in math. (Title III Funds. \$11,200.)
 - Core Inquiry Team facilitators develop a comprehensive plan to implement school’s goals and Citywide Expectations in Math using ARRA RTTT monies. \$6,000.

- Inquiry Teams meet weekly to implement school's goals and Citywide Expectations. (SBO)
- Title III push in teacher. Title III funds LEP \$11,200 will supplement and be used to target ELL students.
- Monthly Grade and/or Department Conferences.
- Translation monies to obtain the services for interpretation for math assessment as needed.

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				
K	7	7	N/A	N/A	2	0	2	0
1	14	11	N/A	N/A	3	0	2	0
2	12	9	N/A	N/A	3	0	3	0
3	5	5	N/A	N/A	1	0	5	0
4	23	11	10	8	1	0	7	0
5	13	6	11	8	3	0	10	0
6	2	8	4	17	10	0	4	0
7	3	7	12	10	13	0	8	0
8	3	0	2	2	10	0	1	0
9								
10								
11								
12								

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	At risk students identified through standardized test scores and teacher recommendation are given various interventions based on their needs. Levels 1 and 2 and at-risk students receive instruction daily with <i>Foundations</i> in grades K-2 and Leveled Literacy Intervention for small groups in grades 1-2. In grades 3-8 students receive instruction using <i>Wilson, Zoom, Great Leaps</i> , or SRA leveled books in small groups or individually. Classroom teachers address Levels 1 and 2 and at-risk students in small groups utilizing <i>Rewards, Study Island, and Ladders for Success Supplemental Support</i> in a push-in model. Academic Workout focused instruction is provided during the Extended
Mathematics	Students at-risk are identified using standardized tests and teacher referrals. AIS services are provided by teachers and paraprofessionals. Students receive services through push-in or pull-out models in small groups using Coach math. Software programs such as Study Island and Destination Math are also provided to encourage support and growth for students. Extended Day program is used to supplement instruction.
Science	Science teachers utilize differentiated small group instruction and the use of the lab for hands-on multi-sensory instruction. Language support is available through Title III funding. ELL's get supplemental help in a push-in model. Study Island is used to support instruction. An Extended Day program is provided, too.
Social Studies	Social Studies teachers use differentiated primary source kits aligned with NYS social studies curriculum, and utilizes test preparation materials to support literacy, thinking skills, and Common Core State Standards. Small group instruction and the use of Study Island are also provided.
At-risk Services provided by the Guidance Counselor	Guidance counselors provide individual and small group counseling based on needs, such as academic, social, emotional, family and personal issues. Parent workshops are offered regularly.
At-risk Services provided by the School Psychologist	School psychologist works with at-risk students on various emotional needs. A program for children in divorced families (<i>Banana Splits</i>) is provided in a small group setting which will impact on learning.

At-risk Services provided by the Social Worker	Social worker helps students at-risk with changes in family structure such as separation and divorce. Social worker is involved in the Banana Splits Program for children of divorced families.
At-risk Health-related Services	Specific at-risk services for definite health—related needs such as hygiene provided by service providers when available.

**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, PS/MS 164, 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:

1. PS/MS 164 will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology by:
 - Workshops on all grade levels will be provided in literacy and math to discuss the core curriculum standards and to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.
 - A series of computer classes will be offered so that parents/guardians can learn the basic computer skills, such as opening up an email account, as well as, learning how to navigate Aris, JupiterGrades; the school website and additional outside websites. Parents will also be shown how a Smartboard works and how teachers are using this interactive tool in their classroom.
 - Providing a "List of Terminologies" used by the Department of Education to parents in English and translated copies using the Department of Education translation services

2. PS/MS 164 will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children, including:
 - Workshops/conferences will be held to introduce parents/guardians to the many different services that are offered by the Department of Education, such as: English Language Learners (ELL), etc; as well as the different levels of school involvement and leadership opportunities, such as: SLT, PA/PTA, and Learning Leaders.

