



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 26Q046 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE ALLEY POND SCHOOL

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

**PRINCIPAL:** MARSHA GOLDBERG

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**SUPERINTENDENT:** ANITA SAUNDERS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Marsha Goldberg	*Principal or Designee	
Dawn Michaels	*UFT Chapter Leader or Designee	
Mariceli Schiff	*PA/PTA President or Designated Co-President	
Frances Kersch	DC 37 Representative, if applicable	
Ellen Schneider	Member/ Teacher	
Jodi Solomon	Member/ Teacher	
Coleen Wong	Member/ Teacher	
Samara DeKaye	Member/ Teacher	
Lorraine Burke	Member/Parent	
Kathryn Starace-Saban	Member/Parent	
Ourania Gellos	Member/Parent	
Anthony Vecchia	Member/Parent	
Dina Quondamatteo	Member/Parent	
Eugene Grant	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

By June 2013, 80% of all students will make at least one year of progress on the TCRWP (Teachers College Reading Writing Project) Benchmarks for Progress on Reading Levels in all content areas.

### **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.

With the application of the new Common Core Learning Standards, the reading expectations of all of our students (Kindergarten – Fifth grade) are increasing. In order to support our students' academic growth in reading, we must ensure that they are making progress in reading comprehension and text analysis of both fictional and non fiction text. As evidenced on our 2011-2012 Progress Report, student progress in ELA is a concern. Our median adjusted growth percentile fell from a 79% the previous year in 2010-2011, to 65.5% in 2011-2012. The combination of a drop in ELA progress and the implementation of the CCLS has given us a strong indication that we must support our students in improving their reading comprehension while continuously increasing their independent reading levels.

### **Instructional strategies/activities**

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

### **Activity #1**

- Professional Development: PD will be given throughout the school year with a focus on monitoring student reading performance while revising and differentiating curriculum in order to support students in their ability to increase their reading levels consistently throughout the school year. PD will also focus on the students' ability to think more critically across both fictional and non fiction texts. PD will also include the use of high order questioning and discussions skills for students across all grade levels K-5 with a focus on having students provide information from texts when forming opinions or answering questions. PD on the use of Thinking Maps in order to support the students' critical thinking around texts will also be continued with a focus on the use of the frame of reference in order to ensure that students understand how they retrieved the information and its significance. ELL staff will attend a series of PD by our Children's First Network 205. The information will then be turn keyed to all staff members. PD in support of our Students with Disabilities will be given to our Special Education liaison who will then relay the information to all of our teachers ensuring continuity of instruction and that our Students With Disabilities are given all the support they need in meeting curriculum standards.
- Target Population(s): K-5 Teachers, ESL Teachers, SETSS Teacher, RTI/AIS Teachers, Cluster Teachers, Speech Teachers
- Responsible Staff Members: Principal, Assistant Principal, CFN 205 Staff Developers, Network Leader, LEAD (Literacy Education And Development) Teachers, Special Education Liaison, Supervisor of Speech, ELL Liaison
- Implementation Timeline: September 2012 through June 2013

### **Activity #2**

- Periodic Assessments: K-5 teachers will administer the TCRWP (Teachers College Reading Writing Project) assessing students' individual reading levels in addition to word work, high frequency words (where applicable) and writing level to be given a minimum of three times a year. TCRWP students' data will be added into *Assessment Pro* in order to track students' individual reading/writing performance and abilities.
- Differentiated Instruction including Response To Intervention is given to all students according to individual reading needs in small groups, and/or one on one as necessary. Differentiated instruction and RTI include but are not limited to strategy lessons, guided reading, reading conferences, shared reading, interactive read alouds and word work activities utilizing the *Words Their Way* program.
- Response To Intervention including Extended Day and AIS instruction are administered to students whose 2012 ELA (4<sup>th</sup> and 5<sup>th</sup> grade), periodic assessment data and class-work performance indicated further instructional support and remediation are necessary in order to develop their individual comprehensions skills. The *Wilson* reading program is implemented for students who require additional support in decoding strategies.
- Target Population(s): K-5 Teachers, RTI/AIS Teachers, SETSS Teacher, Speech Teachers
- Responsible Staff Members: K-5 Teachers, Principal and Assistant Principal
- Implementation Timeline: September 2012 (Reading Levels only, K- alphabet strand only), November 2012 (entire assessment), March 2013(entire assessment), June 2013 (entire assessment).

#### Activity #3

- Teacher Teams: Each grade has a teacher team as well as a cluster team, RTI/SETSS team, ESL team, Speech team, and a PS 46Q Vertical Instructional Team
- Teacher Teams meet weekly on their common preps and the 37.5 minutes on Thursdays in order to update and revise reading curriculum calendars, plan units of study and analyze student growth as per individual TCRWP data, 2012 ELA Data (4<sup>th</sup> and 5<sup>th</sup> grade), teacher created skill checklists and individual students' reading responses as measured by teacher created rubrics. In addition, there is a PS 46Q Vertical Instructional Team for grades K-2 and an additional Vertical Instructional Team for grades 3-5 that meets monthly in order to observe, trends and continuity across all subject and grades, examine RTI methodologies and timelines and organize and distribute relevant instructional materials as appropriate throughout the school year. Teacher Teams will also focus on building students' individual vocabularies in support of comprehending higher level texts.
- Teacher Teams meet once a month with administration in order to track trends, monitor RTI methodologies, student growth and build support consistency across all grades and needs areas.
- Teacher Teams will plan higher level questions consistent with individual and whole class reading goals ensuring that all students are given opportunities to think critically and build on one another's ideas.
- Target Population(s): K-5 Teachers, Cluster Teachers, RTI/AIS Teachers, SETSS Teachers, ESL Teachers, Speech Teachers, Principal and Assistant Principal.
- Responsible Staff: K-5 Teachers, Cluster Teachers, RTI/AIS Teachers, SETSS Teachers, ESL Teachers, Speech Teachers, Principal and Assistant Principal.
- Implementation Timeline: September 2012 through June 2013.

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

- Teacher Teams will meet weekly during common planning preps and Thursday during the 37.5 minutes in order to analyze student data, revise curriculum, create tasks and differentiate instruction in order to meet students' individual needs in reading.
- Teacher Teams create and update reading curriculum calendars that are revised as necessary during the school year in support of the new CCLS and dependent on students' various needs and strengths.
- Teacher Teams will utilize conference notes, checklists and teacher created rubrics and assessments in order to plan differentiated reading instruction for their students.
- Teacher Teams administer literacy tasks embedding the Common Core Learning Standards including two New York City Department of Education Common Core Literacy Tasks. They plan together in order to prepare students and assess progress in an effort to meet and/or exceed New York State, New York City

and Common Core Learning Standards.

