



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** PETER G. VAN ALST

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 30Q171

**PRINCIPAL:** ANNE BUSSEL      **EMAIL:** ABUSSEL@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DR. PHILIP COMPOSTO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Anne Bussel	*Principal or Designee	
Carmela Caro	*UFT Chapter Leader or Designee	
Alba Beltran	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ann DiLeo	Asst. Principal	
Francine Ferrari	Chairperson	
Cathleen Hartill	Teacher	
Rosemary Holdampf	Teacher	
JoEllen Miner	Paraprofessional	
Sonia Pena	Parent	
Melissa Davalos	Parent	
Olga Silva	Parent	
Bonnie Capparelli	Parent	

Colleen McGrath	Parent	
Vacancy		

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To increase the number of ELL (additional 8) and Special Education (additional 10) students who meet the AYP in Mathematics.

### **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.

This need was generated by the results of the 2010-2011 standardized Mathematics assessment in which both sub-groups failed to meet the AYP.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
We have initiated an after school Math Program for Grades 3, 4 and 5- two days per week-from November 2011 to April 2012  
We provide small group instruction during the school day on a daily basis  
Our Magnet Program provides residencies to incorporate Art into Mathematics
  - b) staff and other resources used to implement these strategies/activities,  
Our after school program consists of three pedagogues who hold certification in Special Education and ESL  
Our scheduling allows us to provide AIS personnel to assist in small group instruction during the school day  
Our Math curriculum consists of Everyday Math, Math Steps, Foundations in Math and Exemplars
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
Teachers meet with their grade level peers to align the Everyday Math with the Core standards and create unit assessments accordingly
  - d) timeline for implementation.  
Year long from September 2011 through June 2012

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops are provided for parents in Grades K through 5 three times per year to acquaint them with the Math curriculum and provide methods in which they can help their children. These workshops are provided by our Math coach. We also host a Math Family Game Night at which parents and children can participate in Math games provided by Everyday Math. Teachers of various grade levels volunteer their time to assist.

**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.
- Our Math Coach mans a Teacher Center room where teachers can go for help and support
- Our Math Coach provides demo lessons and professional development for the staff.

**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.
- Our Magnet Program is a Federal Grant in its second year and provides residencies during the school day for Grades Pre-K through 5 and workshops for our staff, i.e., art in geometry.
- We house a federally funded Pre-K program that provides a small group learning environment for Special Education students to participate in academic and social activities with general education students.
- The funds provided under Title III support our after school Math 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.
- Magnet-\$56,000
- Pre-K Plus-salaries of two teachers and two paraprofessionals
- Title III-\$15,369 for per session salaries of three teachers and one supervisor

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To integrate our Magnet (Art) into 100% of our Understanding by Design content area Social Studies curriculum for Grades Pre-K through 5.

### **Comprehensive needs assessment**

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

The mandates of the federal funding of our magnet grant require that the Arts be thoroughly integrated into the content area of Social Studies by the end of the year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Grade level Professional Development with the Magnet Resource Specialist and the Magnet Resource Assistant
    - Weekly performance task created by pedagogues
    - Culminating activity to end each unit (art; music; dance/movement)
    - Outside performers, i.e., McDonald's and Dance Troupes
  - b) staff and other resources used to implement these strategies/activities,
    - Magnet Resource Specialist
    - Magnet Resource Assistant
    - Grade Level Pedagogues
    - Arts Residencies (Art, Music, Dance)
    - Licensed Music Teacher
    - Art Teacher
    - Trade Books/Instruments/Art Supplies
    - Field Trips
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - Grade level teachers create the curriculum
    - Grade level teachers select appropriate residencies
    - Grade level teachers select appropriate field trips
    - Grade level teachers create weekly and culminating assessment with rubrics
  - d) timeline for implementation.
    - March 2011 to June 2011
    - September 2011 to April 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.
- Family Arts Night
- Family Social Studies Night
- Culminating performances for after school and Saturday Arts Programs
- Culminating performances for classroom residencies (two per grade level)
- Culminating performances for each unit of study (average four per grade level)

**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.  
Sampling of teachers attend a district sponsored professional development day for Understanding by Design  
Magnet Resource Specialist and Magnet Resource Assistant attend a national conference  
Specified number of hours (as per mandated by federal magnet guidelines) of Professional Development

**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.
- Federally funded Magnet Program
- Core curriculum materials for Grades K and 1 provided this school year (Grades 2 through 5 previously provided)
- Community partnership with McDonald's

**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.
- Supplies-\$22,060
- Professional Development-\$23,829
- Magnet-salaries for specialist and assistant

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To increase parent participation in school functions and activities during the school day and after school by 2%.