- Parent/Guardian meetings will be held at various times throughout the school year to inform parents of the different educational choices parents have, such as: the high school application process, the middle school choice process; gifted and talented program, etc.
 - Communicate with parents via backpacking, emails, school website and automated phone system all parent/guardian events, workshops, trainings and/or conferences held at the school level; the district level; and the central level.
3. PS/MS 164 will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by:
- Encouraging parents/guardians to contact their child's teacher in between Parent/Teacher Conferences to ensure their child is making adequate progress.
 - Progress reports given out twice a year – between the 2nd and 3rd semesters and again between the 3rd and 4th semesters for students in grades 6 through 8.
 - Providing on site interpretation by staff, as well as “over-the-phone” conferencing with the Department of Education Translation/Interpretation Department, to ensure that all parents/guardians feel welcomed in the school and to help them understand the needs of their child.
 - Sending out notices in the 9 languages offered for translation by the Department of Education; as well as additional languages if the budget allows.
 - Encouraging parents/guardians to log on to ARIS.
 - Instituting *JupiterGrades*, an online interactive program which allows parents/guardians to log on and see their child's progress, as well as, connect with the teacher via email.
 - Invite parents/guardian to class celebrations such as; author celebrations, school and grade performances, and family curriculum nights.
4. PS/MS 164 will provide assistance to parents in understanding City, State and Federal standards and assessments by:
- Hold meetings and/or conferences so that parents are able to meet in small groups by grades to understand the core curriculum requirements related to their particular child.
 - Send home the school calendar, as well as the State and City assessment dates, so that parents are aware of when their children will be taking the ELA and Math State tests as well as other assessment tests that will be given throughout the year.
 - Holding workshop for grades K-2 parents/guardians to help parents understand how to decode ECLAS-2 on ARIS.
 - Having the Parent Coordinator offer open session/meeting times for parents/guardians to ask questions.
 - Holding workshop for grade 3-8 parents/guardians to discuss the difference between the different assessment tests and how to best help their child prepare for the state standardized tests.

5. PS/MS 164 will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
 - Information will be distributed in many different forms. Backpacking; electronic emails; school website; automated phone system and posted on the “Parent Information Wall” in the main lobby.
 - Written information, such as: letters, notices, school-wide events, testing and assessment schedules, etc., will be sent for translation into the 9 languages offered by the Department of Education Translation and Interpretation Division. Translations into other languages will be provided based on the school budget. The translated copies will also be sent home via backpacking, email, school website, and posted on the “Parent Information Wall”.
 - Parent survey sent home by the Parent Coordinator regarding the needs for oral and written translation services.
6. PS/MS 164 will provide 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 by:
 - Train parents/guardians from all cultures to assist in working with teachers and staff to help them reach out to parents/guardians who have a language or cultural barrier.
 - Encourage staff member to use over-the-phone interpretation when needed.
7. 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.

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. A school survey, designed by the Title 1 Committee, along with the Parent Coordinator; will be backpacked and emailed home to all parents/guardians. An automated phone message will be placed to remind all parents/guardians to fill out the form and return it to the school. The survey will be sent for translation into the 9 major languages offered by the Department of Education. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of our school. The Title 1 Committee, along with the Parent Coordinator, will review all the findings from the various school surveys and feedback forms and used this information to design strategies to more effectively meet the needs of parents/guardians, and enhance the school’s Title 1 program. All information received from parents/guardians will be maintained by the school.

8. In developing the Title I Parent Involvement Policy, parents/guardians of Title I participating students, parent/guardian members of the school's Parent Association, as well as parent/guardian 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:

- At the annual Title 1 parent meeting, parents/guardians will vote on whether to be a PAC or a sub-committee on the PA.
- Assess the needs of the parents/guardian, through the parent survey as well as the Department of Education School Survey, early in the school year to determine what types of programs and events to plan throughout the year.
- The School Leadership Team, along with the Title 1 Parent Committee Representative will review the surveys and will help write the Parent Involvement Policy.
- Written communication will be sent to the Department of Education Translation and Interpretation Unit, as well as outside translation services, if the budget allows.
- Distribute the Parent Involvement Policy and the School-Parent Compact after approval by the School Leadership Team.
- Holding monthly meetings
- The Title 1 committee, along with an administration and/or staff personnel, will hold monthly meetings to:
 - 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;
 - 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;
 - 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;
- The Title 1 parent representative will attend School Leadership Team meetings.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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.
- The Parent Coordinator will 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.

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

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee.
- Supporting or hosting Family Night events.
- Encouraging more parents to become trained school volunteers.
- Providing written and verbal progress reports twice a year, (between 2nd and 3rd quarter and again between 3rd and 4th quarter) to keep parents informed of their children's progress;
- Developing and distributing a school newsletter, electronic weekly newsletter and a school website designed to keep parents informed about school activities and student progress.
- Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable, in the language that parents can understand.

SCHOOL-PARENT COMPACT

PS/MS 164, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening; and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting; respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education. All written material will be translated by the Department of Education in the 9 major languages and by outside agencies as needed, if funds are available.
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents; whether it be using an interpreter or using the “over the phone” interpretation services;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer in their child’s school through Learning Leaders, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Family Curriculum Nights; workshops.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- encourage my child to follow school rules and regulations and discuss the “DOE Discipline Code” as well as this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- Participate, as appropriate, in the decisions relating to my child's education; i.e., attending Parent/Teacher Conferences and other parent/guardian meetings.
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- ensure that my child is dressed appropriately in the school uniform.