- Teacher Teams meet with Cluster, RTI/AIS, SETSS, Speech and ESL teachers in order to ensure continuity for individual students and throughout all programs.
- K-5 teachers will create individualized reading goals with their students that will be updated as necessary throughout the school year and. The goals will reflect the students' individual reading abilities and needs as necessary in order to make gains in reading comprehension.
- K Teacher Team will utilize the *Foundations* reading program in order to further differentiate their reading lessons addressing the pertinent decoding needs of beginning readers.

### Strategies to increase parental involvement

- All Schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - K-5 teachers and students will create reading and writing goals that will be updated continuously throughout the school year in order to address specific reading and writing objectives for each student and will be communicated to parents daily along with their independent reading levels in students' planners or reading notebooks.
  - Teachers with students receiving Response to Intervention instructional support will meet with target students' parents continuously throughout the school year in order to discuss their children's progress and interventions.
  - Parent Coordinator, Principal and Assistant Principal will attend regularly scheduled meetings (PTA) to share information including the new CCLS, HUGS Support Services, and NYS Standardized Testing with parents as well as to respond to questions and inquiries.
  - ARIS has students' individual reading levels recorded and updated four times (September, November, March, June) throughout the school year as well as NYS ELA scores (grades 3-5). The Parent Coordinator will give parents information/training regarding logging onto ARIS and utilizing as a valuable resource through meetings as needed throughout the school year.
  - Pertinent information including student report cards are translated into families native languages and translators are available when necessary for meetings and to translate individual students' notices and letters indicating students' performance and needs.
  - Our monthly newsletter, the *PS 46Q Kaleidoscope* showcases student work and provides a platform for continued communication with parents regarding programs and upcoming events. Student work is always current and relates student progress, PS 46Q, NYC DOE and CCLS expectations. Parents can easily view on only their children's current grade expectations but student growth from year to year as well as where their children are headed in the future. *PS 46Q Kaleidoscope* information is translated as necessary in order to convey relevant information.
  - The PS 46Q DOE website will be continually updated by our webmaster in order to relate pertinent school information, share school and students' activities and inform parents of upcoming events.

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA  X  Title III  X  Grants  X  Other

If other is selected describe here:

- NYSSL Software and NYSTL Hardware allocation is used to purchase Learning.com and Brainpop which are web based programs that students use to support their knowledge across all subject areas including reading through the use of technology. The allocation is also used to purchase iPads in order to support our students with the support of hands on, touch screen technology, supporting them across all subject areas including reading. The iPads will provide read aloud and interactive support for our English Language Learners and Students with Disabilities in an effort to provide them with

the necessary means to grasp concepts and meet the curriculum needs. We are also purchasing a data storage system and printers in support of our iPads and various technology systems.

- CFEASD allocation is used to support HUGS services for K-5 students in need of socialization and verbal communication skills in order to interact with peers in an academic setting conducive to explaining thinking and building on one another's ideas.
- CFEASC along with TLASD money also funds RTI/AIS reading, writing and math supports for our students in K-5 who are in need of further remediation in order to grasp concepts and attain curriculum expectations.
- IDEA Allocation is used in support of services for students with disabilities.
- ARRA RTT Citywide Instructional allocation is used to fund our PS 46Q Instructional Team days. The PS 46Q vertical Instructional Teams (K-2 and 3-5) analyze student work and provide consistency throughout all the grades in an effort to improve student achievement.
- ARRA RTT Data Specialist allocation is used in support of our analysis of student RTI and NYS ELA and Math Testing data as well as ensuring student data accuracy in our online recording systems such as ATS, ARIS, Pearson Math and TCRWP Assessment Pro.

### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - The Title III program supports English Language Learners individual needs to ascertain the English Language and build on their decoding and comprehension abilities. In addition, PS 46Q 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders are given additional supports in addition to the regular school day in order to support them towards meeting and exceeding NYS expectations on the NYS 2013 ELA and Math tests.
  - We have a service learning partnership with Queensborough Community College. QCC students and professors administer workshops to our students regarding healthy eating, exercise and playground safety.
  - We have an annual Health Fair each spring where we give families valuable information regarding exercise and various physical activities for their children as well as other resources conducive to health. QCC nursing students and faculty assist us in supporting our health initiative by providing families with valuable health information including nutrition first aid.
  - We have a peer mediation program that is available for students in support of conflict resolution and giving students valuable information and skills in support of a cooperative learning and social educational environment.
  - Classroom teachers recommend high achieving students for our school-wide *Project Beyond* program which gives K-5 proficient students the opportunity to expand their knowledge in a cross graded enrichment program centered around a project based theme.
  - Students from Benjamin Cardozo High School come to teach K-2 PS 46Q students conversational Spanish through the high school's *Bumblebee* program.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

- By June 2013, 80% of students in Kindergarten - 5 will move up at least one level, or maintain a level 3 or 4, in either a written response, written analysis, or a written opinion based on informational texts according to a Common Core aligned rubric developed by teachers.
- By June 2013, 100% of students in grades Kindergarten – 5 will participate in two literacy tasks aligned to strategically selected Common Core Learning Standards.

### **Comprehensive needs assessment**

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

As part of our commitment to support all students in grades K-5 to be College and Career Ready, Informational /Explanatory Writing responses have been targeted by PS 46Q as an area that needs to be strengthened in our educational program as indicated in the new Common Core Learning Standards. TCRWP Writing Continuum data reflects student growth in personal narrative writing over the past three years. As indicated in our first goal, our median adjusted growth percentile fell from a 79% the previous year in 2010-2011, to 65.5% in 2011-2012. Increasing our students ability to analyze text and respond effectively is critical both because of the expectations of the new Common Core Learning Standards as well as the need for each student to continually progress in ELA from one year to the next.

