



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE EDITH K. BERGTRAUM ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q165

PRINCIPAL: RAQUEL DEMILLIO **EMAIL:** RDEMILLIO@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
Raquel DeMillio	*Principal	Signature on file
Robyn Adler	*UFT Designee	Signature on file
Dimaris Montanez-Leary	*PTA Co-President	Signature on file
Barbara Hayes	DC 37 Representative	Signature on file
Beth Goldberg	Member/Chair/Faculty	Signature on file
Kim Melenk	Member/Faculty	Signature on file
Alan Weinstein	Member/Parent	Signature on file
Alexander Muniz	Member/Parent	Signature on file
Elsie Toledo	Member/Parent	Signature on file
Nidya Nixon	Member/Parent	Signature on file
Anthie Milonas	Member/Faculty	Signature on file
Kerry Ryan	Member/Faculty	Signature on file
Rina Walter	Member/Faculty	Signature on file
Tina Tam	Member/Parent	Signature on file
Marc Deutsher	Member/Parent	Signature on file
Maly Shbairo	Member/Parent	Signature on file

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

- By June 2012, the Students with Disabilities group will demonstrate progress toward achieving state standards as measured by 30% of these students demonstrating progress on the 2012 NYS ELA assessment.

Comprehensive needs assessment

- After an analysis of student performance data on the ELA state assessment, it was determined that all student groups showed increases in performance on the ELA assessment, except for the Students with Disabilities sub-group. As a result, we have made progress for our SWD subgroup a priority goal for this school year in English Language Arts.
- The 2010-11 NYS School Report reveals that the Students with Disabilities sub-group did not make Annual Yearly Progress (AYP). The group achieved a Peer Index of 94. The Effective Annual Measurable Objective for the sub-group to make AYP was 110. For 2011-12, the Safe Harbor Target EAMO for SWD is 105.

Instructional strategies/activities

Activity #1

- **Professional Development:** PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use student work and data to inform differentiated lesson planning and unit design; looking at student work through the perspective of the CCLS and PARCC assessments; engaging students in one rigorous literacy task embedded in a unit of study aligned to the CCLS; focus on informational text and argumentative/opinion writing.
 - Adminstrators and Teacher Leaders will attend Network pd and support and facilitate workshops for the staff incorporating Common Core Learning Standards and strategic unit planning.
 - School leaders and grade-specific teachers, in association with special education providers, will collaborate on performance tasks embedded in units of study in a CCLS curriculum, providing supports for students with special needs
 - Network Instructional Team will provide on-site support to administrators and lead teachers.
- **Target Population(s):** Teachers servicing and providing instruction to Students with Disabilities
- **Responsible Staff Members:** Administrators and Teacher Leaders, Staff Developers (internal and external), Teachers, Data Specialist
- **Implementation Timeline:** September 2011 through May 2012

Activity #2

- **Student Support:** Students with Disabilities will receive one-on-one instruction using Imagine Learning English to increase ELA skills to support and promote their progress in achieving state standards as measured by the NYS ELA assessment
 - Students with Disabilities who did not make adequate progress will receive additional academic intervention designed to increase the ELA skills to support and promote their progress in achieving state standards as measured by the NYS ELA assessment

Students with Disabilities will be invited to participate in a 3-day before-school academic intervention program beginning in the Winter 2012
In the classroom, Students with Disabilities will be engaged in visual support and interact with curricular topics, using Brain Pop and Brain Pop Jr. technology

SmartBoard technology will be used in lesson design and implementation to engage Students with Disabilities in ELA and content area lessons to increase their comprehension of instructional material enhance their background knowledge

A whole school movement warm up (Movement in the Morning) will be used to increase student attention and academic performance as a Tier I Response to Intervention

- **Target Populations:** Students with Disabilities
- **Responsible Staff Members:** Teachers servicing and providing instruction to Students with Disabilities, Data Specialist
- **Implementation Timeline:** September 2012 through May 2012

Steps for Including Teachers in the Decision-making Process

- Teachers will meet in grade-level teams to review SWD student data gathered from periodic assessments
- 10% of the SWD subgroup will show progress on the Interim Assessment as the interim benchmark used by teacher teams to measure the effectiveness of the activities
- A teacher of SWD will be a member of the vertical Core Inquiry Team and a Core Instructional Team
- SWD Teacher Leaders will attend CFN 535 professional development workshops to better understand, support and facilitate CCLS implementation in lesson design and implementation of strategies for students with disabilities
- Periodic Assessment data from November 2011, January 2012 and March 2012

Strategies to increase parental involvement

Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- Provide parent workshops in English Language Arts to help parents work with their children to improve their achievement level
- Provide parent workshops specifically for parents of students with disabilities
- Include in the PTA newsletter, The Voice, information regarding the Common Core Learning Standards and strategies to support learning at home
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Provide information to parents in understanding CCLS, Interim and NYS assessments
- The school will host a curriculum night to provide information to parents in understanding the expectations of each grade
- Parents will be trained on how to use ARIS Parent Link and Acuity
- A whole-school phone message system will provide alerts to parents regarding workshops and important curricular events
- A school website communicates information regarding curriculum and important workshops and events
- Administrators and Teacher Leaders will present literacy and math curricular workshops to parents
- Parent Coordinator will host bookmaking and storytelling workshops for parents
- Provide parent workshops on a wide variety of topics including: *Parenting Skills, Communicating effectively with children, Homework Help, Grade-specific Core Curriculum and Learning through Technology*
- Parents will participate as Learning Leaders and be assigned to targeted students with disabilities to increase ELA skills
- Provide behavior-support workshops for parents whose children attend PS 165Q in the Autism Spectrum Disorder (ASD) Program

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.

- As needed, Administrative staff works with Network Human Resources point person to ensure that we are staffed with highly qualified teachers
- As needed, Administrative staff accesses the Department of Education Open Market system to ensure that we are staffed with highly qualified teachers
- Mentors are assigned to support struggling and untenured teachers
- F-status assistant principal/staff developer supports all staff with CCLS and literacy content areas
- Teachers attend internal and external professional development workshops
- F-status assistant principal/staff developer supports all staff with CCLS and literacy

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.

- Students with Disabilities who did not make adequate progress will receive additional academic intervention designed to increase their ELA skills and promote their progress in achieving state standards
- A two-day special education supervisor provides professional development and system support for special education teachers and related service providers to support student improvement
- A two-and-a-half day staff developer/assistant principal provides professional development and curricular support for all teachers in differentiating instruction and aligning the CCLS with classroom instruction and curricular development in literacy
- A subscription to Imagine Learning will be provided for students with disabilities to receive individualized support through technology, formatively scaffolded to promote their progress in achieving state standards
- A peer mediation program, facilitated by guidance and a teacher leader, supports appropriate behavior and removing barriers to improved academic performance
- Students with Disabilities will be provided with an additional before-school academic intervention program to increase their ELA skills and promote their progress in achieving state standards
- A SAPIS worker and guidance counselors support appropriate behavior, an appropriate emotional environment and removing barriers to improved academic performance
- Hunter College and NYU academic and behavioral professionals support a program for students with autism to increase academic skills and reduce barriers to improved academic performance
- All Students with Disabilities who did not make adequate progress will receive one-on-one instruction using Imagine Learning to increase ELA skills to support and promote their progress in achieving state standards
- A school initiative, supported by administrators and out-of-classroom personnel, will implement an improved attendance program

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.

As a Title I Schoolwide Project school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day (\$2,500 FSF)
- A two-day special education supervisor (TL FSF \$29,757)
- A two-and-a-half day staff developer/assistant principal (TL FSF \$40,532)
- Consumable instructional materials for use during extended-day programs (\$5,000 TL NYSTL textbook)
- SAPIS and guidance counselor support (OASES \$60,032, Title Iv \$12,245, TL Mandated Counseling Shared \$36,250.31, Title I SWP \$65,440.62)
- One period of additional academic intervention from six special education teachers (approximately \$8700 TL ASD)
- Include in the PTA newsletter, The Voice, information regarding the Common Core Learning Standards and strategies to support learning at home
- Teacher per-session (3 days per week) for a before school program (\$24,138 FSF)
- Teacher per-diem for substitute teachers to attend internal and external workshops to support pedagogical growth in our school (\$10,000 TLASD, TLASD Summer, TL 09 C4E ASD, \$16,895 FSF)
- Budget money was used to purchase Imagine Learning subscriptions for Students with Disabilities subgroup students, who did not make adequate yearly progress, to receive one-on-one instruction using Imagine Learning to increase ELA skills to support and promote their progress in achieving state standards as measured by the NYS ELA assessment (\$9250 FSF)
- Hunter College and NYU academic and behavioral professionals support a program for students with autism to increase academic skills and reduce barriers to improved academic performance (\$24,900 TLASD)
- A BrainPop and BrainPop Jr. technology license was purchased for classroom use to engage students in visual support and interaction with curricular topics (\$1130 NYSTL software)
- CFN 535 Network professional development and school support (TL FSF \$38,486)
- A whole-school phone message system will provide alerts to parents regarding workshops and important curricular events (\$897 FSF)
- A school website communicates information regarding curriculum and important workshops and events (\$50 FSF)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, the Students with Disabilities group will demonstrate progress toward achieving state standards as measured by 15% of these students demonstrating progress on the 2012 NYS Math assessment.