III. Student Responsibilities:

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

**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 204/Diane Foley	District 25	Borough Queens	School Number 164
School Name Queens Valley School of the Arts			

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

Principal Anne Alfonso	Assistant Principal Chanah Markowitz
Coach Shali Wang-Pratt	Coach
ESL Teacher Rose Lewinson	Guidance Counselor Ala Schneider
Teacher/Subject Area Patricia Jenal	Parent
Teacher/Subject Area	Parent Coordinator LuAnn Atchison
Related Service Provider Lorraine Lapinski	Other
Network Leader Diane Foley	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	601	Total Number of ELLs	84	ELLs as share of total student population (%)	13.98%
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Part II: ELL Identification Process

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

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

All new admits, code 58, are given a Home Language Survey to fill out facilitated by a pedagogue who has been trained in working with new admits and the HLIS form, when possible one of our ESL Teachers or an assistant principal and translation assistance. At that time there is an informal oral interview done by a pedagogue that has been trained in the process with the parent and the child in both English and the native language in order to determine whether the child is eligible to be given the LAB-R, also, students that are identified as being native Spanish speakers will be administered the Spanish LAB. Students that have been identified as ELLs are administered the NYSESLAT in the Spring to determine their continued eligibility in the program. ESL teachers administer the NYSESLAT. The Speaking part is administered to students individually, and the Listening, Reading, and Writing is administered in small groups. parent is advised at the time of registration of this fact and that they can request a bilingual program in another school if they so desire. The student will be given the LAB-R within the first 10 days of school, and the parent will be invited to a video orientation session. The ESL teachers explain the three programs: Transitional Bilingual, Dual Language, and Freestanding ESL, that are available. All ESL parents are invited to attend a meeting where the program for the 2011-12 school is explained. The ELL student's score is explained and parents are made aware and given an entitlement letter explaining the fact that their youngster will be receiving ESL services. New parent sessions are held approximately 4 times a year. At that time the program survey and selection forms are distributed and collected. Any of these factors can change the placement of the child's class; space permitting. After reviewing the Parent Survey and Program Selection forms for the past three years, the trend that has been observed at P.S./M.S. indicates that most parents have requested ESL Programs. In September, 2011, among the new kindergarten admits we had 19 parents requested ESL services and no parents requested Transitional Bilingual or Dual Language classes. At P.S./M.S. 164, along with the Parent Coordinator, we strive to provide parents with their first choice. If parents do decide they would prefer a Transitional Bilingual or Dual Language program, we would keep an on-going list of the students, parent request (phone number and email address) and grade and if the requested program becomes available we would contact the parent and request a meeting in order to explain the program so that the parent can then make a choice.

Our programs are aligned with parent requests. At the initial meeting parents are given a description of our ESL program. We explain that our ELL students receive instruction 4 periods a week in ELA and/or Content Areas, such as Social Studies, Math, or Science using the push-in model. ELL students (Beginners and Intermediate) receive an extra 4 periods using the pull-out model for grades 3-8, and a combination of a pull-out/push-in model for grades K-2. We currently have one full time ESL teachers and two part-time ESL teachers.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	19	15	8	7	6	10	16	3	0					84
Total	19	15	8	7	6	10	16	3	0	0	0	0	0	84

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	72	0	5	10	0	6	2	0	2	84
Total	72	0	5	10	0	6	2	0	2	84

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	5	1	2	5	6	2						32
Chinese	1				1	1	2	1						6
Russian	0	2		1	1		2							6
Bengali	1													1
Urdu	1													1
Arabic	0	1			1									2
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	1					1								2
Albanian	0		1			1								2
Other	9	7	2	5	1	2	6							32
TOTAL	19	15	8	7	6	10	16	3	0	0	0	0	0	84

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

Our ELLs have made progress since last year. We had 30 students receive a final score of Proficient, 27 students received a score of Advanced, 21 students received a score of Intermediate, and 4 received a score of Beginners, on the Spring, 2011 NYSESLAT. Students in grades K-8 have the most difficulty in the reading and writing modalities on the NYSESLAT. Most of the students have scored on the beginner and intermediate levels in both reading and writing. A majority of students have scored on the Advanced and Proficient levels in the listening and speaking modalities.