### **Instructional strategies/activities**

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

#### **Activity #1**

- Professional Development: PD will be administered in supporting students' informational/explanatory writing skills. PD will also encompass the implementation of the CCLS writing standards with much emphasis placed on text dependent informational analysis and opinion writing. PD on the use of Thinking Maps to enhance students' writing and provide more rich text will also be incorporated. ELL staff will attend a series of PD by our Children's First Network 205. This information is turn keyed to classroom teachers, cluster teachers and other service providers in order to ensure that our ELLs are receive all the supports they require towards informational text analysis while gaining English language proficiency. PD in support of our Students with Disabilities will be given to our Special Education liaison who will then relay the information to all of our teachers ensuring continuity of instruction and that our SWDs are given all the support they need in meeting curriculum standards.
- Target Population(s): K-5 Teachers, RTI/AIS Teachers, SETSS Teacher, ESL Teachers, Speech Teachers, Science Teacher, Technology Facilitator, Literacy Teacher
- Responsible Staff Members: Principal, Assistant Principal, CFN 205 Staff Developers, LEAD (Literacy Education and Development) Teachers, Special Education Liaison, Supervisor of Speech

- Implementation Timeline: September 2012 through June 2013

#### Activity #2

- Completion of Two Common Core Literacy Tasks: Each teacher (K-5) will implement a minimum of two Common Core literacy tasks. Classroom teachers will meet together as a team in order to choose the two tasks and the timeline for completing each task.
- Classroom teachers will work together on each grade in order to create and administer pre-assessments and use student data in order to differentiate the needs of each student.
- Classroom teachers will look for resources such as texts, videos and other instructional materials that will support students in ascertaining the subject area of each task as well as performing effectively on the tasks.
- Teacher Teams will evaluate student performance on the tasks and come up with next steps for units of study and individual student lessons.
- Classroom teachers will communicate with students' RTI, ESL and IEP service providers in order to communicate students' individual needs and performance on the tasks.
- Classroom Teachers will share their students' work with their administration and relay pertinent information acquired through the implementation of the tasks.
- Target Population(s): K-5 teachers, RTI/AIS teachers, SETSS teachers, ESL teachers, Principal and Assistant Principal.
- Implementation Timeline: September 2012 through June 2013.

#### Activity #3

- Teacher Teams: Each grade has a Teacher Team as well as a Cluster Team, RTI/SETSS team, Speech Team and ESL Team.
- Teacher Teams meet weekly during their common preps and the 37.5 minutes in order to update and revise writing curriculum calendars, plan units of study and analyze student growth as per individual students' text analysis, conference notes, teacher created rubrics and the NYC DOE Common Core Task rubrics and assessments. Teacher Teams will also support students' abilities to use higher level vocabulary thus adding depth to their informative writing pieces.
- Teacher Teams meet once a month with administration in order to track trends and build support consistent across all grades and needs areas. They will plan and discuss writing strategies, differentiated writing tasks, word work instruction using the *Words Their Way* program and individualized small group instruction necessary to support each student's specific needs and strengths in responding to and analyzing informational text as well as forming opinions based on informational texts.
- Teacher Teams will target and monitor students in need of further instructional support by administering RTI and/or Extended Day program(s) as needed in order to grasp concepts and meet curriculum needs.
- Teacher Teams will plan higher level questions consistent with individual and whole class informational/opinion writing goals ensuring that all students are given differentiated opportunities to think and respond critically to informational texts.
- Target Population(s): K-5 teachers, RTI/AIS teachers, SETSS teachers, ESL teachers, Principal and Assistant Principal.
- Implementation Timeline: September 2012 through June 2013.

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

- Teacher Teams will meet weekly during common planning preps and the 37.5 minutes on Thursdays in order to analyze student data, revise curriculum, plan CCLS writing tasks and differentiated instruction in order to meet students' individual needs in informational writing.
- Teacher Teams create and update writing curriculum calendars that are revised as necessary during the school year dependent on students' various needs and strengths.
- Teacher Teams administer literacy tasks embedding the Common Core Learning Standards including the New York City Department of Education Common Core Literacy Task and plan together in order to prepare students and assess progress in an effort to have students meet and/or exceed New York State, New

York City and Common Core Learning Standards.

- K-5 teachers will create individualized writing goals for students that will be updated as necessary throughout the school year and reflect each student's writing abilities and needs as necessary in order to improve their informational/opinion writing and response skills.
- ESL teachers will work with ELLs in order to support their efforts towards writing informative pieces with the use of glossaries, pictorial representations and orally sharing their writing with their peers and teachers.

### Strategies to increase parental involvement

- All Schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - K-5 teachers will create writing goals that will be updated continuously throughout the school year in order to reflect pertinent writing objectives for individual students and will be relayed to parents daily in students' planners, writing folders or notebooks.
  - Parent Coordinator, Principal and Assistant Principal will attend regularly scheduled meetings (PTA) to share information including the new CCLS, HUGS Support Services, and New York State Standardized Tests with parents as well as to respond to questions and inquiries.
  - Pertinent information including student report cards are translated into families native languages and translators are available when necessary for meetings and to translate individual students' notices and letters indicating students' performance and needs.
  - Our monthly newsletter, the *PS 46Q Kaleidoscope* showcases student work and provides a platform for continued communication with parents regarding programs and upcoming events. Student work is always current and relates student writing progress, PS 46Q, NYC DOE and CCLS writing expectations. Parents can easily view on only their children's current grade's writing expectations but student growth from year to year as well as where their children are headed in the future. *PS 46Q Kaleidoscope* information is translated as necessary in order to convey relevant information.
  - The PS 46Q DOE website will be continually updated in order to relate pertinent school information, share school and students' activities and inform parents of upcoming events.

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA      X   Title III      X   Grants      X   Other

- NYSSL Software and NYSTL Hardware allocation is used to purchase Learning.com and Brainpop which are web based programs that students use to support their knowledge across all subject areas including reading through the use of technology. The allocation is also used to purchase iPads in order to support our students with the support of hands on, touch screen technology, supporting them across all subject areas including reading. The iPads will provide read aloud and interactive support for our English Language Learners and Students with Disabilities in an effort to provide them with the necessary means to grasp concepts and meet the curriculum needs. We are also purchasing a data storage system and printers in support of our iPads and various technology systems.
- CFEASD allocation is used to support HUGS services for K-5 students in need of socialization and verbal communication skills in order interact with peers in an academic setting conducive to explaining thinking and building on one another's ideas.
- CFEASC along with TLASD money also funds RTI/AIS reading, writing and math supports for our students in K-5 who are in need of further remediation in order to grasp concepts and attain curriculum expectations.
- IDEA Allocation is used in support of services for students with disabilities.