Comprehensive needs assessment

- After an analysis of student performance data on the Math state assessment, it was determined that all student groups showed increases in performance on the NYS Math assessment, except for the Students with Disabilities subgroup. As a result, we have made progress for our SWD subgroup a priority goal for this school year in Mathematics.

Instructional strategies/activities

- **Professional Development:** PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use student work and data to inform differentiated lesson planning and unit design
Administrators and Teacher Leaders will attend, support and facilitate workshops for the staff incorporating Common Core Learning Standards and strategic unit planning
School leaders and grade-specific teachers, in association with special education providers, will collaborate on performance tasks embedded in units of study in a CCLS curriculum, providing supports for students with special needs
School and Teacher Leaders will participate in Network Math pd regarding CCLS in Math; the instructional shift; task complexity and facilitate workshops for the PS 165Q teachers
School leaders and grade-specific teachers, in association with special education providers, will collaborate on performance tasks embedded in units of study in a CCLS curriculum, providing supports for students with special needs
- **Target Population(s):** Teachers servicing and providing instruction to Students with Disabilities
- **Responsible Staff Members:** Administrators and Teacher Leaders, Staff Developers (internal and external), Teachers, Data Specialist
- **Implementation Timeline:** September 2011 through May 2012

Activity #2

- **Student Support:** Students with Disabilities who did not make adequate progress will receive additional academic intervention designed to increase the Math skills to support and promote their progress in achieving state standards as measured by the NYS Math assessment
SmartBoard technology will be used in lesson design and implementation to engage Students with Disabilities in Math to increase their comprehension of instructional material and to enhance their background knowledge
In the classroom, Students with Disabilities will be engaged in visual support and interact with curricular topics, using Brain Pop and Brain Pop Jr. technology
A whole school movement warm up (Movement in the Morning) will be used to increase student attention and academic performance as a Tier I Response to Intervention
Students with Disabilities will be invited to participate in a 3-day before-school academic intervention program beginning in the Winter 2012
- **Target Populations:** Students with Disabilities
- **Responsible Staff Members:** Teachers servicing and providing instruction to Students with Disabilities, Data Specialist
- **Implementation Timeline:** September 2012 through May 2012

Steps for Including Teachers in the Decision-making Process

- Teachers will meet in grade-level teams to review student data gathered from periodic assessments
- 10% of the SWD subgroup will show progress on the Interim Assessment as the interim benchmark used by teacher teams to measure the effectiveness of the activities

- A teacher of SWDs will be a member of the vertical Core Inquiry Team and a Core Instructional Team
- SWD Teacher Leaders will attend CFN 535 professional development workshops to better understand, support and facilitate CCLS implementation in lesson design and implementation
- Periodic Assessment data from November 2011, January 2012 and March 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.

- Provide parent workshops in grade-specific Mathematics topics to help parents work with their children to improve their achievement level
- The Assistant Principal leads a teacher team and attends professional development in order to facilitate curricular support and student improvement in mathematics
- Provide parent workshops specifically for parents of students with disabilities
- Include in the PTA newsletter, *The Voice*, information regarding the Common Core Learning Standards and strategies to support learning at home
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Provide information to parents in understanding CCLS, Interim and NYS assessments
- The school will host a curriculum night to provide information to parents in understanding the expectations of each grade
- Parents will be trained on how to use ARIS Parent Link and Acuity
- A whole-school phone message system will provide alerts to parents regarding workshops and important curricular events
- A school website communicates information regarding curriculum and important workshops and events
- Administrators and Teacher Leaders will present literacy math curricular workshops to parents
- Provide parent workshops on a wide variety of topics including: *Parenting Skills, Communicating effectively with children, Homework Help, Grade-specific Core Curriculum and Learning through Technology*
- Provide behavior-support workshops for parents whose children attend PS 165Q in the Autism Spectrum Disorder (ASD) Program
- Parents will participate as Learning Leaders and be assigned to targeted students with disabilities to increase Math skills

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.

- As needed, Administrative staff works with Network Human Resources point person to ensure that we are staffed with highly qualified teachers
- As needed, Administrative staff accesses the Department of Education Open Market system to ensure that we are staffed with highly qualified teachers
- Mentors are assigned to support struggling and untenured teachers
- Administrators and Teacher Leaders support all staff with CCLS understandings and implementation
- Teachers attend internal and external professional development workshops

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.

- Students with Disabilities who did not make adequate progress will receive additional academic intervention designed to increase their Math skills and promote their progress in achieving state standards
- A two-day special education supervisor provides professional development for goal setting and data collection to special education teachers and providers in order to support student improvement
- A school initiative, supported by administrators and out-of-classroom personnel, will implement an improved attendance program
- A peer mediation program, facilitated by guidance and a teacher leader, supports appropriate behavior and removing barriers to improved academic performance
- A SAPIS worker and guidance counselors support appropriate behavior, an appropriate emotional environment and removing barriers to improved academic performance
- Hunter College and NYU academic and behavioral professionals support a program for students with autism to increase academic skills and reduce barriers to improved academic performance

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) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Project school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day (\$2,500 TL FSF)
- A two-day special education supervisor (TL FSF \$29,757)
- A portion of an Assistant Principal's salary is provided for professional development support of teachers (Title I SWP \$31,108.68)
- Consumable instructional materials for use during extended-day programs (\$5,000 TL NYSTL textbook)
- SAPIS and guidance counselor support (OASES \$60,032, Title Iv \$12,245, TL Mandated Counseling Shared \$36,250.31, Title I SWP \$65,440.62)
- One period of additional academic intervention from six special education teachers (approximately \$8700 TL ASD)
- Include in the PTA newsletter, The Voice, information regarding the Common Core Learning Standards and strategies to support learning at home
- Teacher per-session (3 days per week) for a before school program (\$24,138 TL FSF)
- Teacher per-diem for substitute teachers to teachers to attend internal and external workshops to support pedagogical growth in our school (\$10,000 TLASD, TLASD Summer, TL 09 C4E ASD, \$16,895 TL FSF)
- Hunter College and NYU academic and behavioral professionals support a program for students with autism to increase academic skills and reduce barriers to improved academic performance (\$24,900 TL ASD)
- A BrainPop and BrainPop Jr. technology license was purchased for classroom use to engage students in visual support and interaction with curricular topics (\$1130 NYSTL software)
- CFN 535 Network professional development and school support (TL FSF \$38,486)
- A whole-school phone message system will provide alerts to parents regarding workshops and important curricular events (\$897 TL FSF)
- A school website communicates information regarding curriculum and important workshops and events (\$50 TL FSF)

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

By June 2012, all classroom teachers in Grades Pre-kindergarten to Grade 5 will actively participate in teacher inquiry teams to collaboratively develop a well-crafted unit of study in ELA and Math, aligned to the CCLS.

Comprehensive needs assessment

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

After an overall analysis of student work, it was determined that students need to be ready to meet the Citywide expectations for college and career readiness, through the implementation of the CCLS.

Instructional strategies/activities

Professional Development: At least once monthly, Core Instructional and Core Inquiry Team members, one representative selected by each grade, will receive pd from a School Leader on analyzing student performance and monitoring and revising curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; and to further develop inquiry as teams of teachers use student work and data to inform differentiated lesson planning and unit design, including instructional practices aligned to the CCLS, setting targeted goals that support the academic growth of all students, including differentiated support for English Language Learners and Students with Disabilities

Administrators and Teacher Leaders will attend, support and facilitate workshops for the staff incorporating Common Core Learning Standards, using student work and data to develop differentiated instructional practices and strategic unit planning

Grade-specific teachers, in association with special education providers and Teachers of English Language Learners, will collaborate on performance tasks embedded in units of study in a CCLS curriculum, providing supports for students with special needs and English Language Learners

Network team will provide professional learning opportunities on effective ESL teaching strategies, CCLS through the lens of English Language Learners and Thinking Maps to enhance strategic practice and extended thinking and learning. Network team will also provide on-site support to administrators and teacher teams.

- **Target Population(s):** All Teachers
- **Responsible Staff Members:** Administrators and Teacher Leaders, Staff Developers (internal and external), Teachers, Data Specialist
- **Implementation Timeline:** September 2011 through May 2012

Steps for Including Teachers in the Decision-making Process

- School Leaders will support weekly Data Inquiry Team meetings where teachers will meet in grade-level teams to review student data gathered from periodic assessments and classwork
- Teacher teams will target students with disabilities for inquiry to improve teacher practice and targeted student learning
- Staff determined that a 5 student increase in ELA and a 3 student increase in Math student performance on the Interim Assessment would be the interim

benchmark used by teacher teams to measure the effectiveness of the activities

- Each grade will select a representative for a vertical Core Inquiry Team and a Core Instructional Team for the purpose of including teachers in decision-making and turnkeying professional development
- An upper grade and lower grade Teacher Leader will attend CFN 535 professional development workshops on supporting the work of Teacher Teams, to better understand, support and facilitate CCLS implementation in lesson design and implementation
- Periodic Assessment data from November 2011, January 2012 and March 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.

