



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

P.S./M.S. 84, THE STEINWAY SCHOOL

30Q084

PRINCIPAL: MR. JOHN A. BUFFA

EMAIL: JBUFFA@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP COMPOSTO

06-25-2013

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
John A. Buffa	*Principal or Designee	
Anna Tsikitas	*UFT Chapter Leader or Designee	
Jennifer Casas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dominic Armano	Member/Staff	
Carolyn Haase	Member/Staff	
Karen Phillips	Member/Staff	
Christian Hernandez	Member/Parent	
Nancy Hilario	Member/Parent	
Sarah Helton	Member/Parent	
Denise Supon	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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2013, parental and community involvement and communication will improve as measured by a 3% increase in attendance at meetings, conferences, and workshops.

Comprehensive needs assessment

- Students succeed to their highest potential when faculty, administration, and parents work together. We believe parental involvement is key to student performance and improvement. In an effort to improve parental and community involvement, we are working towards increasing parental attendance. Research shows that by increasing parental involvement students will show gains.

Instructional strategies/activities

Activity #1

- Throughout the year, teachers link their Teacher Performance Reviews with increasing parental involvement.
- Throughout the development of the TPR the teachers meet with the administration to discuss the components, school goals, and the implementation of the unit.
- Most TPR's end with a culminating celebration or event, in which parents and family members are invited to attend. For example, last year the Kindergarten's family event was a "movie" night of their interviews. This year, a 4th grade created a PowerPoint presentation and breakfast for our families.

Activity # 2

- In an effort to increase communication, interim progress reports are used to inform parents of their child's progress between report card cycles.
- Progress reports are sent home in February.
- Grade band progress reports are as follows: grades K-2, 3-5, and 6-8.

Activity # 3

- Our PTA extends their meetings to accommodate more parents.
- PTA meetings are now held in the morning and the evening once a month.
- The PTA plans various school wide activities and encourages parental participation.

The timeline for implementation will be September 2012 through June 2013.

Strategies to increase parental involvement

- We have a full-time Parent Coordinator who sends out weekly e-mail notifications to keep parents informed of school activities.
- In another effort to increase communication we have created and launched a school website.
- The Administrators, Staff Members, and Parent Coordinator have developed a Parent Handbook that clarifies our school's expectations, schedules, calendars, programs, procedures and policies.
- Workshops for parents that address educational, nutritional, test-prep, ESL, technology, emotional, as well as behavioral needs so they can actively support their child's education.
- We publish a Parent newsletter and calendar to keep all parents informed of important school/home/community matters. Translations are provided, when available.
- Continue parent involvement in Parents as Learning Leaders, a volunteer program, in which they provide classroom tutoring, as well as

accompany classes on trips.

- Encourage parents to participate in school fundraisers to support educational and social programs.
- Provide parents with access to the ARIS Parent Link portal, which allows them to view their children's progress.
- Promote parental attendance at special programs for students.

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.

 X Tax Levy X Title I _____ Title II A _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- We will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal through:
 - Title I Parent involvement funding
 - Tax Levy Parent Coordinator Allocation
- Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met.
- Professional development is conducted by instructional lead teachers and instructional cabinet in the areas of RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS.
- Teacher teams and the instructional cabinet are looking at student work to improve teaching practices.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and Human Resources to carry out our instructional strategies/ activities to achieve our goal.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013, 100% of our teaching faculty will implement two ELA and two Math units of study with a focus in interdisciplinary instruction which aligns to the new National Common Core Learning Standards.

Comprehensive needs assessment

- Three years ago, we participated in the New York City Common Core initiative as a pilot school for Curriculum Mapping. Last year we continued our work as a Lab Site focusing on the implementation on CCLS aligned task bundles. In an effort increase rigor in our daily lessons, as well as implement the focus of college and career readiness, we are aligning our work to the common core learning standards.

Instructional strategies/activities

Activity # 1

- Our Common Core Team consists of eight faculty members across various grade levels and disciplines. The team provides assistance and guidance to the faculty.
- In addition to our CCLS team, the school receives Network support from our local CFN who also present various workshops regarding the CCLS.

Activity # 2

- In addition to our CCLS team, we created grade specific CCLS teams.
- In our small groups, each grade level is creating two ELA and two Math CCLS units.
- By June 2013, all children will be exposed to and participate in two ELA and two Math bundles aligned to the CCLS.

The timeline for implementation will be September 2012 through June 2013.

Strategies to increase parental involvement

- Members of the CCLS team will hold parent workshops to communicate and inform parents about the changes to our curriculum and alignment to the CCLS.
- We encourage parents to visit the DOE website to find valuable resources regarding the academic rigor.