- ARRA RTT Citywide Instructional allocation is used to fund our PS 46Q Instructional Team days. The PS 46Q vertical Instructional Teams
- (K-2 and 3-5) analyze student work and provide consistency throughout all the grades in an effort to improve student achievement.
- ARRA RTT Data Specialist allocation is used in support of our analysis of student RTI and NYS ELA and Math Testing data as well as ensuring student data accuracy in our online recording systems such as ATS, ARIS, Pearson Math and TCRWP Assessment Pro.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - The Title III program supports English Language Learners individual needs to ascertain the English Language, build their English vocabulary and improve their writing skills. Pictorial representations and oral story telling may be conducted for beginner ELLs as they move forward towards written expression in English.
  - We have a service learning partnership with Queensborough Community College. QCC students and professors administer workshops to our students regarding healthy eating, exercise and playground safety.
  - We have an annual Health Fair each spring where we give families valuable information regarding exercise and various physical activities for their children as well as other resources conducive to health. QCC nursing students and faculty assist us in supporting our health initiative by providing families with valuable health information including nutrition first aid.
  - We have a peer mediation program that is available for students in support of conflict resolution and giving students valuable information and skills in support of a cooperative learning and social educational environment.
  - Classroom teachers recommend high achieving students for our school-wide *Project Beyond* program which gives K-5 proficient students the opportunity to expand their knowledge in a cross graded enrichment program centered around a project based theme.
  - Students from Benjamin Cardozo High School come to teach K-2 PS 46Q students conversational Spanish through the high school's *Bumblebee* program.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

- By June 2013, 100% of students in grades K – 5 will participate in at least two math tasks aligned to strategically selected Common Core Learning Standards.
- By June 2013, 80% of students in K-5 will move up at least one level, or maintain a level 3 or 4, in Constructing Viable Arguments with regard to either Operations and Algebraic Thinking or Numbers and Operations according to a Common Core aligned rubric developed by teachers.

#### **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.

On our 2011-2012 Progress Report, we saw a drop in math progress and performance. In 2010-2011, our median adjusted growth percentile was 85% and dropped to 66% in 2011-2012. Our student math performance dropped from 94.4% in 2010-2011 to 92.6% in 2011-2012. After analysis of 2012 New York State Math data, and the implementation of the Common Core Learning Standards, it was determined that increasing students' ability to construct viable arguments and explain problem solving strategies is necessary in order to prepare students to think more critically about problem solving while applying numerical knowledge and looking for patterns in order to express logical solutions. As a result, students will work on increasing their ability to construct viable arguments in regard to numeric operations and algebraic thinking in order to explain problem solving strategies in written and/or oral form.

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

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

#### **Activity #1**

- Professional Development: PD will be given implementing the CCLS and differentiating instruction across all units of study in grades K-5. Incorporating the New York City Department of Education Common Core Mathematics Tasks. Our CFN 205 will administer professional development on the implementation of our new CCSS math program, EnVision Math. Our CFN 205 as well as the Principal and Assistant Principal will provide staff with continuous support as necessary on the CCSS math methodologies as well as the new program's approach to problem solving. In addition, teachers will be supported in using higher order questioning and discussion techniques throughout all lessons and units of study. Incorporating Thinking Maps in order to solve and explain mathematical reasoning. ELL staff will attend a series of ESL PD's administered by our CFN 205. This information is turn keyed to classroom teachers, cluster teachers and other service providers in order to ensure that our ELLs are receive all the supports they require towards attaining the standards while gaining English language proficiency. PD in support of our Students with Disabilities will be given to our Special Education liaison who will then relay the information to all of our teachers ensuring continuity of instruction and that our SWDs are given all the support they need in meeting curriculum standards.
- Target Population(s): K-5 teachers, ESL teachers, RTI/AIS teachers, SETSS teacher, Speech teachers
- Responsible Staff Members: Principal, Assistant Principal, CFN 205 Staff Developers, MEAD (Mathematics Education And Development) Teachers, Special Education Liaison, Supervisor of Speech
- Implementation Timeline: September 2012 through June 2013

### Activity #2

- Periodic Assessments: Each grade will administer pre assessments and post assessments for every EnVision Math unit including benchmark diagnostic tests for every four EnVision Math Topics. Teacher teams will meet and discuss students' results, while planning differentiated tasks and lessons in order to meet individual students' needs.
- *Exemplars* Math Tasks: K-5 teachers will administer differentiated math tasks using the *Exemplars* program and rubrics in order to create math goals for their students and provide differentiated mathematics instruction indicative of the Common Core Learning Standards.
- Differentiated Instruction is given to all students according to individual math problem solving needs in small groups, and/or one on one as necessary. Differentiated instruction includes but is not limited to strategy lessons, conferences, the use of manipulatives, and differentiated math tasks.
- RTI and Extended Day instruction are administered to students whose periodic assessment data and class-work performance indicate further instructional support and remediation are necessary. In addition, students in grade four and five who scored in the bottom third of their grade on the 2012 NYS Math test will be given RTI Tier III support as necessary in order to ensure individual student growth and understanding of key mathematical facts and applications.
- Target Population(s): K-5 teachers, RTI/AIS teachers, SETSS teacher, Speech teachers, cluster teachers, service providers
- Responsible Staff: K-5 teachers, Principal and Assistant Principal
- Implementation Timeline; *EnVision* Diagnostic Topic and Benchmark Tests –September 2012- June 2013; *Exemplars* Rubrics- September 2012 through June 2013; CCLS Math Tasks September 2012- June 2013.

### Activity#3

- Teacher Teams: Each grade has a teacher team as well as a cluster team, RTI/SETSS team, ESL team, speech team, and a vertical teacher team representative of the entire school.
- Teacher Teams meet weekly on their common preps and the 37.5 minutes on Thursdays in order to update and revise math curriculum calendars in support of the new CCLS, plan units of study and analyze student growth as per EnVision Math Topic and diagnostic tests, *Exemplars* rubrics, conference notes and teacher created rubrics and assessments. Additionally, teachers in grades 4 & 5 will analyze 2012 NYS Math Tests' scores ensuring growth and understanding of key mathematical ideas from one year to the next.
- Teacher Teams meet once a month with administration in order to track trends and build support consistent across all grades and needs areas. In addition, the vertical team meets monthly in order to analyze trends, evaluate students' RTI instruction/services, revise and update supports in order to ensure continuity throughout the school.
- Teacher Teams will plan for students to work in partnerships and small groups in order to explain mathematical reasoning while constructing viable arguments, ask and answer higher level questions as well as build on each other's ideas.
- Target Population(s): K-5 teachers, RTI/AIS teachers, SETSS teachers, Speech Teachers, ESL teachers, Principal and Assistant Principal.
- Responsible Staff: K-5 teachers, AIS teachers, SETSS teachers, Speech Teachers, ESL teachers, Principal and Assistant Principal.
- Implementation Timeline: September 2012 through June 2013.