#### **Comprehensive needs assessment**

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

The community feels that increased parent participation will aid in the students' academic success as well as strengthening the familial bond between parent and child.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - ESL classes for parents
    - End of unit performances for each grade level (UBD)
    - End of supplemental program performances (After school/Saturday)
    - Family Arts Night
    - Family Math Night
    - Family Social Studies Night
    - PTA Meetings
    - Movie Night
    - Field Trips
    - PJ and a Book Night
    - Winter Concert
    - Spring Concert
    - Residency Performance
    - Parent/Teacher Conferences
    - Open House
    - IEP Conferences
  - b) staff and other resources used to implement these strategies/activities,
    - Magnet Resource Specialist
    - Magnet Resource Assistant
    - Parent Co-ordinator
    - Classroom Pedagogues
    - Fine Art Pedagogues
    - PTA

Residencies in the Arts

Project 126

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - Teachers select residencies
  - Teachers are invited to join the PTA
  - Teachers are re-writing the UBD curriculum in conjunction with the Magnet Resource Specialist
  - Teachers are re-writing the Math Curriculum and assessments in conjunction with the Math coach
  - Teachers were invited to a workshop hosted by Project 126
  - Teachers were invited to serve on committees for the Project 126 program
- d) timeline for implementation.
  - September 2011-June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children
- Provide parents with the information needed to become involved in planning and decision making to support their children
- Share information about school and parent related programs.
- Provide professional development opportunities for school staff to improve outreach
- Actively involve parents in the planning, review and evaluation of our Title 1 program
- Engage parents in discussion and decisions regarding the Title 1 set-aside funds.
- Support school level committees.
- Maintain the position of Parent Co-ordinator to serve as a liaison between home and school.
- Conduct parent workshops.
- Translate documents and provide translations.
- Schedule meetings at flexible times.
- Host family oriented events.
- Encourage more parents to join Learning Leaders.

**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.
- Monthly meetings for parents and teachers provided by Project 126
- Staff will participate in network and city hosted workshops.
- Open conversation between staff and parents.

**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.
- Federally funded magnet program
- Title I set-aside
- Community Partnership with Project 126

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title I SWP-set aside \$4,150
- Title I Translation \$1,321
- Magnet Program—salaries of specialist and assistant

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **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.

### **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.

### **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.

### **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.

## ANNUAL GOAL #5 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 #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **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.

### **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.

### **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.

### **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.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

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

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Push in AIS personnel instruct small groups using strategy lessons to aid in Literacy.
Mathematics	Push in AIS personnel instruct small groups using differentiated instructional methodologies to aid at-risk children.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Service provided during the school day individually and in small groups (2-4 children).
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Meet on an individual basis with child one time per week for thirty minutes.
At-risk Health-related Services	Open Airway: teaching good asthma management. Healthy options and physical activity program for children in the 99 <sup>th</sup> % of weight.

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

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

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

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>C.Amundsen/ N. DiMaggio</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>171</b>
School Name <b>Peter G. Van Alst</b>			

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

Principal <b>Anne Bussel</b>	Assistant Principal <b>Ann DiLeo/Vincent Lubrano</b>
Coach <b>Mirell Walden</b>	Coach <b>Laura Kavourias</b>
ESL Teacher <b>Stella Lowder/Coordinator</b>	Guidance Counselor <b>Robin Roth</b>
Teacher/Subject Area <b>Diane Roos/Special Education</b>	Parent <b>Alba Beltran/PTA President</b>
Teacher/Subject Area <b>Cathy Volpe/ESL</b>	Parent Coordinator <b>Dezoirre Reyes</b>
Related Service Provider <b>Ivania Spezia</b>	Other <b>type here</b>
Network Leader <b>Nancy DiMaggio</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>6</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>6</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>596</b>	Total Number of ELLs	<b>115</b>	ELLs as share of total student population (%)	<b>19.30%</b>
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## Part II: ELL Identification Process