In Grades K-8 the results show the need to focus instruction on strengthening writing and reading skills. Students in grades 3, 4, 5, 6, 7, and 8 are likely to take the NYS Reading Test, therefore, they will require extra help in reading and writing. Students will be given before/after/during school programs to help them achieve proficiency in these modalities.

The ESL Program consists of a push-in/pull-out model. The English Language Learners are distributed heterogeneously throughout the grades. The ESL classes receive their instruction in English. The beginner ESL students receive their mandatory instructional time by having the ESL teachers work with the classroom teachers during a 180 Block in a Push-In/Co-teaching model during Reader's/Writer's Workshop and/or a core content area subject. Beginner's and intermediate level students receive an additional 180 minutes in a pull-out program to help support English language development that includes a teacher Read Aloud, independent reading, guided reading, partner reading, book talks, and the use of leveled texts. The ESL teachers provide ESL services eight periods a week for a total of 360 minutes for the beginner and intermediate groups and 180 minutes for the advanced groups as per CR Part 154. In all these models, the teachers' goals are to help the students use English to communicate in social settings, to progress academically in all content areas and to learn appropriate social and cultural communication skills. Some of the instructional strategies are ILA (Integrated Language Arts), TPR (Total Physical Response), use of Multiple Intelligences Approach, Cooperative Learning, Individualized Instruction, Learning Styles, CALLA (Cognitive Academic Language Learning Approach), Sheltered English Approach, Differentiated Instruction, and Scaffolding of Instruction.

All Content Area teachers (math, social studies, science) have had training in ESL methodology. With the help of the ESL teacher, uses such

In the school year 2011-2012 additional reinforcement is provided through small group instruction based on each child's ability. When funding is available, our ELL students participate in a Saturday Math/ELA/ESL Program. No students have been identified as SIFE on the BESIS survey. In order to meet the needs of a SIFE student, the following actions will be taken: leveled libraries, with a range from two levels below to one level above the SIFE student's identified reading range, the guidance counselor will profile emotional and affective factors, the student will be screened for learning disabilities, Staff members will learn about the student's cultural and family background, and differentiated instruction will be implemented along with grouping by ability and need to target needed skills.

In the school year 2011-2012 approximately 23 students were identified as new. In order to meet their needs, the following actions will be taken: guidance services will be provided, a new parent orientation is offered to parents where our school programs are introduced, parents will be encouraged to attend ELL parent conferences, students will be paired with a buddy, extended day services will be provided, and new students will also be checked whether they might be SIFE.

During the school day, all teachers use informal and formal assessments to determine the level of proficiency for each child. Based on these assessments students receive differentiated instruction in all subject areas using scaffolding techniques. ESL teachers push-in to help

A. Programming and Scheduling Information

administer small group instruction. After school programs target students in both math and reading using small group instruction and ESL methodologies to help students reach proficiency levels.

Words Their Way is a hands-on systematic word study program based on on-going data collection and assessments. Spanish libraries (genre and levels) and author studies are provided for the bilingual class. Students in the ESL program are also given books to read in their native language as a well to help them integrate into independent reading conversations during Reader’s Workshop.

As per the Chancellor’s Initiatives, long-term ELLs are provided with the prescribed periods of English Language Arts. The Workshop Model provides the Structure and grouping to facilitate instruction in a small group setting. Assessment, whether informally through conferencing or more formally by analyzing the ECLAS and DRA Assessment Tests, will yield the progress made and the instruction required. An analysis of the NYSESLAT will determine the implementation of the 180 or 360 minutes of instruction for ELLs. In addition, a language objective must be included in order to facilitate progress in English.

Academic Intervention Services (AIS) will provide additional support to the long term ELLs to increase literacy and mathematical skills. Students receive small group instruction during the day by the push-in ESL teacher targeting skills and strategies in which the students need help. These students will receive additional interventions as needed, such as: Wilson, Voyager, Study Island in the computer lab, and Foundations.

Guidance will be used as an intervention with students, and as a bridge between the students and home. Our school counselors work with our ELL students in small groups to help them with the transition from our grade 5 (elementary school) to our grade 6 (middle school).

ELL-SWD students receive all services mandated on their IEP. Push-in teachers work closely with the classroom teacher in order to communicate areas of need and student progress. All service providers are given an opportunity to familiarize themselves with each student’s IEP in order to help students meet their goals through modifications and scaffolded entry points. Support is provided through small group instruction that focus on specific skills and strategies needed as per the IEP. Summative and formative date is also analyzed in order to help target specific skills.