- Provide parent workshops in grade-specific ELA and Mathematics topics to help parents work with their children to improve their achievement level
- Provide parent workshops specifically for parents of students with disabilities
- Include in the PTA newsletter, *The Voice*, information regarding the Common Core Learning Standards and strategies to support learning at home
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Provide information to parents in understanding CCLS, Interim and NYS assessments
- The school will host a curriculum night to provide information to parents in understanding the expectations of each grade
- Parents will be trained on how to use ARIS Parent Link and Acuity
- A whole-school phone message system will provide alerts to parents regarding workshops and important curricular events
- A school website communicates information regarding curriculum and important workshops and events
- Administrators and Teacher Leaders will present literacy and math curricular workshops to parents
- Provide parent workshops on a wide variety of topics including: *Parenting Skills, Communicating effectively with children, Homework Help, Grade-specific Core Curriculum and Learning through Technology*
- Provide behavior-support workshops for parents whose children attend PS 165Q in the Autism Spectrum Disorder (ASD) Program
- Parents will participate as Learning Leaders and be assigned to targeted students with disabilities to increase ELA and Math skills

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.

- As needed, Administrative staff works with Network Human Resources point person to ensure that we are staffed with highly qualified teachers
- As needed, Administrative staff accesses the Department of Education Open Market system to ensure that we are staffed with highly qualified teachers
- Mentors are assigned to support untenured teachers
- F-status assistant principal/staff developer supports all staff with CCLS and literacy content areas
- Teachers attend internal and external professional development workshops

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.

- Hunter College and NYU academic and behavioral professionals support teachers in a program for students with autism to increase academic skills and reduce barriers to improved academic performance
- Mentors are assigned to support struggling and untenured teachers
- F-status assistant principal/staff developer supports all staff with CCLS and literacy content areas
- Teachers attend internal and external professional development workshops
- Per-diem budget money used for continuity of instruction with substitute teachers when teachers attend pd

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.

- Professional instructional materials to support curriculum development during the regular school day (TL FSF \$2,000)
- Teacher per-diem for substitute teachers to teachers to attend internal and external workshops to support pedagogical growth in our school \$\$10,000 TL ASD, TL ASD summer, TL 09 C4E ASD, \$16,895 TL FSF)
- F-status assistant principal/staff developer supports all staff with CCLS and literacy content areas (FSF\$40,532)
- Hunter College and NYU academic and behavioral professionals' support (\$24,900 TL ASD)
- CFN 535 Network professional development and school support (TL FSF \$38,486)

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	1	1	N/A	N/A	20	0	0	
1	4	0	N/A	N/A	20	0	0	
2	8	8	N/A	N/A	22	0	0	
3	7	6	N/A	N/A	15	1	0	
4	19	17			15	0	0	
5	16	15			17	0	0	
6								
7								
8								
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
<p>ELA</p>	<p>English as a Second Language methodologies provided by ESL teachers during a push-in classroom program English as a Second Language methodologies provided by ESL teachers during extended day “Imagine Learning” subscriptions were purchased for about 50 English Language Learners and students with disabilities for use during the school day, 3-5 times/weekly, where students complete tasks on the computer, reinforcing all ELA skills Extended Day supports mandated as well as invited students Wilson Program, a multi-sensory teaching approach, used with targeted students with disabilities, to facilitate the learning of encoding/decoding skills Small-group and 1:1 academic intervention instruction provided to targeted students with disabilities by special education teachers Extended day supports mandated as well as invited students in small-group and 1:1 instruction</p>
<p>Mathematics</p>	<p>Extended Day supports mandated as well as invited students Small-group and 1:1 academic intervention instruction provided to targeted students with disabilities by special education teachers</p>
<p>Science</p>	<p>Small group instruction in Science is provided during extended day</p>
<p>Social Studies</p>	<p>Small group instruction in Social Studies is provided during extended day</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>A Peer Mediation Program, where students are trained as lunchtime mediators, is supported by a Guidance Counselor, who also trains and supports this initiative Counseling of identified at-risk students in small groups or 1:1, depending on individual needs. At-risk counseling is provided during the school day, services include parent outreach and focused communication and intervention strategies shared with the classroom teachers. Outside referrals are given to families when necessary.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Counseling of identified at-risk students in small groups or 1:1, depending on individual needs. At-risk counseling is provided during the school day, services include parent outreach and focused communication and intervention strategies shared with the classroom teachers. Outside referrals are given to families when necessary.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Services include parent outreach and focused communication and intervention strategies shared with the classroom teachers. Outside referrals are given to families when necessary.</p>
<p>At-risk Health-related Services</p>	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 Maldonado/Fong	District 25	Borough Queens	School Number 165
School Name Edith K. Bergtraum School			

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

Principal Raquel DeMillio	Assistant Principal Rachelle Legions
Coach N/A	Coach N/A
ESL Teacher Marcia Barnett	Guidance Counselor Karen Konstan
Teacher/Subject Area Michele D'Amato/ESL Teacher	Parent Dimaris Montanez-Leary
Teacher/Subject Area Paola Cayea/Teacher	Parent Coordinator Susan Friedman
Related Service Provider Debbie Spector	Other
Network Leader Ms. Mae Fong	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	5	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	638	Total Number of ELLs	91	ELLs as share of total student population (%)	14.26%
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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. 

Upon registering a new student to P.S. 165 Queens, parents participate in an informal oral interview conducted by a pedagogue, either in English or in the parent's native language. A list of bilingual staff members is available in the main office. After assessing the home language, the Home Language Identification Survey is completed, either in the parent's native language, or in cases where translated HLIS forms are unavailable, in English with the assistance of an interpreter. This interview process is always supervised by a pedagogue, most often our fully-certified ESL specialists, one of whom also possesses a bilingual license in Spanish/English. These pedagogues are: Marcia Barnett - ESL Teacher - Dual certification in Elementary ESL and Bilingual (Spanish/English) Education; Michele D'Amato-ESL Teacher-Dual certification in Elementary ESL and Elementary Education; Paola Cayea(fluent in Spanish) ESL General Education First Grade Teacher-Dual certification in ESL and Elementary Education; Kerry DaSilva- First Grade Teacher-Dual Certification in ESL and General Education;Eileen McCrory-Third Grade gifted and talented teacher-Certifications in ESL, Elementary Education, and Gifted and Talented. Other pedagogues on staff who provide bilingual interpretation for parents are: Simi Minhas(speaks Hindi)-Fourth Grade ASD teacher-Certification in Elementary Education; Ekaterine Petrakos(speaks Greek)-Fourth Grade Special Education teacher-Certification in Special Education;Dilshad Kishwani(speaks Urdu)-Kindergarten General Education Teacher-Certification in Elementary Education;Yasuko Yamaguchi (speaks Japanese)-First Grade Special Education teacher-Certified in Special Education. In addition to these pedagogues, the following educational assistants also assist as interpreters: Grace Tartamella (speaks Italian) ; Berta Kalantorova (speaks Russian) ; Kathy Bae (speaks Korean) ; Sheree Liu (speaks Mandarin) ; Irene Parthenis (speaks Greek) : Ann Wing (speaks Mandarin and Cantonese) ; Murali Ramabhadran (speaks Gujarati) ; Kimeta Bacovic (speaks Russian and Serbo-Croatian) ; Ana Perez (speaks Spanish) ; Palwasha Ferogh (speaks Farsi and Pashto).

Our fully certified ESL teachers, Marcia Barnett and Michele D'Amato, then interpret the HLIS forms to verify the dominant language in the child's home. When a home language other than English is indicated, parents partake in an orientation session for parents of English Language Learners. These sessions are staffed with the following personnel: Principal Raquel DeMillio, Assistant Principal Rachelle Legions, Parent Coordinator Sue Friedman, fully-certified ESL teachers Marcia Barnett and Michele D'Amato, and our bilingual staff members or parents who are trained to serve as interpreters. (see above) During these sessions parents are shown the "Orientation Video for Parents of Newly Enrolled English Language Learners" in their native languages. Interpreters assist parents when a translated DVD is unavailable. Our fully-certified ESL teachers, Marcia Barnett and Michele D'Amato, explain the three program choices to parents with the assistance of interpreters (see above). Parents have the opportunity to ask questions about the three instructional models for ELLs. They prioritize their choices on the Parent Selection form.