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

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

1. The formal initial assessment is conducted by the school secretary who asks the new admits and their parents to complete the Home Language Identification Survey (HLIS). This form is provided by the Department of Education and requires the parent/guardian to complete for each new entrant. The parent/guardian and child then sit with the ESL coordinator. If the HLIS and the interview show that the student speaks English, he/she is placed in a general education program. If they do not speak English, the ESL coordinator, who provides push-in services, interviews them with the assistance of staff who translate into Spanish, Farsi, Bengali, French, Italian, Arabic or Urdu. The students and parents whose HLISs and interviews show that they do not speak English are advised about the three available programs in New York City. Again, this is explained with the assistance of an appropriate language speaker in conjunction with the ESL coordinator and the parents are then invited to an orientation session with a DVD presentation on the three options. This orientation session is held at the end of September 2011. Should a parent miss the session, he/she is briefed on the programs, once again with the aid of an appropriate language speaker. The parents also complete the Parent Program Selection Survey either at the orientation session or after the interview. They are also advised that our school offers a Free Standing ESL Program. The students whose home language is other than English are tested with the LAB-R (b) assessment within ten (10) days of their registration. This assessment is administered by the ESL coordinator and our bi-lingual IEP pedagogue. If they pass the test they are placed in a general education program and receive Non-Entitlement letters. If they do not pass the LAB-R test they are placed in the Free Standing ESL Program. These students receive Entitlement letters. All ELLs remain in the ESL program until they pass the NYSESLAT, which is administered annually. This test is administered either by the ESL coordinator or an ESL certified classroom teacher. All ELLs who pass the NYSESLAT are transferred to a general education program. The NYSESLAT is administered by the ESL coordinator, ESL certified classroom teachers and our bi-lingual IEP teacher annually in the spring to all ELLs. Weekly RLER are run to insure that an updated list of all those eligible for the NYSESLAT are tagged. The ESL coordinator is responsible for the organization and maintenance of records.

2. A parent orientation session is conducted by the ESL coordinator with the parents of those students who were identified as ELLs at the beginning of the school year, usually in September. At this session the parents have the opportunity to view the video that addresses the three programs in their native language, this year that included Spanish, Arabic, Urdu and Bengali. The Transitional Bilingual Education programs are designed so that students develop conceptual skills in their native language as they learn English. The Dual Language programs serve both ELLs in need of English language development and monolingual English speaking students who are interested in learning a second language. The Freestanding English as a Second Language programs provide instruction in English, emphasizing English language acquisition. Questions are entertained for clarification or additional information. We provide translators who assist when there are questions in foreign languages. At this orientation the parents are also asked to complete the Parent Survey and the Program Selection forms. The parents of children enrolling later on in the school year are provided with the opportunity to schedule a meeting with the ESL coordinator who briefs them on the three programs available for their children and they also complete the Parent Survey and Program Selection forms. Written notification of the time and place of the orientation are backpacked and mailed to parents/guardians. Since we have never changed the type of program that we offer we have never had the need to inform parent/guardians of a change.

3. We send home copies of the Entitlement letters, the Non-Entitlement letters, the Parent Survey and the Program Selection form. There is a tear-off provided that is to be returned so we can keep track of the responses. If no response is received the ESL coordinator, who is in charge of this, will send home two additional notices. If there is still no response she will attempt to meet the parent/guardian at dismissal. If there is still no contact then final notification is mailed. The number of letter sent, responses received and choices made are kept in binders in the ESL coordinator's room.

4. As mentioned above, those students whose home language is other than English are tested with the LAB-R (B) test. When they do not pass the LAB-R test, and the parents choose ESL services they are placed in our Free Standing ESL Program. Those who choose a bi-lingual program are advised as to where they can enroll their children. These consultations are conducted either by the ESL coordinator in English, or by the ESL coordinator in conjunction with a translator. Placement letters and continued entitlement letters are backpacked with the child, each with an attached tear-off. Copies are placed in a binder and housed in the ESL coordinator's room.