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

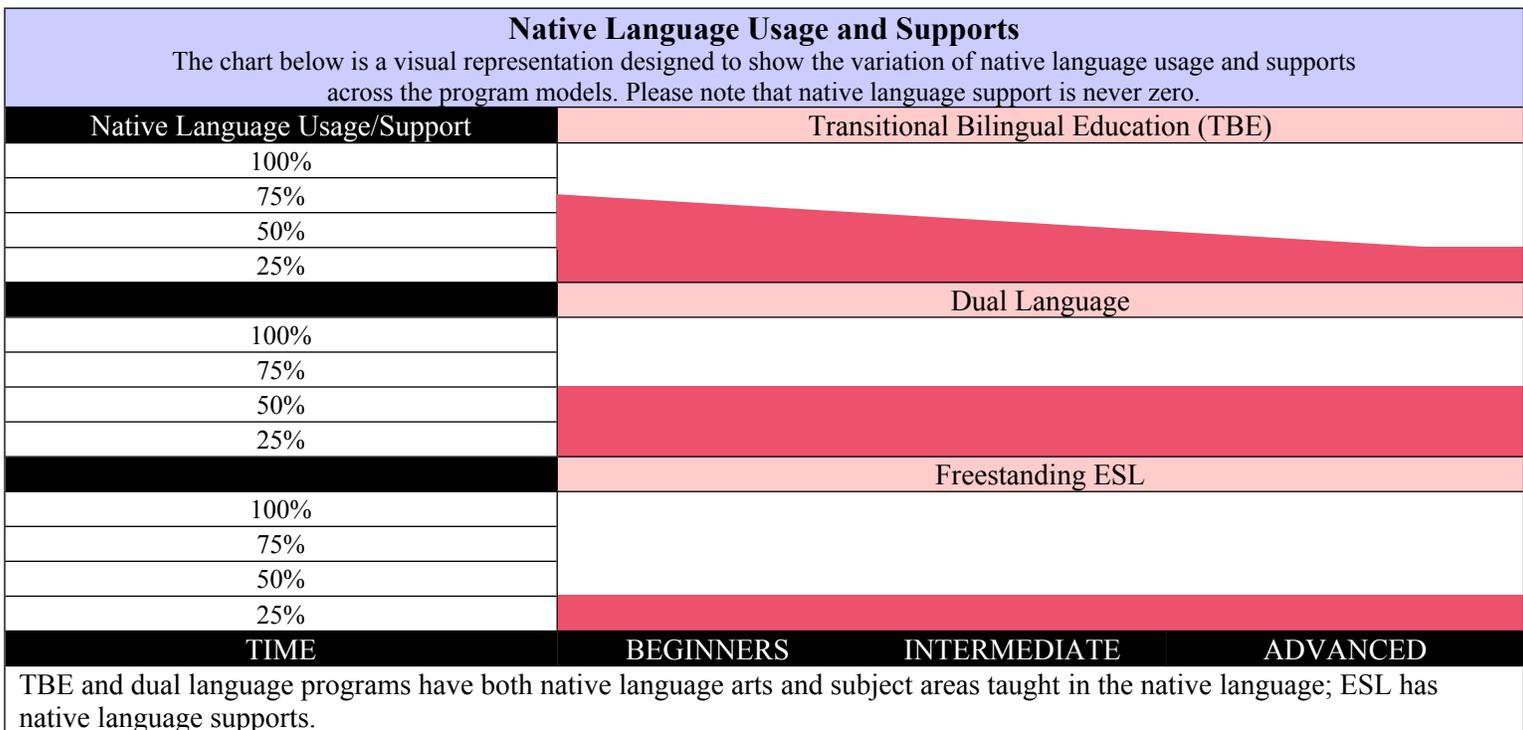
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A		N/A	N/A
Social Studies:	N/A		N/A	N/A
Math:	N/A		N/A	N/A
Science:	N/A			
Foreign Language	Spanish			

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

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

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



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?
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17. What language electives are offered to ELLs?

Words Their Way is a hands-on systematic word study program based on on-going data collection and assessments. Spanish libraries (genre and levels) and author studies are provided for the bilingual class. Students in the ESL program are also given books to read in their native language as a well to help them integrate into independent reading conversations during Reader's Workshop. Students in our ICT classes also receive small group instruction by ESL teacher. In the event a student should require an alternative placement a language paraprofessional will be provided in the necessary language.

Students that reach proficiency on the NYSESLAT continue to receive small group instruction during the literacy block by push-in teachers 2 to 3 days a week. Students also receive extended time/separate location on tests.