After all parents have had the opportunity to make informed decisions as to which instructional model best suits their children's needs, ESL specialists tally the responses to determine whether there are 15 ELLs in two contiguous grades opting for a bilingual program. If this is the case, a bilingual class will be created to address this need. If not, parents are offered bilingual classes in other schools that provide these services.

All new admissions identified to be English Language Learners based on their Home Language Surveys take the LAB-R. The RLER is used to ensure that all eligible students are tested within 10 days of admission. Our two fully-certified ESL teachers, Marcia Barnett and Michele D'Amato administer the Lab-R within 10 days. In addition, our fully-certified ESL/Bilingual teacher, Marcia Barnett, administers the Spanish Lab to all Spanish speaking ELLS(Spanish speaking students who are entitled to ESL services as per

their scores on the LAB-R) within 10 days of admission. Entitled students are placed in an appropriate instructional setting within ten days of admission. Parent Selection Forms are completed within this period of time, as well. Additional Parent Orientations are ongoing, the scheduling determined by patterns of admissions. Parents who cannot attend an orientation are contacted by our ESL staff so that this can be rescheduled in a timely manner, that being within ten days of admission. If it is still impossible to schedule, an orientation may be conducted over the phone with the assistance of a trained interpreter. Ultimately, all newly admitted ELLs have Parent Selection forms completed and have been appropriately placed within ten days.

To ensure that all eligible ELLs are administered the NYSESLAT, our two fully-certified ESL teachers, Marcia Barnett and Michele D'Amato, carefully review the RLER and RLAT reports from ATS. ELLs indicated as eligible to take the NYSESLAT listed on the RLER are compared to the list of entitled ELLs on the RLAT. The results of this cross referencing are then compared to our school list of entitled ELLs receiving their mandated minutes of ESL instruction as per Part 154 Extension of Services. When we are completely satisfied that all ELLs at P.S.165Q are fully accounted for, groups are formed and scheduled for NYSESLAT assessment.

Our two fully-certified ESL teachers, Marcia Barnett and Michele D'Amato, ensure that the four components of the NYSESLAT are administered by following these procedures: A master list is created containing the names of all identified ELLs, by class and grade. To the right of these names appears a grid with four columns, one for Listening, one for Speaking, another for Reading and the last is for Writing. After each skill assessment is administered, the corresponding column next to the student's name is checked as complete. All completed answer documents are then stored in folders in a secure location, that being the locked closet in Room 234, the location where both Ms. Barnett and Ms. D'Amato have their office. When all NYSESLAT testing has been completed, answer documents are counted and double-checked against the names listed on the master list. Each check made to indicate administration was completed becomes an "X" to indicate that the answer document is perfectly completed and ready for packaging. When we are satisfied that all answer documents are complete and accounted for, they are packaged.

Marcia Barnett and Michele D'Amato, our fully-certified ESL specialists, maintain precise records regarding the distribution and collection of entitlement letters and Parent Survey and Program Selection Forms. If a Parent Selection Form has not been returned, our bilingual interpreters are called upon to contact parents by telephone to reiterate the importance of completing and returning these forms to the school. If we are still not in receipt of these Parent Selection Forms, we will send them out again, in a certified letter to the home. In the unlikely case where a form is still not returned, we advise parents that the default program for ELLs is Transitional Bilingual Education as per CR Part 154. All communication is conducted through our bilingual interpreters. Once we are confident that we have received 100% of the Parent Selection Forms placed in a binder in a secure location in room 234, placement letters are sent to parents of all entitled ELL students. All entitled ELLs who have been in the ESL program at P.S.165Q the year prior and who continue to be entitled to receive ESL service based on Spring NYSESLAT results, receive continued entitled entitlement letters. Copies of these continued entitlement letters are kept in binders in a secure location (locked closet) in Room 234, (ESL office).

Since 2008 the overwhelming majority of parents have opted to have their children receive instruction within the framework of the Freestanding ESL program offered at our school. In September 2010, 18 Parent Survey and Program Selection forms were returned. Of these, 17 parents opted for the Freestanding ESL program. One parent changed his selection when he understood that his child would probably have to transfer to another school for the bilingual program. This year, September 2011, 16 out of 17 Parent Selection Forms opted for a Freestanding ESL program. One parent changed his selection when an interpreter reiterated that the Dual Language Program is not available at our school and would necessitate attending another school. Our program model is aligned with parent requests. At this time we do not have a bilingual program at P.S. 165. However, Program Selection forms are routinely evaluated by LAP team administrators to assess whether there is a growing desire for Transitional Bilingual Education. If future Program Selection forms indicate a trend toward bilingual education combined with the default option for TBE total 15 or more students across two contiguous grades, a Transitional Bilingual class will be formed.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained		2												2
Push-In	8	0	8	16	20	12								64
Total	8	2	8	16	20	12	0	0	0	0	0	0	0	66

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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
Dual Language										0
ESL	68	0	6	23	0	6				91
Total	68	0	6	23	0	6	0	0	0	91

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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	5	5	1	5	5	6								27
Chinese	4	7	2	3	3	2								21
Russian	2	0	2	2	5	2								13
Bengali														0
Urdu	1	2	2	1	1	0								7
Arabic		1	1											2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian				1		1								2
Other	2	4	2	4	3	4								19
TOTAL	14	19	10	16	17	15	0	91						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

PS165Q employs a Push-In/Co-Teaching organizational model for 72 of our 91 ELLs. The remaining 19 ELLs, who are all in Grade 1, are placed in classes where ESL instruction is provided by their classroom teachers, who are fully certified in ESL. Paola Cayea and Kerry DaSilva, two fully certified ESL teachers, provide these services to our 19 Grade 1 ELLs. Our ELLs are grouped heterogeneously by grade.

The following staff members at PS 165 are fully certified to teach ESL:

- *Marcia Barnett-ESL/Bilingual Spanish/English/Elementary K-6
- *Michele D'Amato-ESL/Elementary K-6
- * Paola Cayea-ESL/Elementary K-6
- * Kerry DaSilva ESL/Elementary K-6
- *Eileen McCrory ESL/Elementary K-6

Four of our five fully certified staff members are organized to most effectively fulfill the mandated number of instructional minutes as per CR Part 154. Two fully certified teachers push in to grade K, 2,3, 4, & 5. To ensure that the mandated number of instructional minutes as per CR Part 154 are met, some ELLs may push into another class where grade level differentiated ESL instruction is taking place.

Common grade classrooms are closely situated enabling efficient pick up and drop off.

Explicit ESL instructional minutes are delivered in the program model as per CR Part 154 as follows: 18 Beginning ELLs receive 360 minutes per week of ESL instruction and 360 minutes per week of ELA instruction. 32 Intermediate ELLs receive 360 minutes per week of ESL instruction and 360 minutes per week of ELA instruction. 41 Advanced ELLs receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction.

Content areas are taught in English through a co-teaching model. The team teaching model is most frequently used to start a lesson. Both teachers work cooperatively, teaching the same lesson at the same time. The mainstream teacher may present the minilesson, and the ESL teacher will interject with examples, explanations and extensions of the key ideas. The ESL teacher provides strategies to assist the students in better remembering and organizing information that was presented. Parallel teaching might follow, with each teacher working with one of two heterogeneous groups. By learning in smaller groups, ELLs experience additional opportunities to interact with each other, listen to their peer models, volunteer responses, or receive feedback from the teacher.

P.S. 165 utilizes a variety of resources to ensure that ELLs are appropriately evaluated in their native languages. Translated editions of State assessments are supplied when available. When no translations are available, the assessment is administered by a bilingual interpreter from our staff who is familiar with assessment procedures. Word to word glossaries bilingual glossaries are provided during assessments when appropriate. The Spanish lab is given to newly admitted ELLs within 10 days of admission. This assessment provides information as to Spanish language proficiency.

Leapfrog Reading System, a research based reading program, contains a bilingual component. Bilingual assessment cards in this program indicate how students have acquired skills in their first language.

A. Programming and Scheduling Information

Bilingual libraries are located in several locations in our school. Marcia Barnett, a certified Spanish/English bilingual teacher, as well as an ESL teacher, uses bilingual text with students to assess their progress.

We are fortunate enough to have a bilingual (Spanish/English) School Based Support Team. Maria Endara, our Family Worker provides informal initial interviews. Maria Irigoyen, our school Psychologist, administers bilingual evaluations. Nancy Laracuenteguarin, our Social Worker initiates outreach to bilingual families.

Finally, we have numerous paraprofessionals who are fluent in many of the languages represented at our school. These paraprofessionals work closely with assigned students to help them interpret academic material taught in the classroom. The paraprofessionals provide feedback to classroom and ESL teachers on how the students are progressing in all academic areas. Instruction is differentiated for different ELL subgroups. Although we have no SIFE at the present time, the following procedures will be implemented in the event that SIFE enroll in our school. SIFE will frequently have assigned to them a bilingual teacher or paraprofessional to work with in the content areas during the extended-day period. Lower-level trade books will be added to classroom libraries. Native language texts will be supplied so the student can begin to scaffold English language learning over a strong native language base. Leap Frog Learning Systems, a research-based learning program will be incorporated, allowing the student to work at his own pace, acquiring second language skills independently. Content areas are the focus of our ELL AM Academy, offering these students additional opportunity to strengthen academic skills.