5. The Parent Survey and Program Selection forms for the past few years clearly show that the majority of our parents opt for the Free Standing program. Over the past three years (not including this year), only seven parents have requested a bi-lingual program. This year only four out of nineteen parents initially chose a dual language program, but when they were offered to move their children to another school that could provide the program they wanted they chose to leave their children in our Free Standing program. Since our parents/guardians prefer to have their children remain with us and since only a minimum of parents/guardians request a different program than we offer we plan to continue offering the Freestanding Program. Since selections are reviewed once a year this may change if we find that more parents/guardians are requesting a different program.

6. At PS 171, the program models are aligned with our parents' choices. As mentioned above, most parents, even if they have initially chosen another program, revise their choice so that their children can attend our Free Standing ESL program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained		1	1	1										3
Push-In	1		2		1	1								5
<b>Total</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>						

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	50	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	65	0	3	50	0	7				115
<b>Total</b>	<b>65</b>	<b>0</b>	<b>3</b>	<b>50</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>115</b>

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

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	16	10	12	9	15	14								76
Chinese				1										1
Russian														0
Bengali	1	1	2	1	2	5								12
Urdu	1		4			7								12
Arabic	1			3	2	3								9
Haitian														0
French				1	1									2

## 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
Korean														0
Punjabi		1	1											2
Polish														0
Albanian														0
Other					1									1
<b>TOTAL</b>	<b>19</b>	<b>12</b>	<b>19</b>	<b>15</b>	<b>21</b>	<b>29</b>	<b>0</b>	<b>115</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. At PS 171 instruction is delivered in Self-Contained ESL and Push-in Classes. They are heterogeneous, block model classes at each grade level.

2. In the ESL Self-Contained classrooms without a certified ESL instructor the mandated ESL instructional minutes are delivered during the Literacy blocks, which include fifty (50) minutes of Reading, fifty (50) minutes of Writing and fifty (50) minutes of Vocabulary development, Monday through Thursday. The above mentioned areas comprise the language arts portion of the curriculum. These students receive support from a licensed ESL teacher who pushes-in during the literacy classes. Students in the Self-Contained ESL classrooms with a certified ESL instructor receive six hundred (600) minutes of explicit ESL instruction. Content area explicit ESL instruction is provided in addition to the six hundred (600) minutes. All Special Education students receive three hundred sixty (360) minutes of explicit ESL instruction regardless of their English language level. We also have a retired licensed ESL pedagogue who comes to us every Wednesday providing services. Every Friday is an integrated day in which we base all instruction on the Social Studies strand of the curriculum. We use the Understanding by Design method and, since we are a magnet school for art, our lessons incorporate music and art, as well as dance and technology at points in the instruction.

## A. Programming and Scheduling Information

3. The students in the Self-Contained ESL classrooms receive one hundred (100) minutes of Social Studies every Friday. We adhere to the Understanding by Design method of instruction. Each unit also includes music and art. At various points in the lessons dance and technology are incorporated. Also, during the literacy blocks, our ELLs are provided content area reading materials that support the expansion of their vocabulary and enable them to transfer their knowledge from their native language into English thus boosting their self-esteem. We instruct our literacy through the workshop model where whole group instruction is provided for no longer than ten minutes and then small group support takes place. The ESL coordinator and per diem meet with the appropriate teachers to be sure that they are prepared to provide their instruction on the same topic.

4. Apart from the support provided by the bi-lingual resource teacher, new ELLs are paired with students who are more proficient in English and/or who speak the same native language so that they feel more comfortable and less stressed.

5.a. Currently PS 171 does not have SIFE students on register.

5.b. New ELLs are paired with students who are more proficient in English and/or speak the same native language so that they feel more comfortable and less stressed. Also, as per No Child Left Behind requirements, we provide thirty-seven (37) minutes of ELA test preparation for all ELLs, Monday through Thursday.

5.c. Students who have been receiving ESL services for up to five (5) years are flagged. We analyze why they did not test out and if the reason is other than English language deficiency they are placed in strategy groups that address the students' language needs. In addition they receive additional ESL support through a push-in program, as well as After School and Saturday Academies.

5.d. We do not have students who have been ELLs for six (6) years.