Students are identified using the LAB-R and the NYSESLAT assessment tests to determine the level of proficiency and the number of minutes needed for ESL services. ESL teachers are then programmed into these classes accordingly. Student on the beginner and intermediate levels receive 8 –45 minute periods per week, and students on the advanced level receive 4-45 minute periods per week.

All students in grades K-8 are serviced through a combination of a push-in/pull-out model. Students that were identified as beginners or intermediate on the NYSESLAT are given 180 minutes small group instruction in a push-in model and another 180 minutes in a pull-out model. Students that are advanced received 180 minutes of ESL instruction using the push-in model.

Programs, such as Extended Day and when funding is available, after school ESL Beginners Program as well as additional Math and ELA Programs and a Saturday Program lets us target a specific group of students based on data and student needs. The following programs are used to support as ELL population: The Wilson Reading System, Foundations, Destination Reading and Math, NYS-ELA and Math Coach, Breakaway Math, and Academic Workout: Reading.

Native language support is offered to our parents and students. The parent coordinator makes sure that all important information that is sent home in a family's home language. We supply our students with books and materials (such as content area glossaries) in languages other than English.

All services and resources correspond to our ELLs age and grade level.

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)?

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.

All assistant principals, teachers, paraprofessionals, guidance counselors, the school psychologist, secretaries, and parent coordinator are given professional development in the components of the Workshop model during planned professional development days such as Election Day and Faculty Conferences. Teachers also receive professional development on their scheduled 6th, (for K-5 teachers)/ 25th (for grade 6-8 teachers) period. Topics that have been covered include: the mini-lesson, Common Core State Standards, guided reading, differentiated instruction, conferences, and using conferences as a tool to help drive instruction and scaffolding techniques. Teachers (some classroom, all ESL Language Teachers) attend conferences at Teacher's College on a regular basis.

As we are a K-8 school, the transition for our grade 5 students to grade 6(middle school) is smooth. Before the end of the school year our grade 6 teachers are in communication with our grade 5 teachers. Portfolios are put together and data is analyzed to place each child in the best homeroom class for them. Guidance Counselors keep up-to-date information with each child and meets with parents as needed. The grade 8 guidance counselor communicates with high school counselors of accepted schools to inform them of the needs of each child and possible input for placement.

Our Network conducted professional development at one of its regular meetings where Ms. Lewinson, the ESL teacher was trained in how to access the results obtained from the data. They in turn, trained the teachers across grade levels in the interpretation of the scores and how these scores can be used to drive instruction. The DRA2/ITAs are used in the beginning of the year to help drive instruction. Teachers and administrators examine the different modalities tested and decide what skills need to be targeted during the school day as well as in after school.

On-going professional development will provide staff with the skills to target language needs and the activities and practices to realize proficiency and literacy. Teachers are given professional development by our Network ELL specialist and our ESL teacher on designated professional development days, faculty conferences, and workshops that are given throughout the year.

All classroom and ESL teachers are sent to Columbia Teacher's College for professional development throughout the school year. Professional development at the school level is conducted by our lead math teacher for Everyday Math/Impact Math. The reading coach and various classroom teachers conduct professional development as it relates to the balanced literacy model. In addition, the Reading coach conducts workshops on new programs to be implemented in the school. DRA2 (Developmental Reading Assessment II) which will assess the level of reading competency of each individual student twice a year is being continued this year. Study Island and the Performance Series will be utilized by the staff to target strengths and weaknesses of an individual student in math and language arts.

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?

Parents of new ELLs are invited to an orientation session regarding the Core Curriculum, assessments, and general information about the program. A letter is sent home to the parents inviting them to the orientation in their home language. Letters and translators are provided to parents in the language of the community.

Workshops are conducted by the Parent-Coordinator which includes ESL classes for parents, the budget permitting, book clubs, and workshops on various topics such as; Preparing for the Parent-Teacher's Conference, Ready NYC, and Technology Support. The needs of parents are evaluated through surveys, during meetings, and through the PA. Monthly breakfast workshops focus on informing parents on pertinent school issues concerning their children such as standardized testing, homework strategies, the City-wide discipline code and ELL programs.

- Both written and oral translation services are available for families whose primary language is not English in order to keep them informed of school events and issues.
- Classes offer curriculum celebrations focusing on the work students have completed in the content areas. Parents will be invited to share in these celebrations with the class.
- Performances by the arts department and individual classes both in the day and evening offer parents the opportunity to observe their children in activities beyond the classroom.
- Family literacy and math evenings are an annual occurrence.
- Ongoing publicity through flyers, school messenger, email, web page and a highly visible message board outside the building continue to keep parents and family members informed of school events.