ELLs in US schools less than three years (newcomers) receive academic support. Classroom buddies sharing the same native language familiarize newcomers with school routines and expectations. Parent Orientations are routinely conducted where administration, our Parent Coordinator and our ESL teachers familiarize parents about various educational options for their ELL children. Our Parent Coordinator offers classes in English as a Second Language to parents of our newly admitted ELLs. Our ELL AM Academy offers these students additional opportunity to strengthen academic skills. Leap Frog Learning Systems is also utilized in the classroom for these students. Native language texts, leveled libraries and bilingual dictionaries are available in classrooms, as well as in our school library. During the extended-day period, newcomers work with bilingual staff members scaffolding content area material. Data patterns across proficiency levels and grades indicate that ELLs acquire speaking and listening skills before reading and writing. Instructional decisions reflect this sequence of acquisition. Beginning level ELLs receive greater exposure to oral/aural modalities, while more advanced students receive more intensive reading and writing instruction within the Balanced Literacy framework. Academic language is isolated and analyzed, focusing on Tier Two and Tier Three vocabulary words.

Periodic-Interim Assessments inform instruction when class and individual student performance are analyzed. Learning targets are created for small group instruction in the areas where students need the most support. Instruction is provided using different modalities to teach specific skills during extended-day time.

Our instructional plan for ELLs receiving service 4 to 6 years and for Long-term ELLs is as follows. School leadership at P.S.165 uses Periodic-Interim Assessments to inform instruction by analyzing class and individual students' performance on the Predictives and ITAs in ELA and Math. By analyzing the item analysis feature of Acuity, school leadership is able to identify areas in which additional support is needed and create learning targets for students. Small groups are created based on students' common areas of weakness and targeted learning instruction is provided using different modalities to teach specific skills during extended-day instructional time. The Periodic Assessments establish benchmarks by which we can gauge the effectiveness of the targeted instruction and drive our instructional decisions to help close the achievement gap for underperforming students.

ELLs receiving service 4 to 6 years and Long-Term ELLs receive Academic Intervention Services either during the school day or in programs conducted before the start of the school day. AIS is differentiated, small-group instruction, targeting students' areas of weakness as indicated on the item analysis feature of Acuity, ELL Interim Assessments and the dual modalities report of the NYSESLAT. Our early-morning Test Sophistication Program and our ELL AM Academy provide additional small-group differentiation of instruction and test-taking strategies for these ELLs. Students may receive At Risk services in six-week rotations for additional small-group, differentiated instruction. In addition, Imagine Learning, an interactive computer program available in multiple languages, is made available to these students. This research-based computer program hones in on phonics and listening skills, as well as sentence structure

Native Language Usage and Supports

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

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

During the extended-day period, ELA and math instruction is targeted and scaffolded to support comprehension for our ELLs. SIFE and newcomer ELLs are paired with bilingual teachers or paraprofessionals whenever possible. Native language support facilitates the scaffolding of instruction and supports comprehension. Our two morning programs, the ELL AM Academy and our Test Sophistication Program, offer targeted intervention for ELLs in ELA, math, social studies and science. Our collaborative inquiry group works on instructional strategies targeted for Long-Term ELLs and those receiving service 4 to 6 years. P.S. 165Q employs a Push-In/Co-Teaching model of instruction, enabling targeted intervention in the content areas for all ELLs.

ELLs who have reached proficiency, i.e. those who scored "Proficient" on the NYSESLAT in 2010 and 2011, receive the same test modifications as presently designated ELLs. These modifications are: 1 1/2 extended time, separate location, third reading if the listening portion of the ELA, etc. Additionally, these former ELLs participate in our Title III ELL AM Academy, where content area Science and Social Studies, as well as English Language Arts, are taught by certified ESL teachers.

New initiatives have been in place since the 2009-2010 school year. Within the framework of the Push-In model, ESL teachers introduce an academic vocabulary component to second language learning. These teachers work with ELLs in their classrooms to extract academic vocabulary from their lessons and utilize practiced strategies to decipher or assign meaning. In addition, ELLs, under the tutelage of their ESL teachers, become adept at breaking down complex sentences to derive meaning from nonfiction text. Analysis of sentence structure, reference clues, academic vocabulary and other lexical items supports comprehension. Co-teaching is an effective model for inclusive practices to accommodate the needs of diverse ELLs. It enables ELLs to meet national, state and core standards and it enhances creative collaboration between ESL and mainstream teachers.

ELLs at P.S.165 Queens are afforded equal access to all school programs. ELLs actively participate in our morning Test Sophistication Program, our ELL AM English Academy, our performing arts programs, our newly established basketball team, our peer mediation program and Project 25 activities.

The following instructional materials, including technology, are used to support ELLs:

- *Imagine Learning Computer Program
- *Wilson Reading System
- *Word to word bilingual glossaries
- * Sundance - Comprehension Strategies Kits - Fiction and Nonfiction
- * Curriculum Associates - Passwords Series – Social Studies and Science Vocabulary
- * Options - Best Practices in Reading – Pairing Fiction with Nonfiction
- * Rigby - On Our Way to English - leveled libraries
- * Scholastic News Magazine – Editions 1, 2 and 3
- * National Geographic - Nonfiction Reading and Writing Workshops
- * Leapfrog Learning Systems – LeapPad Libraries
- * Internet
- * Word processing
- * Power Point slide shows
- * SMART Board
- * Study Island software
- * Renzulli Learning software
- * Bilingual dictionaries

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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B. Programming and Scheduling Information--Continued

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- * Bilingual dictionaries
- * Native language trade books
- * Attanasio & Associates, Inc. – Getting Ready for the NYSESLAT

Native language support is provided in the Freestanding ESL Program at P.S. 165. One of our ESL teachers, who is also NYS certified as a

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

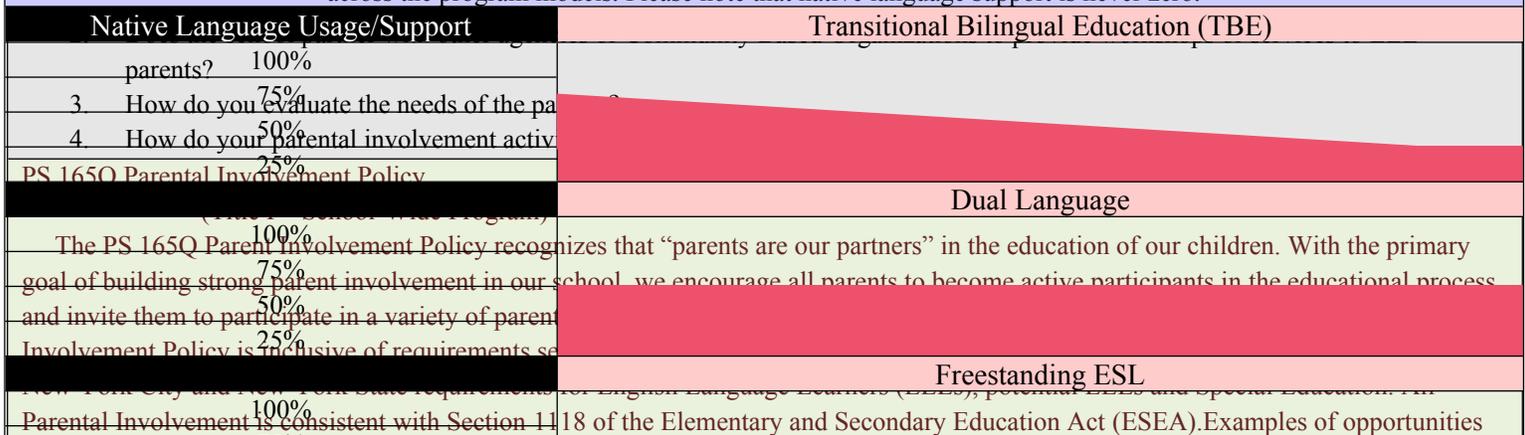
Our certified ESL teachers attend professional development workshops on a regular basis. Our ELL Liaison attends monthly professional development meetings conducted by Alice Cohen, our Network Support Specialist. ESL strategies presented at these workshops are then "turnkeyed" during faculty conferences or staff development workshops for all teachers of ELLs. Each of our ESL teachers attends additional staff development workshops offered by the Office of English Language Learners, QTEL, or our Network Support Specialist for English Language Learners.