6. ELLs with special needs, regardless of their level, receive three hundred sixty (360) minutes of ESL instruction weekly. The ESL coordinator in conjunction with the special education teachers address their needs by developing an individual plan that focuses on vocabulary, reading, writing and the content area. The workshop model is followed for literacy and math. Whole group instruction is followed by small group instruction. Everyday Math and Math Steps is used for Mathematics. Teachers College lessons and Scholastic Guided Reading is used in Literacy. All of our Special Education ESL students are merely learning disabled and although the same materials are used, various methodologies are employed. The ESL coordinator has all IEPs available to her. The special education coordinator meets with the ESL coordinator to be sure all those mandated receive services. The ESL coordinator enters all necessary information into SESIS.

7. Please see #6 above.

### Courses Taught in Languages Other than English ⓘ

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

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

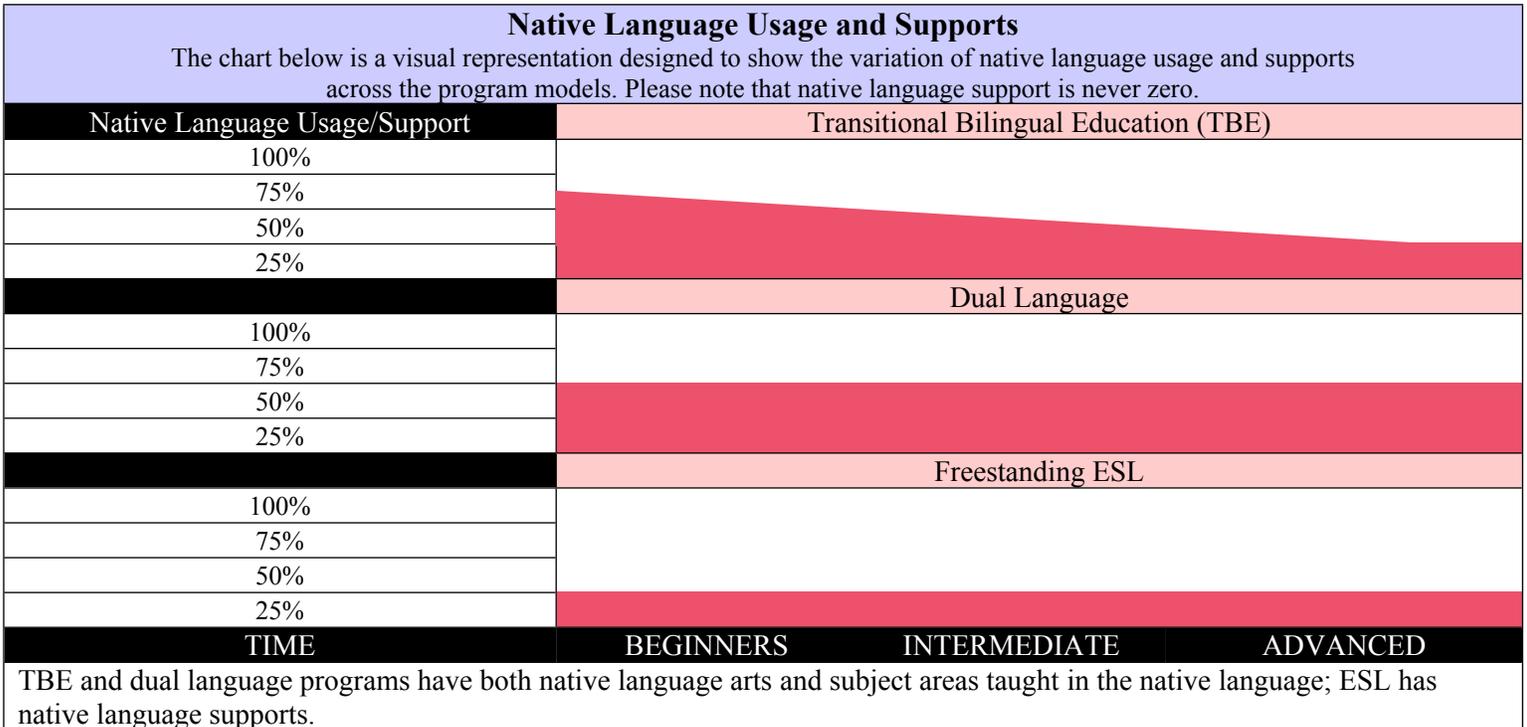
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