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

- Teacher teams will meet weekly during common planning preps and Thursdays during the 37.5 minutes in order to analyze student data, revise curriculum, create tasks and differentiated instruction in order to meet students' individual needs in problem solving and constructing viable arguments.
- Teacher teams create and update math curriculum calendars dependent on students' various needs and strengths while ensuring the implementation of the new Common Core Learning Standards.
- Teacher teams meet with Cluster, RTI/AIS, SETSS and ESL teachers, Speech teachers and other service providers in order to ensure continuity for individual students and throughout all programs.
- Teacher teams administer mathematics tasks embedding the Common Core Learning Standards including the New York City Department of Education Common Core Literacy Task and plan together in order to prepare students and assess progress in an effort to have students meet and/or exceed New York

State, New York City and Common Core Learning Standards.

- K-5 teachers will create individualized mathematics goals for students that will be updated as necessary throughout the school year and reflect each student's problem solving abilities and needs as necessary in order to make gains in mathematics.
- ESL teachers will provide English Language Learners with the support of mathematics glossaries in their native languages.
- Students with Disabilities and all students will be given the opportunity to use manipulatives, pictorial representations and other hands on materials in order to grasp mathematical concepts and explain problem solving techniques.

### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - K-5 teachers will create mathematics goals that will be updated continuously throughout the school year in order to reflect pertinent math objectives for individual students and will be communicated to parents daily in students' planners or math notebooks.
  - Parent Coordinator, Principal and Assistant Principal will attend regularly scheduled meetings (PTA) to share information including the new CCLS, HUGS Support Services, EnVision Math and NYS Standardized Testing as well as to respond to questions and inquiries.
  - ARIS has students' NYS Math scores (grades 3-5). The Parent Coordinator will give parents information/training regarding logging onto ARIS and utilizing as a valuable resource through one on one meetings as necessary throughout the school year.
  - Pertinent information including student report cards are translated into families native languages and translators are available when necessary for meetings and to translate individual students' notices and letters indicating students' performance and needs.
  - Our monthly newsletter, the *PS 46Q Kaleidoscope* showcases student work and provides a platform for continued communication with parents regarding programs and upcoming events. Student work is always current and relates student progress, PS 46Q, NYC DOE and CCLS expectations. Parents can easily view on only their children's current grade expectations but student growth from year to year as well as where their children are headed in the future. *PS 46Q Kaleidoscope* information is translated as necessary in order to convey relevant information.
  - The PS 46Q DOE website will be continually updated by our webmaster in order to relate pertinent school information, share school and students' activities and inform parents of upcoming events.

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I      X   Title IIA      X   Title III    \_\_\_\_\_ Grants      X   Other

If other is selected describe here:

- NYSSL Software and NYSTL Hardware allocation is used to purchase Learning.com and Brainpop which are web based programs that students use to support their knowledge across all subject areas including reading through the use of technology. The allocation is also used to purchase iPads in order to support our students with the support of hands on, touch screen technology, supporting them across all subject areas including reading. The iPads will provide read aloud and interactive support for our English Language Learners and Students with Disabilities in an effort to provide them with the necessary means to grasp concepts and meet the curriculum needs. We are also purchasing a data storage system and printers in support of our iPads and various technology systems.
- CFEASD allocation is used to support HUGS services for K-5 students in need of socialization and verbal communication skills in order interact with peers in an academic setting conducive to explaining thinking and building on one another's ideas.
- CFEASC along with TLASD money also funds RTI/AIS reading, writing and math supports for our students in K-5 who are in need of further

remediation in order to grasp concepts and attain curriculum expectations.

- IDEA Allocation is used in support of services for students with disabilities.
- ARRA RTT Citywide Instructional allocation is used to fund our PS 46Q Instructional Team days. The PS 46Q vertical Instructional Teams (K-2 and 3-5) analyze student work and provide consistency throughout all the grades in an effort to improve student achievement.
- ARRA RTT Data Specialist allocation is used in support of our analysis of student RTI and NYS ELA and Math Testing data as well as ensuring student data accuracy in our online recording systems such as ATS, ARIS, Pearson Math and TCRWP Assessment Pro.

### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - The Title III program supports English Language Learners individual needs to ascertain the English Language, build their English vocabulary and improve their writing skills. Pictorial representations and oral story telling may be conducted for beginner ELLs as they move forward towards written expression in English.
  - We have a service learning partnership with Queensborough Community College. QCC students and professors administer workshops to our students regarding healthy eating, exercise and playground safety.
  - We have an annual Health Fair each spring where we give families valuable information regarding exercise and various physical activities for their children as well as other resources conducive to health. QCC nursing students and faculty assist us in supporting our health initiative by providing families with valuable health information including nutrition first aid.
  - We have a peer mediation program that is available for students in support of conflict resolution and giving students valuable information and skills in support of a cooperative learning and social educational environment.
  - Classroom teachers recommend high achieving students for our school-wide *Project Beyond* program which gives K-5 proficient students the opportunity to expand their knowledge in a cross graded enrichment program centered around a project based theme.
  - Students from Benjamin Cardozo High School come to teach K-2 PS 46Q students conversational Spanish through the high school's *Bumblebee* program.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

By June 2013 Principal and AP will conduct at least six short informal observations for each teacher using selected components of the Charlotte Danielson rubric and provide timely, specific, evidence-based, meaningful feedback and clear expectations for teacher practice after each observation.

### **Comprehensive needs assessment**

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

In coordination with New York City Department of Education initiatives, we have begun implementing and supporting teachers in using the teaching methodologies of Charlotte Danielson's rubrics. As a result, we have begun to see much teacher professional growth as well as students receiving more engaging and highly effective teaching methodologies and best practices. We will continue our work using selected components of the Charlotte Danielson rubrics as necessary for our staff and students. As such, we have decided to implement the following rubrics: *Designing Coherent Instruction 1e* and *Using Questioning and Discussion Techniques 3b*. Both rubrics support our other annual three Goals and Objectives for FY 2013 by supporting efficient teaching methodologies, enriching students' abilities to form informed opinions and rich conversations with one another. In addition, the selected Charlotte Danielson components provide the administration and teachers with a concrete understanding for the means of providing our students with a challenging and effective learning environment across all subject areas.