Improving instruction for ELLs in the classroom has been a schoolwide initiative for the last four years. Professional development is provided at faculty conferences, grade conferences and during staff development days to support this effort. 7.5 hours of ELL training for all staff (excluding teachers who hold ESL or bilingual licenses as per Jose P.) is part of our Title III program for the 2011-2012 school year. Portions of staff development days are devoted to ELL training. Some of the focus of this staff development is dedicated to the Common Core Learning Standards. After-school staff development workshops focus on sharing best practices within the Push-In instructional model, strategies for strengthening ELLs' familiarity with academic vocabulary, encouraging greater parental involvement of ELLs and differentiating instruction for ELLs in the mainstream classroom. Records of these professional development activities are maintained by the administration of the school.

Our Guidance Counselors help ELLs transition to middle school in a variety of ways. They provide interpretation services to the parents of ELLs and have one-on-one family meetings to inform the students and their families of their options for middle school. Our Guidance Counselors assist parents in completing middle school applications and they inform parents as to what are the expectations and responsibilities of children and their parents in the middle schools. When additional information is requested, children consult with our staff on an individual basis. Parent workshops are held both during and after school in order to accommodate working parents' schedules. Individual classroom visits are made by the counselor to discuss the middle school selection process and to answer students' questions. This allows for a more intimate atmosphere than if the meetings were conducted by grade or in another large-group setting.

Native Language Usage and Supports

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



E. Parental Involvement

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

PS 165Q Parental Involvement Policy

(Title I – School-Wide Program)

The PS 165Q Parent Involvement Policy recognizes that “parents are our partners” in the education of our children. With the primary goal of building strong parent involvement in our school, we encourage all parents to become active participants in the educational process and invite them to participate in a variety of parent workshops and activities both at the school and district level. The PS 165Q Parent Involvement Policy is inclusive of requirements set forth by the New York City Department of Education. This Policy is also aligned with New York City and New York State requirements for English Language Learners (ELLs), potential ELLs and Special Education. All Parental Involvement is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Examples of opportunities for parent involvement, based on these laws and policies are listed below.

TRANSLATION SERVICES AVAILABLE

For written translation of important school documents, P.S.165 uses the NYCDOE Translation and Interpretation Unit to provide translations in seven DOE-recognized languages. We have translations made in Chinese, Spanish, Russian, Urdu, Korean, Arabic and Bengali. For oral translations we request the services of bilingual paraprofessionals and parent volunteers (Bilingual Buddies) who assist non-English speaking parents. We make use of these staff members during Parent Teacher conferences and other important school meetings (i.e. IEP meetings) and activities. Bilingual Buddies and paraprofessionals also translate at parent workshops and meetings upon parental request.

We also assist parents in need of translation through the DOE Translation Unit by Phone. They offer many additional languages and can conference with the teacher/administrator with the parent from their offices.

OPPORTUNITIES FOR PARENT INVOLVEMENT AT PS 165Q

SCHOOL BASED ACTIVITIES

Schools receive technical assistance from the Office of Family Engagement (OFEA), Queens Borough Director and the District Family Advocates, in designing parent activities. School Guidance Counselors, the Youth Development Coordinator and the Parent Coordinator have received extensive training to effectively implement parent activities and workshops, based on the needs of our school community. All of these programs are designed to build and nurture strong parental involvement.

Parent/Teacher Association (PTA) Activities

The Parent Teacher Association (PTA) invites all interested parents to join them in the activities that they sponsor. These activities include regularly scheduled informational meetings and workshops. In addition, the PTA works with school staff to implement special events for students (i.e. special assemblies and professional performances). They publish a Quarterly Newsletter, “The Voice”, and distribute informational flyers and brochures on a regular basis. These newsletters and flyers help to keep parents informed about school events as well as opportunities to become more involved in school activities. There are monthly General Membership Meetings where Parents can receive all current information about School Policy and Programs as well as updated calendars of events. The PTA, in collaboration with the Parent Coordinator, present special programs, workshops or speakers at each of these meetings to ensure renewed parent interest in their children’s Health, Safety and Educational Needs.

Parent/Teacher Conferences and Meet the Teacher

Parent/Teacher Conferences are held twice yearly in the fall and in the spring at PS 165Q. Conferences can be scheduled before, during and after the school day to accommodate parents’ schedules. Notices of when these conferences are held will be sent home with students. At these conferences, parents will have the opportunity to meet with classroom teachers as well as school-based teacher specialists (e.g. ESL teacher, SETTS teacher). School Counselors, Therapists and Staff are also available to assist Parents. In the fall, “Open School Week” is held, the week after P/T Conferences. Parents have an opportunity to visit their child’s classrooms and observe the daily teaching methods and routines.

In addition, our school hosts “Meet the Teacher” days each September. These Meetings are designed so that parents can learn about the curriculum, classroom rules and students’ requirements. Although parents will not have the opportunity to meet individually with their child’s teacher at this time, these meetings provide a valuable opportunity to hear about what students will be learning during the year, discuss ways parents can help students at home, and familiarize parents with the educational program. Coupled with Parent/Teacher Conferences, “Meet the Teacher” Meetings give parents a broad understanding of what their child’s school year will be like.

E. Parental Involvement

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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?

During the extended-day period, ELA and math instruction is targeted and scaffolded to support comprehension for our ELLs. SIFE and newcomer ELLs are paired with bilingual teachers or paraprofessionals whenever possible. Native language support facilitates the scaffolding of instruction and supports comprehension. Our two morning programs, the ELL AM Academy and our Test Sophistication Program, offer targeted intervention for ELLs in ELA, math, social studies and science. Our collaborative inquiry group works on instructional strategies targeted for Long-Term ELLs and those receiving service 4 to 6 years. P.S. 165Q employs a Push-In/Co-Teaching model of instruction, enabling targeted intervention in the content areas for all ELLs.

ELLs who have reached proficiency, i.e. those who scored "Proficient" on the NYSESLAT in 2010 and 2011, receive the same test modifications as presently designated ELLs. These modifications are: 1 1/2 extended time, separate location, third reading if the listening portion of the ELA, etc. Additionally, these former ELLs participate in our Title III ELL AM Academy, where content area Science and Social Studies, as well as English Language Arts, are taught by certified ESL teachers.

New initiatives have been in place since the 2009-2010 school year. Within the framework of the Push-In model, ESL teachers introduce an academic vocabulary component to second language learning. These teachers work with ELLs in their classrooms to extract academic vocabulary from their lessons and utilize practiced strategies to decipher or assign meaning. In addition, ELLs, under the tutelage of their ESL teachers, become adept at breaking down complex sentences to derive meaning from nonfiction text. Analysis of sentence structure, reference clues, academic vocabulary and other lexical items supports comprehension. Co-teaching is an effective model for inclusive practices to accommodate the needs of diverse ELLs. It enables ELLs to meet national, state and core standards and it enhances creative collaboration between ESL and mainstream teachers.

ELLs at P.S.165 Queens are afforded equal access to all school programs. ELLs actively participate in our morning Test Sophistication Program, our ELL AM English Academy, our performing arts programs, our newly established basketball team, our peer mediation program and Project 25 activities.

The following instructional materials, including technology, are used to support ELLs:

- *Imagine Learning Computer Program
- *Wilson Reading System
- *Word to word bilingual glossaries
- * Sundance - Comprehension Strategies Kits - Fiction and Nonfiction
- * Curriculum Associates - Passwords Series – Social Studies and Science Vocabulary
- * Options - Best Practices in Reading – Pairing Fiction with Nonfiction
- * Rigby - On Our Way to English - leveled libraries
- * Scholastic News Magazine – Editions 1, 2 and 3
- * National Geographic - Nonfiction Reading and Writing Workshops
- * Leapfrog Learning Systems – LeapPad Libraries
- * Internet
- * Word processing
- * Power Point slide shows
- * SMART Board
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Native language support is provided in the Freestanding ESL Program at P.S. 165. One of our ESL teachers, who is also NYS certified as a

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Teachers are using Fountas and Pinnell (instead of E-CLAS) to assess the early literacy skills of students in grades K-3. This system will allow teachers to identify particular areas of weakness in such concepts as early literacy behaviors, high-frequency words, initial sounds, blending sounds, segmenting words, rhyming, reading comprehension and reading accuracy, one and two syllable words, spelling and word features. The Fountas and Pinnel System will allow teachers to examine data more closely and identify specifically which skills students are lacking (ie. Within the concept of Word Features, a teacher may determine that a student is not able to decode words with consonant digraphs.) The Fountas and Pinnell Assessment System, in addition, offers strategies to support students in the areas they are lacking and supports teachers with planning for small group instruction. A new online assessment is being used this year for grades 2-5, Ed Performer to assess reading and math skills for all students, including ELLs. This data is being used by classroom teachers and ESL teachers to focus on ELL students needs and help them focus instruction in the areas the students are lacking in.

Teachers use data they collect from individual conferences with ELL students to assess the progress the students are making in reading, writing, and math to group students in differentiated groups based on their needs.