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.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- We will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal through:
 - Tax Levy – OTPS Materials
 - Title I Per Session Activities and PD to provide time for staff to develop the CCLS units.
- Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and

purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development is conducted by instructional lead teachers and instructional cabinet in the areas of RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS.
- Teacher teams and the instructional cabinet are looking at student work to improve teaching practices.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and Human Resources to carry out our instructional strategies/ activities to achieve our goal.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, 25% of our teaching staff will take on a leadership role in a school professional development activity.

Comprehensive needs assessment

- We have attracted and attained highly qualified staff members. Using this to our advantage, many of our staff members hold workshops and coordinate activities to enrich the school community.

Instructional strategies/activities

Activity #1

- Teacher leaders often apply for grants and participate in competitions to further enrich the school community.
- Teacher leaders coordinate for our school to participate in the Solar One Energy Challenge. We won second place last year and achieved fourth place this year.
- One of our teacher leaders applied for and was awarded a grant from Grow to Learn. With this grant, the school will be creating a community vegetable garden in the spring.

Activity #2

- One of our teacher leaders holds an annual Spelling Bee for the middle school students, which takes place in the fall.
- Our winning students participate in a district wide spelling bee.
- Parents are invited to attend and celebrate their child's achievements.

Activity #3

- Teachers and staff provide various workshops throughout the school year to assist our parents and keep them informed.
- CCLS – The CCLS team provides workshops on how to implement the Common Core Standards into the current curriculum.
- ELL – The ELL teacher holds parent workshops to help support our ELL students both in school and at home.
- Elementary school teachers hold workshops entitled “How to help your child succeed in math.”
- Middle School open House – Middle School faculty hold annual open houses to help promote and establish a more nurturing, student centered middle school environment.

Activity #4

- The guidance counselor, teachers, and students collaborate to create and coordinate monthly assemblies for Grades K through 3 and Grades 4 through 8.
- Monthly values assemblies are held to highlight student values and school wide programs.
- Parents are invited to attend and celebrate their child’s achievements.

Activity #5

- A few of our teachers are enrolled in School Leadership Programs and have completed their internship over the last year.
- All of the interns applied for the DOE Teacher Leadership Program, of which one was accepted.
- This program works to promote teacher leadership in our school.

The timeline for implementation will be September 2012 through June 2013.

Strategies to increase parental involvement

- Parents are invited to attend various activities and workshops at the school on a regular, on-going basis.
- Our PTA holds meetings and activities, in which parents are invited to attend and plan.
- Teacher leaders hold various workshops for parents and families.
- Teacher leaders are involved in community based organizations such as Urban Advantage and Grow to Learn, which coordinate activities for families to participate in.

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

- Tax Levy/Title I funding will be used for:
 - Per Diem to support PD activities for teachers and inter-visitations.
 - Per Session Activities to further develop distributive leadership activities in the building.
 - To purchase materials and supplies to support professional development activities.
- Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met.
- Professional development is conducted by instructional lead teachers and instructional cabinet in the areas of RTI, curriculum development, CCLS, assessment alignment, instructional shifts, UDL, multiple-entry points, units of studies, Quality Review Rubric, teacher instructional effectiveness, designing coherent instruction, incorporating vocabulary development into the CCLS.
- Teacher teams and the instructional cabinet are looking at student work to improve teaching practices.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and Human Resources to carry out our instructional strategies/ activities to achieve our goal.

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	The RTI Team utilizes the following strategies: Small group instruction and differentiated learning through formative assessments. The assessments given are from Reading 3D, Write Source and Fountas and Pinnell reading level assessments. Phonics Assessments are provided by Sadlier Phonics. Personalized Acuity assignments help in targeting specific areas of instruction. Finally, ED Performance is used to promote a higher level of academic rigor. Other programs which are provided by classroom teachers include: running records and writing samples.	Small group instruction utilizing our RTI model: <u>Tier 1</u> – Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning. <u>Tier 2</u> - Takes place in and or outside of the general education classroom. Students will receive additional reading instruction through the support of an Academic Intervention Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology. <u>Tier 3</u> - Tier 3 will take place outside of the general education classroom. Students will be placed in an at risk resource room setting. Remedial services will be delivered by a special education teacher. Tier 3 will provide frequent progress monitoring. Other options in tier 3 will include participation in our extended day program. Our extended day program provides students with an opportunity to receive small group instruction in a tutorial type setting.	RTI services are provided both during and before the school day.
Mathematics	The RTI Team utilizes the following strategies: Small group instruction and differentiated	Small group instruction utilizing our RTI model: <u>Tier 1</u> – Takes place in the general	RTI services are provided both during and before the school day.