- B. Programming and Scheduling Information--Continued**
- 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.
  - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

## 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?

8. After analyzing the needs of our ESL students we are continuing our Foundations program in Grades K and 1. Our Social Education ELLs are instructed using Wilson. Since most of our students require intervention in literacy, we felt that this program would best address their reading and writing needs and form a solid foundation upon which to build their language skills. Teachers use this program during their literacy block to build spelling, phonological, decoding and vocabulary skills, as well as reading and writing fluency. We believe that this will help our students work better independently. We also use Foundations for children in the upper grades who are new to the country. Our Literacy Coach provides student support in Grades K through 5, providing guided reading instruction with the ultimate goal of helping the students to become independent readers.

We are continuing with our content based Social Studies and Math ESL program. During these classes the ESL coordinator pushes-in for fifty (50) minutes. We adhere to the Understanding by Design model in Social Studies and Everyday Math and Math Steps in Mathematics. The extra support in these content areas aids in expanding the students' vocabulary. The lessons are modified giving the children the opportunity to use appropriate academic language in both their speaking and writing. These small group lessons also stimulate those who have prior knowledge in the content area but are shy when trying to vocalize their conceptual knowledge. Whenever possible a grammar teaching point is also incorporated.

9. Our continuing transitional support focuses on language acquisition and reading comprehension. Based on the results of the NYSESLAT, the students in Grades 3, 4 and 5 who are performing at the proficiency level are provided with support periods each week by the ESL coordinator. All ELLs performing at the proficiency level are normally placed in the appropriate grade level ESL class for the following years so they can still receive the benefits of an ESL instructor. These and all additional ELLs are invited to the After School and Saturday programs. This year we host an after school Math program for ELLs because, as a group, they failed to meet the AYP in that area. We also host a Literacy class on Saturdays and all ELLs are invited.

10. In addition to our Social Studies and Math ESL programs during the day, we have implemented an after school Math Academy.

11. We did not discontinue any support programs this school year. However, our after school and Saturday academies will not be as long in length due to budget cuts.

12. All ELLs in Grades 3, 4 and 5 were invited to our after school Math program. All ELLs in Grades K, 1, 2, 3, 4 and 5 were invited to our Saturday literacy program. In addition, all ELLs were invited to our after school arts program. These include dance, computer graphics, choral music and instrumental. Notices are backpacked with the child and responses are requested by a set date. No child is denied a seat. All ELLs in Grades 3, 4 and 5 are also included in our extended day program that runs four mornings per week. During this time we address reading, math, language arts and social studies--each for one day. The funding for our after school and Saturday academic programs comes from Title III. The funding for our after school arts program comes from our Magnet monies.

13. We use the following: NYSESLAT & Beyond by Addison/Wesley; New Parade by Scott Foresman; Foundations in Math by Options; Starfall.com. Students also have access to the computer lab once a week and laptops are available in the classrooms. Extended day uses STARS, Comprehensive Math, Harcourt Brace and Understanding by Design. Our arts programs do not use standard programs. Each is prepared by the instructor in conjunction with the Magnet Coordinator.

14. Based on our parents' choice for the Free Standing ESL program, we do not offer special classes in a student's native language. However, some of our teachers speak the students' languages and this provides our students the opportunity to communicate with their teachers prior to achieving English language proficiency. Please see #13 for materials in use.

## 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?

8. After analyzing the needs of our ESL students we are continuing our Foundations program in Grades K and 1. Our Social Education ELLs are instructed using Wilson. Since most of our students require intervention in literacy, we felt that this program would best address their reading and writing needs and form a solid foundation upon which to build their language skills. Teachers use this program during their literacy block to build spelling, phonological, decoding and vocabulary skills, as well as reading and writing fluency. We believe that this will help our students work better independently. We also use Foundations for children in the upper grades who are new to the country. Our Literacy Coach provides student support in Grades K through 5, providing guided reading instruction with the ultimate goal of helping the students to become independent readers.

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## 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?