Data patterns across proficiency levels and grades on the LAB-R and NYSESLAT indicate that English Language Learners acquire speaking and listening skills before reading and writing skills. Instructional decisions reflect this sequence of acquisition. Beginning-level ELLs receive greater exposure to oral/aural modalities, while more advanced students receive more intensive reading and writing instruction within the Balanced Literacy framework. In addition, students Teachers use the data to drive instruction and differentiate for ELL students at different levels of language acquisition.

The patterns of proficiencies across the grades indicates that ELL students acquire listening and speaking skills before reading and writing skills. From the data, as the grade level increases , there is a steady, overall increase in their raw scores in the different modalities which indicates progress.

On state exams, the results for the state Math and Science exams were:

In Grade 3, five ELLs scored Level 1, Nine ELLs scored Level 2, Four ELLs scored Level 3 and no one scored a Level 4.

In Grade 4, one ELL scored Level 1, five scored Level 2, six scored Level 3 and two ELLs scored Level 4.

In Grade 5 , one ELL scored a Level 1, 1 ELL scored Level 2, five ELLs scored Level 3, and two ELLs scored Level 4.

One ELL scored level one on the Native Language version of the NYS math test.

Eighteen ELLs took the NYS science test in Grade 4. Two ELLs scored Level 1, Four ELLs scored Level 2 nine scored Level 3 and three scored Level 4.

School leadership and teachers are using the data from the ELL periodic assessments to shape instruction and provide interventions for ELL students. By examining the modalities, teachers can focus their instruction on the area ELL students need the most support in. Teachers provide differentiated tasks and focus on the areas of the Common Core Learning Standards ELL students need to meet for their grade level.

From the results of the periodic assessments the school is learning that ELLs acquire listening skills faster than reading and writing skills

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

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.

Our certified ESL teachers attend professional development workshops on a regular basis. Our ELL Liaison attends monthly professional development meetings conducted by Alice Cohen, our Network Support Specialist. ESL strategies presented at these workshops are then “turnkeyed” during faculty conferences or staff development workshops for all teachers of ELLs. Each of our ESL teachers attends additional staff development workshops offered by the Office of English Language Learners, QTEL, or our Network Support Specialist for English Language Learners.

Improving instruction for ELLs in the classroom has been a schoolwide initiative for the last four years. Professional development is provided at faculty conferences, grade conferences and during staff development days to support this effort. 7.5 hours of ELL training for all staff (excluding teachers who hold ESL or bilingual licenses as per Jose P.) is part of our Title III program for the 2011-2012 school year. Portions of staff development days are devoted to ELL training. Some of the focus of this staff development is dedicated to the Common Core Learning Standards. After-school staff development workshops focus on sharing best practices within the Push-In instructional model, strategies for strengthening ELLs’ familiarity with academic vocabulary, encouraging greater parental involvement of ELLs and differentiating instruction for ELLs in the mainstream classroom. Records of these professional development activities are maintained by the administration of the school.

Our Guidance Counselors help ELLs transition to middle school in a variety of ways. They provide interpretation services to the parents of ELLs and have one-on-one family meetings to inform the students and their families of their options for middle school. Our Guidance Counselors assist parents in completing middle school applications and they inform parents as to what are the expectations and responsibilities of children and their parents in the middle schools. When additional information is requested, children consult with our staff on an individual basis. Parent workshops are held both during and after school in order to accommodate working parents’ schedules. Individual classroom visits are made by the counselor to discuss the middle school selection process and to answer students’ questions. This allows for a more intimate atmosphere than if the meetings were conducted by grade or in another large-group setting.

E. Parental Involvement

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

PS 165Q Parental Involvement Policy

(Title I – School-Wide Program)

The PS 165Q Parent Involvement Policy recognizes that “parents are our partners” in the education of our children. With the primary goal of building strong parent involvement in our school, we encourage all parents to become active participants in the educational process and invite them to participate in a variety of parent workshops and activities both at the school and district level. The PS 165Q Parent Involvement Policy is inclusive of requirements set forth by the New York City Department of Education. This Policy is also aligned with New York City and New York State requirements for English Language Learners (ELLs), potential ELLs and Special Education. All Parental Involvement is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Examples of opportunities for parent involvement, based on these laws and policies are listed below.

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We also assist parents in need of translation through the DOE Translation Unit by Phone. They offer many additional languages and can conference with the teacher/administrator with the parent from their offices.

OPPORTUNITIES FOR PARENT INVOLVEMENT AT PS 165Q

SCHOOL BASED ACTIVITIES

Schools receive technical assistance from the Office of Family Engagement (OFEA), Queens Borough Director and the District Family Advocates, in designing parent activities. School Guidance Counselors, the Youth Development Coordinator and the Parent Coordinator have received extensive training to effectively implement parent activities and workshops, based on the needs of our school community. All of these programs are designed to build and nurture strong parental involvement.

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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)	9	2	1	0	1	0								13
Intermediate(I)	7	3	8	5	5	0								28
Advanced (A)	0	6	5	10	9	7								37
Total	16	11	14	15	15	7	0	0	0	0	0	0	0	78

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							
	I	4	3	0	0	1	0							
	A	11	5	10	6	4	1							
	P	2	3	4	9	10	8							
READING/ WRITING	B	9	2	1	0	1	0							
	I	7	2	8	5	5	0							
	A	1	5	5	10	9	7							
	P	0	2	0	0	0	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	6	4	0	18
4	3	9	4	0	16
5	0	6	2	0	8
6					0
7					0
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	5		9		4		0		18
4	1	1	5		6		2		15

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1		5		2		9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	4		9		3		18
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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Teachers are using Fountas and Pinnell (instead of E-CLAS) to assess the early literacy skills of students in grades K-3. This system will allow teachers to identify particular areas of weakness in such concepts as early literacy behaviors, high-frequency words, initial sounds, blending sounds, segmenting words, rhyming, reading comprehension and reading accuracy, one and two syllable words, spelling and word features. The Fountas and Pinnel System will allow teachers to examine data more closely and identify specifically which skills students are lacking (ie. Within the concept of Word Features, a teacher may determine that a student is not able to decode words with consonant digraphs.) The Fountas and Pinnell Assessment System, in addition, offers strategies to support students in the areas they are lacking and supports teachers with planning for small group instruction. A new online assessment is being used this year for grades 2-5, Ed Performer to assess reading and math skills for all students, including ELLs. This data is being used by classroom teachers and ESL teachers to focus on ELL students needs and help them focus instruction in the areas the students are lacking in.

Teachers use data they collect from individual conferences with ELL students to assess the progress the students are making in reading, writing, and math to group students in differentiated groups based on their needs.

Data patterns across proficiency levels and grades on the LAB-R and NYSESLAT indicate that English Language Learners acquire speaking and listening skills before reading and writing skills. Instructional decisions reflect this sequence of acquisition. Beginning-level ELLs receive greater exposure to oral/aural modalities, while more advanced students receive more intensive reading and writing instruction within the Balanced Literacy framework. In addition, students Teachers use the data to drive instruction and differentiate for ELL students at different levels of language acquisition.

The patterns of proficiencies across the grades indicates that ELL students acquire listening and speaking skills before reading and writing skills. From the data, as the grade level increases, there is a steady, overall increase in their raw scores in the different modalities which indicates progress.

On state exams, the results for the state Math and Science exams were:

In Grade 3, five ELLs scored Level 1, Nine ELLs scored Level 2, Four ELLs scored Level 3 and no one scored a Level 4.

In Grade 4, one ELL scored Level 1, five scored Level 2, six scored Level 3 and two ELLs scored Level 4.

In Grade 5, one ELL scored a Level 1, 1 ELL scored Level 2, five ELLs scored Level 3, and two ELLs scored Level 4.

One ELL scored level one on the Native Language version of the NYS math test.

Eighteen ELLs took the NYS science test in Grade 4. Two ELLs scored Level 1, Four ELLs scored Level 2 nine scored Level 3 and three scored Level 4.

School leadership and teachers are using the data from the ELL periodic assessments to shape instruction and provide interventions for ELL students. By examining the modalities, teachers can focus their instruction on the area ELL students need the most support in. Teachers provide differentiated tasks and focus on the areas of the Common Core Learning Standards ELL students need to meet for their grade level.

From the results of the periodic assessments, the school is learning that ELLs acquire listening skills faster than reading and writing skills

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Edith K.Berktraum School</u>		School DBN: <u>25Q535</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Raquel DeMillio	Principal		10/14/11
Rachelle Legions	Assistant Principal		10/14/11
Susan Friedman	Parent Coordinator		10/14/11
Marcia Barnett	ESL Teacher		10/14/11
Dimaris Montanez-Leary	Parent		10/14/11
Michele D'Amato/ESL	Teacher/Subject Area		10/14/11
Paola Cayea/ESL	Teacher/Subject Area		10/14/11
N/A	Coach		
N/A	Coach		
Karen Konstan	Guidance Counselor		10/14/11
Mae Fong	Network Leader		10/14/11
Debbie Spector	Other <u>SETTS</u>		10/14/11
	Other		10/14/11
	Other		10/14/11
	Other		10/14/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q165 **School Name:** PS 165Q Edith K.Bergtraum

Cluster: CEI **Network:** 535

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

Part A: Needs Assessment Findings

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

We use two major sources of data to assess the translation and the interpretation needs of our school. First, we use the preferred language list in ATS to make sure parents receive documents and communications in appropriate languages. Secondly, we keep a list of our students receiving ESL and send home communications that mirror the home language as well. In addition, we call poll our parents at PTA meetings for feedback on documents we have translated and simplify or modify these documents as needed. Finally, parents request written or oral translations from us throughout the year, including translation requests for Parent/Teacher conferences.