	<p>learning through formative assessments. Assessments are provided by Everyday Math for our elementary grades and Impact Mathematics for our middle school grades. Additional assessments are provided by the classroom teachers. Personalized Acuity assignments help in targeting specific areas of instruction. Finally, ED Performance is used to promote a higher level of academic rigor.</p>	<p>education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning. <u>Tier 2</u> - Takes place in and or outside of the general education classroom. Students will receive additional reading instruction through the support of an Academic Intervention Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology. <u>Tier 3-</u> Tier 3 will take place outside of the general education classroom. Students will be placed in an at risk resource room setting. Remedial services will be delivered by a special education teacher. Tier 3 will provide frequent progress monitoring. Other options in tier 3 will include participation in our extended day program. Our extended day program provides students with an opportunity to receive small group instruction in a tutorial type setting.</p>	
Science	<p>The RTI Team utilizes the following strategies: Small group instruction and differentiated learning through formative assessments. Assessments are provided by FOSS for all grades K-8.</p>	<p>Small group instruction utilizing our RTI model: <u>Tier 1</u> – Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning. <u>Tier 2</u> - Takes place in and or outside of the general education classroom. Students will receive additional reading instruction through the support of an Academic Intervention Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology. <u>Tier 3-</u> Tier 3 will take place outside of the general education classroom. Students will be placed in an at risk</p>	<p>RTI services are provided both during and before the school day.</p>

		resource room setting. Remedial services will be delivered by a special education teacher. Tier 3 will provide frequent progress monitoring. Other options in tier 3 will include participation in our extended day program. Our extended day program provides students with an opportunity to receive small group instruction in a tutorial type setting.	
Social Studies	The RTI Team utilizes the following strategies: Small group instruction and differentiated learning through formative assessments. Assessments are provided by Houghton Mifflin Harcourt for grades K-5 and Holt McDougal for grades 6-8.	Small group instruction utilizing our RTI model: <u>Tier 1</u> – Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning. <u>Tier 2</u> - Takes place in and or outside of the general education classroom. Students will receive additional reading instruction through the support of an Academic Intervention Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology. <u>Tier 3</u> - Tier 3 will take place outside of the general education classroom. Students will be placed in an at risk resource room setting. Tier 3 will provide frequent progress monitoring. Other options in tier 3 will include participation in our extended day program. Our extended day program provides students with an opportunity to receive small group instruction in a tutorial type setting.	RTI services are provided both during and before the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our full time Guidance Counselor utilizes peer mediation and conflict resolution.	The Guidance Counselor meets in small groups and on a one-to one basis to support and meet the needs of our students.	At-risk Guidance services are provided both during and before the school 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

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Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- student discipline code is disseminated and discussed at the beginning of every year.
- classroom “rule contracts” are collaboratively created to ensure consistency and order.
- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 CFN: 2.02	District 30	Borough Queens	School Number 084
School Name Steinway			

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

Principal John A. Buffa	Assistant Principal Anthony J. Loverso
Coach	Coach
Teacher/Subject Area Margaret Nguyen/ELL K-8	Guidance Counselor Cami Meyer
Teacher/Subject Area Maryann Mazzoli/ AIS	Parent
Teacher/Subject Area	Parent Coordinator Andrea Achilles
Related Service Provider	Other
Network Leader Nancy DiMaggio	Other

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	404	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	13.12%
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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. 

Part II: ELL Identification Process:

ELL students are identified by the following procedures:

- A pedagogue who is trained in the HLIS process is present in the registration process. During this time, the pedagogue who may be the ELL teacher, guidance counselor, or trained teacher, will perform an informal interview to better understand which language the child mostly speaks. Translation services are available to help parents through the use of available staff or the Department of Education's Translation and Interpretation Services Unit. Languages spoken by our pedagogues include Spanish, Greek, Arabic, Chinese and Italian.
- The HLIS is reviewed by a trained school pedagogue. If the HLIS indicates that a language other than English is used at home (one question marked as another language from questions 1-4 and two questions marked as another language from questions 5-8), the student is administered the LAB-R within ten days of registration. When administering the LAB-R to Spanish speaking students, they are also given Spanish LAB-R to ensure their language ability.
- The LAB-R is hand-scored and reviewed. If the student scores below the state designated level of proficiency, the student is identified as an ELL. Parents are notified in writing, via the Parent Entitlement Letter, which is sent home with the child.