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

- Professional Development: PD will be given implementing the methodologies of Charlotte Danielson's Framework For Teaching. Focus will be given to two rubrics, *Designing Coherent Instruction 1e* and *Using Questioning and Discussion Techniques 3b*. During teacher team meetings such as grade conferences and Inquiry Team meetings as well as during faculty meetings there will be emphasis on how Danielson's *Framework For Teaching* effects curriculum planning, lesson planning, and student data analysis. Teachers will take into consideration the rubrics 1e and 3b as they collaborate on each unit of study and create differentiated lessons and objectives for their students.
- Target Population(s): K-5 teachers, ESL teachers, RTI/AIS teachers, SETSS teacher, Speech teachers
- Responsible Staff Members: Principal, Assistant Principal, CFN 205 Staff Developers, MEAD (Mathematics Education And Development) Teachers, LEAD (Literacy Education And Development) Teachers, Special Education Liaison, Supervisor of Speech, ELL Liaison
- Implementation Timeline: September 2012 through June 2013

#### **Activity #2**

- The Principal and Assistant Principal will conduct 6 low inference observations for each teacher using the rubrics *Designing Coherent Instruction 1e* and *Using Questioning and Discussion Techniques 3b*. Administration will meet with each teacher after each low inference observation in order to reflect on the rubrics, discuss best practices and initiated next steps.
- Target Population(s): ): K-5 teachers, ESL teachers, RTI/AIS teachers, SETSS teacher, Speech teachers

- Responsible Staff Members: Principal, Assistant Principal, CFN 205 Staff Developers, MEAD (Mathematics Education And Development) Teacher, LEAD (Literacy Education And Development) Teacher, Special Education Liaison, Supervisor of Speech
- Implementation Timeline: September 2012 through June 2013

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

- Teacher Teams will meet weekly during common planning preps and the 37.5 minutes on Thursdays in order to analyze student data, revise curriculum, plan CCLS writing tasks and differentiated instruction in order to meet students' individual needs across all subject areas. They will use Charlotte Danielson's *Framework for Teaching* rubrics 1e and 3b when collaborating on curriculum, CCLS Tasks, units of study, and lesson plans.
- Teacher Teams create and update curriculum calendars that are revised as necessary during the school year dependent on students' various needs and strengths as well as NYC Department of Education and PS 46Q initiatives including the *Framework for Teaching* rubrics.
- Teacher Teams administer literacy and math tasks embedding the Common Core Learning Standards including the New York City Department of Education Common Core Literacy Task and plan together in order to prepare students and assess progress in an effort to have students meet and/or exceed New York State, New York City and Common Core Learning Standards.
- K-5 teachers will create individualized goals across all subject areas for students that will be updated as necessary throughout the school year and reflect each student's academic abilities and needs as necessary in order to improve their informational/opinion writing and response skills.
- ESL teachers will work with ELLs in order to support their efforts towards gaining English language proficiency while applying the methodologies of Charlotte Danielson's *Framework for Teaching*.

#### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - K-5 teachers will create mathematics and literacy goals that will be updated continuously throughout the school year in order to reflect pertinent math objectives for individual students and will be communicated to parents daily in students' planners or math notebooks.
  - Parent Coordinator, Principal and Assistant Principal will attend regularly scheduled meetings (PTA) to share information including the new CCLS, HUGS Support Services, EnVision Math and NYS Standardized Testing as well as to respond to questions and inquiries.
  - ARIS has students' NYS Math and ELA scores (grades 3-5). The Parent Coordinator will give parents information/training regarding logging onto ARIS and utilizing as a valuable resource through one on one meetings as necessary throughout the school year.
  - Pertinent information including student report cards are translated into families native languages and translators are available when necessary for meetings and to translate individual students' notices and letters indicating students' performance and needs.
  - Our monthly newsletter, the *PS 46Q Kaleidoscope* showcases student work and provides a platform for continued communication with parents regarding programs and upcoming events. Student work is always current and relates student progress, PS 46Q, NYC DOE and CCLS expectations. Parents can easily view on only their children's current grade expectations but student growth from year to year as well as where their children are headed in the future. *PS 46Q Kaleidoscope* information is translated as necessary in order to convey relevant information.
  - The PS 46Q DOE website will be continually updated by our webmaster in order to relate pertinent school information, share school and students' activities and inform parents of upcoming events.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I      X   Title IIA      X   Title III    \_\_\_\_\_ Grants      X   Other

If other is selected describe here:

- NYSSL Software and NYSTL Hardware allocation is used to purchase Learning.com and Brainpop which are web based programs that students use to support their knowledge across all subject areas including reading through the use of technology. The allocation is also used to purchase iPads in order to support our students with the support of hands on, touch screen technology, supporting them across all subject areas including reading. The iPads will provide read aloud and interactive support for our English Language Learners and Students with Disabilities in an effort to provide them with the necessary means to grasp concepts and meet the curriculum needs. We are also purchasing a data storage system and printers in support of our iPads and various technology systems.
- CFEASD allocation is used to support HUGS services for K-5 students in need of socialization and verbal communication skills in order interact with peers in an academic setting conducive to explaining thinking and building on one another's ideas.
- CFEASC along with TLASD money also funds RTI/AIS reading, writing and math supports for our students in K-5 who are in need of further remediation in order to grasp concepts and attain curriculum expectations.
- IDEA Allocation is used in support of services for students with disabilities.
- ARRA RTT Citywide Instructional allocation is used to fund our PS 46Q Instructional Team days. The PS 46Q vertical Instructional Teams
- (K-2 and 3-5) analyze student work and provide consistency throughout all the grades in an effort to improve student achievement.
- ARRA RTT Data Specialist allocation is used in support of our analysis of student RTI and NYS ELA and Math Testing data as well as ensuring student data accuracy in our online recording systems such as ATS, ARIS, Pearson Math and TCRWP Assessment Pro.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - The Title III program supports English Language Learners individual needs to ascertain the English Language, build their English vocabulary and improve their writing skills. Pictorial representations and oral story telling may be conducted for beginner ELLs as they move forward towards written expression in English.
  - We have a service learning partnership with Queensborough Community College. QCC students and professors administer workshops to our students regarding healthy eating, exercise and playground safety.
  - We have an annual Health Fair each spring where we give families valuable information regarding exercise and various physical activities for their children as well as other resources conducive to health. QCC nursing students and faculty assist us in supporting our health initiative by providing families with valuable health information including nutrition first aid.
  - We have a peer mediation program that is available for students in support of conflict resolution and giving students valuable information and skills in support of a cooperative learning and social educational environment.
  - Classroom teachers recommend high achieving students for our school-wide *Project Beyond* program which gives K-5 proficient students the opportunity to expand their knowledge in a cross graded enrichment program centered around a project based theme.
  - Students from Benjamin Cardozo High School come to teach K-2 PS 46Q students conversational Spanish through the high school's *Bumblebee* program.