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

The major findings were that our school has families that speak seven of the eight recognized Department of Education languages. In addition, we have needs in at least six other languages. A written translation request list will be created for all teachers and staff, so that written communication needs are concise and consistent throughout the building. In addition, parent volunteers will be recruited to communicate with parents in their own languages at important meetings, events, and Parent/Teacher Conferences.

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 will continue to provide written translations in the seven recognized Department of Education languages, through the Department of Education Translations Division. More school based documents will be translated to enhance communication with our culturally diverse community. Translation requests will be sent more than 21 days ahead of time to ensure there is time to properly inform parents. Additional language needs for languages not recognized by the Department of Education such as Hindi, Farsi, Pashtu, Hebrew, Albanian, etc. will be accomplished by bilingual school staff, teachers, and paraprofessionals. Parent volunteers, "Bilingual Buddies" may also be asked to assist if the staff member does not speak that language and they are secured in written communication.

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.

Oral interpretations will be provided by our school staff, teachers, and paraprofessionals who speak many of the languages needed. In addition, parent volunteers, "Bilingual Buddies", will assist parents in any and all required languages, both one-on-one and at important meetings or workshops. An outside recognized vendor will be used if there is not an interpreter available within the school and parent community. The Department of Education Translation Call-In Unit will be used by classroom teachers when no other interpreter is available. The school will continue to provide free English classes for parents to assist in bridging the communication gap.

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>.

Our main office, security desk and administrative staff will have access to translation cards at all times. Posters will be prominently displayed at important entrances and exits informing parents of translation opportunities. Signs are posted at the same locations, informing parents of translation and interpretation services that are available. The Parent Coordinator will keep a current list of staff, teacher, paraprofessional and parent translators. The main office and administrative staff will make all efforts to provide the parent with a teacher, paraprofessional, and parent translator. Staff and teachers will be prepared, at all times to assist parents with the translation and interpretation needs. Teachers will request interpreters for all meetings with non-English speaking parents. The school will contact the Department of Education Translation Call-In Unit for all interpretation assistance, in all languages, when no person in the building is equipped or available to translate in a parent's home language.

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:	DBN: 535
Cluster Leader: Maldonado	Network Leader: Mae Fong
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 checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 45
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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" 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: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III program at P.S.165, Queens, is an early morning (before the official start of our school day at 8:20 AM) program, which services our ELL population in grades 2 through 5, including our Transitional students (i.e. those who have reached proficiency as indicated by 2010 and 2011 NYSESLAT and LAB-R scores). Our rationale for selecting these students is as follows: Many of our upper grade ELLs (grades 3-5) experience a second language acquisition "stall", as indicated on the NYSESLAT Combined Modality Report (RNMR). In addition, our Transitional students encounter problems adapting to the rigorous academic demands of the mainstream classroom without the supplemental support offered by the push-in ELL specialist. Increased rigor inherent in the Common Core Learning Standards necessitates additional academic support for our ELL students.

Four fully-certified ESL teachers provide instruction to fortify academic language in the content areas. 45 English Language Learners participate. 45-minute sessions are conducted four times weekly, from 7:35 to 8:20AM. The duration of the ELL Morning Academy is seventeen weeks. 70% of our Title III budget will be allocated toward instruction (\$7, 840). 15 ELLs attend one of three classes, which target ELA-nonfiction, Social Studies and Science content-area instruction as it relates to the NY State Common Core Learning Standards. This program will service grades 2,3,4 and 5. Teachers utilize strategies such as scaffolding academic vocabulary and unpacking academically and structurally complex sentences to enable ELLs to overcome the second language stall encountered by many in the upper grades (3-5).

Participating teachers have the following certifications:

Marcia Barnett

*Permanent NYS certification English to Speakers of Other Languages

* Bilingual Common Branches DES-Spanish/English certification

Michele D'Amato

*Professional NYS Certificate in English to Speakers of Other Languages

* Permanent NYS Certification in Elementary Education

Paola Cayea

*Professional NYS Certificate in English to Speakers of Other Languages

*Permanent NYS Certification in Elementary Education

Kerry DaSilva

*Professional NYS Certificate in English to Speakers of Other Languages

*Permanent NYS Certification in Elementary Education

Academic instruction will be provided through the use of a wide array of content-area materials. Comprehension Strategies Kit by Sundance publishers pairs fiction and non-fiction reading passages to improve reading comprehension. Options Publishing Best Practices in Reading levels A-D provides differentiated reading practice for our ELL students. National Geographic Windows on Literacy provides trade books in Science and Social Studies. National Geographic Nonfiction reading series provide Nonfiction trade books for our beginner ELL students. Curriculum Associates Inc. Passwords series in Social Studies and Science reinforces academic vocabulary in these content areas. Test taking strategies are taught using the Kaplan series to prepare for the NYS assessments.

Part C: Professional Development

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 takes place once each week, after school, from 3:30 until 5:00. The duration of the activity is six weeks. 20% of our Title III Budget will be allotted to Professional Development (\$2,240). During this time Title III teachers meet to create joint lesson plans and to work as a group to build capacity for ESL methodologies to be used in conjunction with classroom teachers with a preponderance of ELLs in their classrooms. Common Branch teachers also participate in this process. Teachers involved in professional development activities analyze the NYSESLAT Combined Modality Report (RNMR) to assess which skills need developing. This determines how instruction is differentiated in the Title III program. Unpacking Task Bundles and aligning curriculum with the Common Core Standards are ongoing. ELL Liaison turnkeys monthly professional development workshops with Network Support Specialist, Alice Cohen.

Additional professional development is conducted by Raquel Demillio, Principal of P.S.165Q
*to create instruction units which align ESL methodologies with content area pacing calendars
*to study the item analysis for ELL results for the NYS Social Studies, Science, ELA and Math scores to better align classroom and ESL instruction
*to continue to enhance pedagogical knowledge and facility with ESL methodologies and best practice research for ELLs

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: Our parent engagement activities focus on communication and outreach. 10% of our Title III budget (\$1,120) is allocated for Parental Engagement Activities. This allotment supports the following parental engagement activities: supplies (paper, toner, refreshments); books used in "Crossroads Café" program; materials purchased for "Family Arts Nights"; parent field trips. For many of the parents of our ELL students, English language is a challenge. We work diligently to communicate with these parents in their own languages, whenever possible. In addition, we conduct a weekly English Language Class for Parents ("Crossroads Café"). This weekly class runs every Thursday morning that the school building is open, from October to June. The lessons (26), 2 hours each, focus on reading, writing, speaking and understanding the English Language. In addition, the parents learn practical skills to help them adapt to and participate in American culture. Parents receive a phone call each week reminding them to come to class. They are given homework assignments that mirror the kind of work and strategies their children are asked to perform. In this way, parents are learning how to help their children, as they help themselves. Finally, these classes create a welcoming environment for parents

Part D: Parental Engagement Activities

who may otherwise not enter the school building. They meet other parents who speak their home language, as well as other languages. They have refreshments and share experiences with the class.

Often, these parents take on other Parental Involvement roles in the school. We have a volunteer program, "Bilingual Buddies", which asks parents to interpret at Parent/Teacher conferences and other important meetings. These volunteers are paired with parents that need help understanding English. Our English students become our English ambassadors. Our Parent Coordinator, Susan Friedman, teaches Crossroads Café and coordinates Binlingual Buddies. The approach with all of these activities is to encourage parents to get involved. The Parent Coordinator knows these parents very well and will recruit them for PTA activities and even to train as Learning Leaders. The rationale behind this approach to Parent Involvement is simple: create an environment where parents want to learn, want to take part and want to be involved with their child's education. As parents become more comfortable with the school and its routines and expectations, they will roll up their sleeves and get more involved.

A great deal of effort is made to invite these parents to any and all conferences presented by the DOE that include translators. Our Parent Coordinator plans field trips to accompany many parents to these conferences. In this way, parents learn that there are many opportunities to learn and understand more about their children's education.

Finally, our Family Arts Nights draw many of our ELL students and their parents. These activities ae always rewarding and directly connected to curriculum or other initiatives in the school. They usually involve visual arts, music, or movement activities that are universal in nature. Therefore, all parents are comfortable in this environment and enthusiastic participants. Knowledge of the English language is less important in these activities that bind our entire community together.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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