E. Parental Involvement

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- Performances by the arts department and individual classes both in the day and evening offer parents the opportunity to observe their children in activities beyond the classroom.
- Family literacy and math evenings are an annual occurrence.
- Ongoing publicity through flyers, school messenger, email, web page and a highly visible message board outside the building continue to keep parents and family members informed of school events.

At this time we are not partnered with any outside agencies or Community Based Organizations.

Our Parent Coordinator evaluates the needs of our parents at the start of the school year. Parents are invited to meet with the ESL teachers and the Parent Coordinator to learn about the different activities/workshops/Book Clubs that will be offered during the school year. At that time a survey is handed out so that parents can give their input. A calendar is sent to all parents monthly as well as posted on our school website.

Our parent involvement activities address the needs of our parents. Every week parents are invited to attend either a workshop, book club, or activity that is presented by a staff member which includes teachers, assistant principal, guidance counselor, and/or parent coordinator. Topics requested by parents include: ARIS Training, Core Curriculum and how it affects their child, how to prepare for the parent-teacher conference, applying to middle/high school, and navigating NYC.

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)	7	3	0	0	1	4	0	0	0					15
Intermediate(I)	2	8	3	3	3	1	5	1	0					26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	10	4	5	4	3	4	11	2	0					43
Total	19	15	8	7	7	9	16	3	0	0	0	0	0	84

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	0	0	0	0	0	0				
	I		1	0	0	0	1	1	0	0				
	A		1	4	0	2	2	2	2	0				
	P		13	5	7	3	3	6	0					
READING/ WRITING	B		2	1	0	0	1	0	0	0				
	I		9	3	3	2	2	3	0	0				
	A		4	4	4	3	3	6	2	0				
	P		2	1	0	0	0	0	0					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	2	0	0	3
5	3	1	1	0	5
6	6	6	3	0	15
7	2	0	1	0	3
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0		2		1	1			4
5		2		2	2		1		7
6	0	0	5	0	7	0	3	0	15
7		1	1		1				3
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	1	1	3		1		7
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

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

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.

Part VI: LAP Assurances

School Name: Queens Valley

School DBN: 25Q164

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne Alfonso	Principal		
Chanah Markowitz	Assistant Principal		
Luann Atchison	Parent Coordinator		
Rose Lewinson	ESL Teacher		
	Parent		
Patricia Jenal/Grade 4	Teacher/Subject Area		
	Teacher/Subject Area		
Shali Wang-Pratt	Coach		
	Coach		
Ala Schneider	Guidance Counselor		
	Network Leader		
Anne Alfonso	Other <u>Principal</u>		
Chanah Markowitz	Other <u>Assistant Principal</u>		
Rose Lewinson	Other <u>ESL Teacher</u>		
LuAnn Atchison	Other <u>Parent Coordinator</u>		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q164** School Name: **Queens Valley**

Cluster: **2** Network: **204**

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.

Translation needs were researched by examining the RPOB report from ATS that there are 84 ELL students in the school. HLIS surveys indicate that approximately 65% of our population does not have English as the primary language in the home of which 13.98% are ELLs and 5% are new immigrants. The RPOB report indicates that the languages spoken most are Spanish and Russian. Observations on a daily basis by teachers, administration, Parent-Coordinator Survey and other staff members have determined that many parents need a translator in order to communicate with the school.

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.

Through observation by Administration, the Parent-Coordinator, teachers, and office staff, it was determined that many parents who tried to contact the school either by telephone or personal appearance, needed the help of an interpreter in order to communicate. Parents often brought a representative to the school building to interpret for them during school events such as Parent-Teacher Conferences and Educational Planning Conferences. Staff surveys were conducted and discussions were held during faculty conferences to report and determine the need for both written and oral interpretation for non-English speaking parents and guardians. Many staff members were asked to interpret when the situation arose, indicating a need for interpretation services. During students state assessments there was a growing need to provide translated exams and hire oral interpreters for students new to this country. This demonstrated and indicated a need to research the need for translation and interpretation services for the parents of these students. Information regarding translation and interpretation is posted in the main lobby by the school safety security desk, backpacked home and posted in the weekly newsletter emailed home to parents.

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 school utilized the Department of Education translation services and a private vendor named LIS Translation and interpreters to translate written material into the student's home language. Written translation is needed for important parent papers regarding upcoming assessments and standardized tests, school wide events such as arts and classroom performances, class trips, and school meetings held by the Parents Association. Bulletin board notices, letters sent home, the parent weekly newsletter and the electronic school messenger service informed parents that translation services are available. Parent survey sent home by Parent Coordinator regarding the needs for oral interpretation and written translation services.