### **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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Children identified receiving AIS services through discreet AIS periods, at risk SETSS, push in and pull out services, and reading interventions. We have bridged phonics and literacy with Foundations (K-2), and Wilson Reading Systems (1-5).	Most interventions are done in a small group but when necessary as per individual students' needs, one to one tutoring is also administered.	AIS services are provided during the school day including the 37.5 minutes of Extended Day.
Mathematics	Children identified in need of intervention with mathematics skills, computation, and/or problem solving are supported with strategy material, and manipulatives. Children receive AIS services through discreet AIS periods, at-risk SETSS, push in and pull out services to concentrate on key math strands-mathematical reasoning, operations, measurement, patterns, computations, etc. and showing mathematical reasoning through extended	Most interventions are done in a small group but when necessary as per individual students' needs, one to one tutoring is also administered	AIS services are provided during the school day including the 37.5 minutes of Extended Day.

	responses.		
Science	Children identified in need of intervention with scientific knowledge and reasoning are given AIS instruction that is differentiated with the use of repetition, hands on experiments, and visuals.	Most interventions are done in a small group but when necessary as per individual students' needs, one to one tutoring is also administered	AIS services are provided during the school day including the 37.5 minutes of Extended Day.
Social Studies	Children identified in need of intervention with writing DBQs were given AIS instruction that is differentiated with the use of repetition, hands on experiments, and visuals.	Most interventions are done in a small group but when necessary as per individual students' needs, one to one tutoring is also administered	AIS services are provided during the school day including the 37.5 minutes of Extended Day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Children are identified through RTI/AIS team meetings and PPT meetings and in consultation with team members. Services include mediation, counseling, play therapy, therapeutic listening, social skills, Circle of Friends and Banana Splits.	Most interventions are done in a small group but when necessary as per individual students' needs, one to one tutoring is also administered	AIS services are provided during the school day including the 37.5 minutes of Extended Day.

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff and a committee of teachers interview highly qualified teacher candidates as defined by NCLB for all positions that arise.
- Teachers' assignments are driven by New York State Certification, experience and training.
- The payroll secretary works closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- The PS 46Q Administration holds monthly grade and faculty conferences in order to address NYC DOE initiatives, relay pertinent information regarding Standardized Testing, monitor student work, facilitate understanding of DOE and PS 46Q expectations and support teachers in ascertaining and implementing the Common Core Learning Standards across all subject areas.
- New teachers are given a grade partner/mentor who will assist him/her in any way necessary in order to ensure the understanding and employment of DOE and PS 46Q academic and grade expectations.
- MEAD (Mathematics Education And Development) and LEAD (Literacy Education And Development) teachers (K-2 & 3-5) will turnkey pertinent information from monthly meetings administered by our Children's First Network 2.05 to all staff members while individually addressing new teachers as necessary throughout the school year.
- Each grade team meets at least once a week during their common prep time in order to collaborate on units of study, curriculum calendars, tasks and assessments. This gives newer teachers as well as newly assigned teachers the opportunity to work in a team in order to better understand curriculum expectations as well have the ability to utilize effective lesson planning in a research and collaborative based setting. In addition, this will support an atmosphere of continuity for each grade and throughout all the grades.
- The PS 46Q Administration Identified a staff member to be trained as a NYC NTC Mentor teacher who is assigned to support all new teachers (1-3 years experience), as well as struggling and un-qualified teachers for 60-90 minutes for week. Please note that all of PS 46Q's teachers are Highly Qualified. Support strategies implemented include:
  - Curriculum and unit planning
  - Modeling/peer observations
  - Analysis of student work
  - Creating data driven differentiated instruction
- The Assistant Principal meets regularly with new teachers in order to support and develop their knowledge around curriculum, DOE initiatives and PS 46Q best practices. Support strategies implemented include:
  - DOE initiatives
  - Understanding and implementation of the Common Core Learning Standards
  - Monitoring for professional development opportunities specific to teachers' needs
  - Implementation of Charlotte Danielson's *Framework For Teaching* across all subject areas
- Teachers are afforded the opportunity to attend a variety of workshops/meetings that will support their professional growth and keep them apprised of the most current educational strategies and methodologies.
  - Availing teachers for professional development opportunities given by our CFN 2.05 and the DOE specific to their individual needs and experiences
  - Communicating with our Children's First Network 2.05 of our professional development needs as an educational community
  - Utilizing continual support as necessary through our CFN 2.05 both in grouped professional development settings and meetings specifically planned for our staff needs. Additionally, CFN 2.05 Mathematics and Literacy Achievement Coaches meet with teachers individually when necessary in order to provide further support.



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

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

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

Principal <b>Marsha Goldberg</b>	Assistant Principal <b>Stamo Karalazarides</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Leonard Galit</b>	Guidance Counselor <b>Nicole Myers</b>
Teacher/Subject Area <b>Zipora Cysner ESL</b>	Parent <b>Ourania Gellos</b>
Teacher/Subject Area <b>Dawn Michaels 1<sup>st</sup>/2<sup>nd</sup></b>	Parent Coordinator <b>Donna Kodjapashis</b>
Related Service Provider <b>Marilyn Seidenfeld</b>	Other <b>Caroline Galan</b>
Network Leader <b>Mary Jo Pisacano</b>	Other <b>Sonia Chojar</b>

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

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

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

### D. School Demographics

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

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

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

Paste response to questions 1-6 here

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

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

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	0	0	0	0	0								0
Other	1	0	0	0	0	1								2
<b>TOTAL</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>50</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

Please note in Courses Taught in Languages Other than English (Below):  
PS 46Q does not currently offer any courses in other languages.

### Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <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

**Native Language Usage and Supports**

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

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

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

16. We have a district wide Title III summer school program for ELLs in grades 3-5 (2011). We also have a self sustaining summer camp program for grades K-5. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both PS 46Q as well as provide them with educational opportunities during the summer months.
17. At PS 46Q, we do not offer language electives to our ELLs or any other students. We offer them a free standing ESL program and provide them with English instruction in addition to their mandated NYS and NYC curriculum.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/A

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

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

Paste response to questions 1-3 here

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

## E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

1. We use the following assessment tools at PS 46Q: TCRWP (K-5) and Acuity (3-5). Newly arrived ELLs have difficulty reading English due to their lack of English proficiency as well as the difference between our written language and theirs. Most of our ELLs are from China which has a completely different alphabet/writing system than the English language. In math, our ELLs tend to do better but struggle with word problems for the same reason.
2. In analyzing the LAB-R and NYSESLAT data, the following patterns were found:
  - All three levels (beginning, intermediate and advanced) students scored highest in speaking modality.
  - The next highest scores across proficiency levels (beginning, intermediate and advanced) was listening modality.
  - After listening, the assessments reveal that writing is the next strongest area for ELLs
  - Reading modality is the most challenging area for our ELLs across all three levels of proficiency (beginning, intermediate and advanced)