1. Parent involvement is of great importance to us at PS 171. Parents are members of the SLT. At the present time all parent members are English speaking. They participate in PTA meetings. Parent translators are provided at PTA meetings to repeat what is said in English. These translators are provided by the PTA. We still support a Family Room where parents meet for workshops and conversation. Our parent coordinator provides adult ESL classes on a weekly basis. Various outside agencies provide workshops for our parents. Topics include nutrition, finance, parenting skills and health. Attendance sheets are signed and held by our parent coordinator. Many of our parents have been trained as Learning Leaders and aid in various classrooms throughout the day. Parents also participate in our monthly activities, for example Family Math Game Night and PJs and a Book Night. Parents act as translators when needed.

2. The school partners with the following community based organizations:

- HANAC
- Project 126
- URDA
- Goodwill
- Boys and Girls Club

Project 126 provides for parent participation. We are simply a host site for them.

3. Our parent coordinator sends out notices, that are compiled by the parent coordinator, for all workshops and during the workshop conducts oral surveys of parents' needs, concerns and expectations. Workshops are scheduled based on the majority of parent needs when responses are received. Additional workshops are scheduled as various agencies contact the school and make offers. Also, our coordinator's door is always open to welcome parents.

4. Each year parents request adult ESL classes. These are conducted in our Family Room. Also, each year our parents request activities during which they and their children can spend quality time together. As a result, we continue to sponsor after school events that allow families to come together and be a part of the learning experience. We have already sponsored one movie night and an arts night. Additional scheduled events include PJs and a Book Night and Math Family Game Night. At these events the children usually are translators for their parents and when they cannot the staff locates another participant. During the presented workshops translators are normally other parents that are present.

## C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

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

1. NYSESLAT workshops focus on what the assessment consists of, how it is graded and any changes that have been made. Test sophistication for the NYSESLAT workshops instruct teachers on how to prepare ELL students for the assessment and the organization of the test itself. This includes ESL and ELL teachers. Teachers of ELLs include in the workshop. Workshops that are provided

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1. NYSESLAT workshops focus on what the assessment consists of, how it is graded and any changes that have been made. Test sophistication for the NYSESLAT workshops instruct teachers on how to prepare ELL students for the assessment and the organization of the test itself. This is provided by our ESL coordinator. Teachers of ELLs are included in these workshops. Workshops that are provided by the network are turn-keyed to all teachers of ELLs. Additional workshops that are attended by the ESL coordinator are also turn-keyed to all ESL staff. Workshops in Social Studies are provided by our magnet coordinator on each grade level once per month. These are also attended by the appropriate grade supervisor. Speech teachers attend the workshops that are offered by the network. Assistant principals attend network meetings that the principal deems appropriate.

2. We provide our staff with the maximum assistance so they can better assist our students in the transition from elementary to middle school. Our fifth grade teachers attend workshops at the local middle school where they learn about the various programs that are offered. Also, the guidance counselor attends workshops hosted by the network and assists students and teachers in understanding the application process for middle school admission. We also arrange for middle school teachers to come in and have an open discussion with our students concerning the expectations of the middle school. In addition to the application, a cover letter is sent home informing the parents of the contact information for the guidance counselor and the parent coordinator for assistance.

3. Our ESL coordinator attends a variety of workshops pertaining to the ESL program and needs of our ELLs. The 7.5 hours of ESL training is provided at our school as described in #1 above. For out of house workshops agendas are procured and for in house workshops attendance sheets are signed. A logging of hours for each staff member is maintained by our magnet coordinator.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?
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4. Each year parents request adult ESL classes. These are conducted in our Family Room. Also, each year our parents request activities during which they and their children can spend quality time together. As a result, we continue to sponsor after school events that allow families to come together and be a part of the learning experience. We have already sponsored one movie night and an arts night.

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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	4	3	2	2	4								24

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

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

**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.

For the school year 2010-2011, our ELLs did not meet their AYP in Mathematics.

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	9	4	0	2	2								
	I	4	2	3	0	2								
	A	6	4	12	7	9								
	P	0	4	4	4	9								
READING/ WRITING	B	19	6	1	4	3								
	I	0	6	9	4	8								
	A	0	2	9	6	11								
	P	0	0	0	0	0								

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	7	3	0	17
4	8	13	3	0	24
5					0
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	8		7		5		0		20
4	5		17		5		0		27
5									0
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	7		9		10		1		27
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:



**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 30Q171      **School Name:** Peter G. Van Alst

**Cluster:** 2      **Network:** 2.02

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

**Part A: Needs Assessment Findings**

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

Written communication is forwarded home requesting the parents inform us of the language in which they wish to receive additional written communications. Our staff includes speakers and writers of the following languages: Spanish, Farsi, Bengali, French, Italian, Urdu and Arabic.