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 are available to act as interpreters during Parent-Teacher conferences and on a needed basis. Forms are distributed to teachers allowing them to request the services of an interpreter during Parent-Teacher conferences, emergency parent meetings and Education Planning Conferences. Staff members are given a Language Identification Card distributed by the Department of Education Translation and Interpretation Unit as well as the phone number for over-the-phone interpretation.

Parents are notified by:

1. Letters sent home and a Parent Weekly Newsletter as distributed by the office of the Parent Coordinator.
2. The Electronic School Messenger System
3. The school phone system that included an option to reach a menu that is spoken in Spanish.

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>.

A copy of Section III of Chancellor's Regulations A-663 regarding the obligation of the school and central office to provide language assistance services and where the notice can be obtained will be made available to parents in a covered language.

The safety plan will include procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices.

A copy of Chancellor's Regulations A-663 regarding translations and interpretations as well as the website needed to obtain this particular regulation as well as the other Chancellor's Regulations will be made available to parents in a covered language. In-house staff will be used for written translation and oral interpretations.

Parents/staff will be used for oral interpretation during conferences and meetings. The office of Translation and Interpretation will provide an interpreter in American Sign Language.

Primary language spoken will be determined by survey in September.

Translated versions of the "Parent's Bill of Rights" are on file in the main office and parent coordinator's office as well as posted in the main entrance.

Signage indicating the availability of interpretation services is posted in the major languages provided by the Department of Education.

Additional signs that are posted in the lobby are also posted in the major languages provided by the Department of Education.

A staff member has been assigned to coordinate translation and interpretation services for the school.

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: Queens Valley	DBN: 25Q164
Cluster Leader: C. Amundsen	Network Leader: D. Foley
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Push in Model
Total # of ELLs to be served: 42 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 10

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: To ensure that the ELL students meet the standards and pass the required assessments for their grade, we will continue to provide direct instruction and support for ELL students during the instructional day. Students were targeted using data from the NYSESLAT and the NYS ELA and Math Tests. Most of our grade 3-7 ELL students require above and beyond help in reading and writing. We decided to target ELLs that received a score of Beginner or Intermediate on writing/reading modalities on the NYSESLAT and FELs in those grade to give them added support. An F-Status ESL certified teacher will be hired to work with students on a rotating basis two days a week(Thursday and Friday) for 45 minutes per day using the push in model to support ELL students in the content areas of math, ELA, science, and social studies. Instruction will support the development of vocabulary, language development through the content area using ESL methodology. Language will be developed and strengthened through academic conversations and non fiction writing. Emphasis will be on ongoing evaluation of student performance and growth and the maintenance of tier 2 and 3 vocabulary. Additional materials will support student growth and student achievement.

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: Professional development is provided in math and ELA one period a week for classroom/ESL teachers during team meetings. Ongoing professional development will also be provided during Election Day and Brooklyn-Queens Day through teacher teams and review of student work. Looking at our data from the NYSESLAT, NYS ELA and Math Tests, we decided that our teachers need professional development in the areas of task writing, language development and the Common Core State Standards and how it relates to our ELL and FEL populations. Our ELL Network liason will be providing a series of 3 workshops on the following topics: Differentiated Task Writing for ELL/FEL students, Teaching Math Language and Terms to ELLs and FELs, and The CCSS and ELL/FEL students. Follow-up workshops will be conducted in house by the Assistant Principals and the Literacy Coach on those same topics to help support teachers in their work.

Part D: Parental Engagement Activities

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/MS 164 with the help of the parent coordinator will provide activities for the parents of ELLs to result in positive outcomes and higher achievement. On-going parental engagement activities include but are not limited to use of interpreters at meetings, use of translated materials, a trip to the Main Street Library, an ESL class for adults, and provide workshops on ELA and Math. Parents will be notified of these activities through backpacking, email, and telephone messenger. We find that the parents of ELLs/FELs need to be able to help their youngsters with their school work as well as to understand student expectations. We also want parents to feel comfortable in our school environment and to be able to participate in PA activities. Topics will include: Using the Library as a Research Tool, ESL in the Content Area for the Beginner, The CCSS: What It Means For You and Your Child, Access to Materials: Translations and Translators, Assessments Your Youngster Will Be Taking (NYSESLAT, NYS ELA and MATH): What They Are and How Parents Can Provide Support. These are 2-Part Workshops will be given on Friday Mornings from 8:45 am--10:00am. These activities will help support our Title III goals by instructing ELL/FEL parents in ways to support their youngsters and to help them be successful students.

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		