The LAB-R and NYSESLAT data continue to inform us that our ELLs need the most support in reading and writing.
3. Our assessment analysis of the LAB-R and NYSESLAT indicate that ELLs need strengthening in all modalities but especially in reading and writing. We will continue to align our ESL program to meet the New York State and New York City Department of Education CCLS expectations for the 2011-2012 school year.
4. a. LEP/ELLs performance and services are continually assessed on varying levels in order to ensure fairness and equitability. Assessments are conducted in their native language and in English as appropriate. b. Administration and teachers use the data obtained from Periodic Assessments to drive instruction, assess progress, determine English proficiency and refine services in order to ensure that each child is given high academic rigor toward meeting and exceeding the New York State and New York City Department of Education CCLS expectations.
- c. The results of the Periodic Assessments continually tell us that our ELLs need to strengthen their reading and writing skills.
5. N/A
6. Each year administration as well as our ESL teachers review the data of our ELLs. We look for patterns and trends that may need to be addressed. We order, develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the NYS Standards and NYC CCLS expectations. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT testing as well as other SED tests.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** PS 46Q The Alley Ponds School

**School DBN:** 26Q046

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marsha Goldberg	Principal		10/13/11
Stamo Karalazarides	Assistant Principal		10/13/11
Donna Kodjapashis	Parent Coordinator		10/13/11
Leonard Galit	ESL Teacher		10/13/11
Ourania Gellos	Parent		10/13/11
Zipora Cysner/ESL	Teacher/Subject Area		10/13/11
Marilyn Seidenfeld/SETSS	Teacher/Subject Area		10/13/11
N/A	Coach		10/13/11
N/A	Coach		10/13/11
Nicole Myers	Guidance Counselor		10/13/11
Mary Jo Pisacano	Network Leader		10/13/11
Dawn Michaels	Other <u>Special Ed Gr. 1/2</u>		10/13/11
Caroline Galan	Other <u>AIS</u>		10/13/11
Sonia Chojar	Other <u>Special Ed Gr. 1</u> <u>ICT</u>		10/13/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 2      **Network:** 2.05

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: The Alley Pond School

DBN: 26Q046

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: 25

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: 2

# of certified ESL/Bilingual teachers: 2

# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The PS 46Q Title III program is open to all English Language Learners in grades 2-5 in order to help them meet the New York State Standards and the new Common Core Learning Standards for English as a Second Language and English Language Arts. Identified students will be eligible to participate in an after school program and/or a before school program that will be dependent upon factors such as the number of students opting to participate and the academic needs of the students. The program will be held two afternoons per week, for one hour each day, using English as the only language of instruction. The program will begin in October and run until May. In addition, beginning the end of February, we will implement an additional program, 1 hour per week in the mornings before school begins in order to support our grades 3, 4, and 5, English Language Learners with the NYS tests (ELA, Math and NYSESLAT). Students will be grouped according to proficiency and grade levels in order to maximize the effectiveness of the instruction. Students will be instructed by two licensed ESL teachers using scaffolding techniques such as modeling, bridging, contextualization, schema building, metacognitive development, text deconstructing and text representation. The teachers will also use additional strategies in order to facilitate language acquisition such as predictable and consistent classroom routines, aided by diagrams, thinking maps, lists, and easy to read schedules. There will be an emphasis on vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension. Students will also be given extra practice in reading words, sentences and stories in order to build fluency. The Rosetta Stone language learning program will be implemented in order to give our English Language Learners further tactile support through a computer based program. The Rosetta Stone program will be implemented as a supplementary program both during class time and in the Title III program. During classtime, the classroom teacher will utilize the program as necessary on a continual and systematic basis. These students will also have the ability to log on at home for further support. In the Title III program, the Rosetta Stone online program will be used on a rotating basis dependent on individual students' language needs as the teachers plan and implement effective differentiated instruction. The Title III students will have the ability to utilize the online language learning resource throughout the school day, in the afterschool program and at home. Therefore maintaining continuity across the school and home connection. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their skills in speaking, listening, reading and writing. They include brainstorming, and think pair share. All lessons and skills will target both content and English Language objectives.

## Part C: Professional Development

### 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: The two ESL teachers who are providing Title III instruction will participate in planning sessions that detail the specific objectives for each student and outline the activities for each teaching session. These planning sessions will take place monthly. They will involve a thorough review and analysis of student work including writing samples, classroom assessments and an item analysis of student work including writing samples, classroom assessments and an item analysis of formal assessments (TCRWP, standardized tests, interim assessments, periodic assessments, EnVision Math Benchmark tests, NYStart, etc). The ESL teachers will also evaluate and document student achievement and identify ongoing needs that can be addressed during the after-school program. Our classroom teachers will meet and plan with our ESL Title III teachers throughout the school year on an informal basis during their scheduled preparation times. More formally, our two Title III ESL teachers will provide professional development to classroom teachers and paraprofessionals during the week of January 14th. This meeting will take place during a faculty conference and will give our educators a thorough understanding of their ELLs needs in an effective and timely manner. During this time, the ESL teachers will explain and model skills and strategies they use to support their students in mastering the English language as well as the NY State and Common Core Learning Standards. They will review ESL methodologies used during both the Title III program and our ESL program.

### Part D: Parental Engagement Activities

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

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

Begin description here: Title III parents/guardians will be invited to a culminating celebration during the second week of May where their children will share traditions from from their native countries including but not limited to clothing, food, literature and music. During the week before, the Title III students will interview one family member where they will ask questions about their native country and why they came to the United States. They will present the information to their Title III class in oral and/written form. This activity will lead into the culminating celebration during the last week of the program. Parents/guardians will be notified in writing of the parent engagement activities. The letter to parents will be translated in the native lanugage(s) of the identified parents/guardians who require translation

**Part D: Parental Engagement Activities**

services. When necessary, bilingual staff members will contact parents/guardians via telephone in order to ensure understanding of the cultural event.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$6,725.46	ESL Licensed Teachers will work 2 hours per week each from October to May. Also, 1 additional hour per week will be administered for grades, 3, 4, 5, in preparation and in support of the NYS Tests from late February until May. The total amount of hours per session is 134 hours at the amount of \$50.19 per hour. Of those hours, 18 hours will be used for instructional planning, student data analysis, teacher team collaboration. 116 hours will be used for direct instruction.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$3,124.81	The Rosetta Stone online language learning program will be purchased in order to support our ELLs English Language acquisition through the use of a hands on, computer based program.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$1,349.73	Instructional supplies including paper, pencils, pens, and ink will be purchased by a NYC Department of Education approved vendor in order to support our Title III program.
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	\$11,200	