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.

As our ELL population increases so does our need for translators. Our findings were reported at the SLT meeting and also at a PTA meeting at which information was given informing attendees that the school was able to provide translations in the above languages.

## 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.

Our written translation services are provided in the following manner:

-a copy of all written communications are forwarded to the appropriate school personnel who then translate the documents and return it to the secretary for publication; the appropriate number of copies of each language are then forwarded to the appropriate classrooms with the names of those children who are to receive a specific language

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.

Our oral interpretation services are provided in the following manner:

-when a parent or guardian is called in for a meeting or requests a meeting we schedule a time when a translator is available; this can be before, during or after school; for scheduled Parent/Teacher conferences in the fall and in the spring the school has translators available and they are notified when needed

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>.

The school will fulfill Section VII of Chancellor's Regulation A-663 in the following manner:

-the above written translation procedure  
-the above oral translation procedure  
-the school will provide a copy of the Bill of Parent Rights and Responsibilities to each school family  
-the school will post a sign, in various languages, indicating the availability of interpretation services

## 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: Peter G. Van Alst	DBN: 30Q171
Cluster Leader: C. Amundsen	Network Leader: N. DiMaggio
This school is (check one):    ✖conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✖After school      ✖Saturday academy      ●Other:
Total # of ELLs to be served: 83 Grades to be served by this program (check all that apply): ✖K    ✖1    ✖2    ✖3    ✖4    ✖5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 4

### 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: Data confirms that ELLs in Grades 3, 4 and 5 failed to meet their AYP in Mathematics for the school year 2010-2011. To remedy this we are hosting an after school math program two (2) days per week- one (1) hour per day-from November through April. We are utilizing Foundations in Math by Options for this program. There are three (3) teachers providing instruction- two (2) ESL and one (1) special education.

To support literacy for our ELLs we host a Saturday program for children in Grades K, 1, 2, 3, 4 and 5. Our curriculum is based on New Parade and includes vocabulary development, language acquisition, listening, reading and writing. This program meets on Saturday mornings for three (3) hours per session from November through May. There are four (4) teachers providing instruction- two (2) ESL, one (1) special education and (1) early childhood.

ELLs are also invited to after school arts programs. These include dance, graphic art and chorus. This program is sponsored by our magnet program. It runs two (2) afternoons per week- one and one half (1.5) hours per session- October through December. There are five (5) teachers involved. This program is noted simply as information as to opportunities provided by our school. These funds are NOT Title III.

### 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: Math professional development was provided before the commencement of the program to acquaint the teachers with the program and various ESL methodologies. This training was for one (1) hour and was provided by the ESL coordinator (ESL Instructional Methodologies re: New Parade). Additional training will be conducted for three (3) additional sessions- one (1) in January (Evaluating New Parade), one (1) in February (Overview of Assessment) and one (1) in March (Reviewing student Achievement re: New Parade). These will focus on any issues that the teachers may have encountered in addition to reviewing strategies for upcoming topics. Once again, the ESL coordinator will preside.

Literacy professional development was also provided before the commencement of the program to acquaint the teachers with the program and its components. This training was for one (1) hour and was provided by the ESL supervisor. Three (3) additional training sessions will be conducted- one (1) in January, one (1) in February and one (1) in March to address issues, review student progress and plan for differentiated lessons. These sessions will be led by the ESL coordinator.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here: Written communication, in the appropriate language, is sent home describing each program. This notification addresses content, time, location and duration. Once a parent shows interest, an invitation is sent home. Once a child is accepted into a program another letter goes home containing all pertinent information. At this point parents are invited to a session at which they have the opportunity to meet the instructors, hear about the programs and ask any questions they may have. Translators are available for this meeting. This meeting is led by the program supervisor. As the sessions continue two (2) written communications are forwarded home concerning each child's progress and attendance.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**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.
Travel		
Other		
<b>TOTAL</b>		