P.S./M.S. 84Q respects and values parental involvement in the decision-making process. In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is at the parent orientation session where program placement options are presented with clarity and objectivity. The meeting presented by the ELL Coordinator, Parent Coordinator, and the Administration focuses on orienting the parents to the school system and explaining the three programs for English language learners- Transitional Bilingual Education, Dual Language, and Freestanding ESL. A DVD in nine languages, which is now also offered online, provides information and their rights to choose educational options for their child. The DVD is available in English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are also provided with brochures that explain the three program models. In addition, parents are able to ask questions and individually speak to the ELL coordinator to make a sound educational decision as to which program best meets the need of their child. Parent Survey and Program Selection forms are then filled out and returned to the ELL Coordinators. If they are not returned in a timely fashion, the ELL Coordinator contacts the parents to reschedule another time to meet to ensure these forms are returned.

Students are placed within ten days of enrollment in the appropriate program. Parents may opt out of Bilingual Education, but may not opt out of ESL instruction. Since our ELL students do not constitute a large enough population to warrant bilingual classes or dual language classes, they are assigned to the Freestanding ESL Program. If the parents select the Bilingual or Dual Language classes, parents are informed that they must register their child in another school that offers these programs. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is Freestanding ESL. Parents are very adamant about emerging their children in full English instruction. The ELL Coordinator monitors the trends in Parent Choices with supporting data by communicating Parent Program choices with the school administration.

There are informational sessions or individualized meetings for ELL parents during the school year arranged by the ELL Coordinator with the assistance of the Parent Coordinator. Translators of the appropriate languages are provided if needed at all meetings. The meetings focus on orienting the parents to the school system and explaining program options, State and City standards, the core curriculum, assessment, student expectations, and general program requirements.

The NYSESLAT is administered every spring to re-evaluate ELL students to determine whether or not they are still eligible for mandated ESL services. Using ATS RLAT report for eligibility, existing information from previous years and newly screened admits enable identification for testing. The testing coordinators and ELL coordinator create a calendar indicating each of the required components to ensure that students are administered all parts. This calendar also informs teachers and parents of testing times and dates. As soon as the NYSESLAT results are received, the students are identified according to their proficiency levels. The results of the RLAT/RNMR are then disaggregated through the use of ARIS and AMAO's to identify the proficiency levels of ELL students based on the four modalities. According to these results, the ELL coordinator sends out continued entitlement or non-entitlement letters to parents, in order to ensure that information is communicated whether or not their children will receive ESL services.

Outreach to parents is made through emails, letters, and notices sent with students in English and home languages to ensure that parents understand the three program choices. If the program the parent selects is not available, they are given a list of schools who provide that program and are directed to the Office of School Enrollment. The Parent Coordinator is available in ascertaining the information.

The process for collecting and storing Parent Survey and Program Selection forms is as follows: Duplicate copies of these forms are placed in student folders specific to the ELL Coordinator in addition to the student cumulative records. Also, the parent choices are computed into ATS via ELPC. Copies of each letter that pertains to a given student is compiled and maintained in a file box securely stored in the ELL Coordinator's Testing Closet.

As a school community we take great consideration towards meeting our ELL Parents' concerns and we strive to provide them with the best possible educational experiences for their children throughout their entire academic career in order to accomplish their goals and succeed in our school and beyond.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	2	2	2	2	2	2	2	2	2	0	0	0	0	18
Total	2	2	2	2	2	2	2	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	43	0	5	10	0	4	0	0	0	53	
Total	43	0	5	10	0	4	0	0	0	53	

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	0	0	0	0	0	0	0	0					0
Yiddish	0	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0	0					0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 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
Spanish	2	4	1	4	2	3	2	0	0					18
Chinese	1	0	0	0	0	0	0	0	0					1
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	0	1	1	1	2	0	0	0	0					5
Urdu	0	0	0	1	0	0	0	0	0					1
Arabic	3	2	0	1	5	5	2	0	1					19
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	1	0	0	0	0	0					1
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	1	0	0	0	0	0	0	0					1
Other	0	0	2	1	0	2	1	0	1					7
TOTAL	6	8	4	9	9	10	5	0	2	0	0	0	0	53

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1.a. ELL instruction is typically delivered utilizing a push-in model in our school. However, with the increased number of ELL students who attained proficiency on the NYSESLAT, we have the numbers for only one ELL teacher. Therefore, this school year our program is Pull-Out. ELLs spend the majority of their day in all-English content instruction and are brought together from various classes for English-acquisition-focused instruction. ELL teachers plan carefully with general education teachers to ensure curricular alignment and congruence of instruction.

1.b. Our ELL students are heterogeneously mixed within each testing band: grades K-1 with 14 students, grades 2-4 with 22 students, and

A. Programming and Scheduling Information

grades 5-8 with 17 students. Each grade band is divided into two heterogeneous groups making six groups. Each group receives four periods of instruction and is differentiated based on proficiency level and grade level.

2. The certified ESL teacher provides small group, differentiated instruction, ensuring that ELLs receive the mandated number of instructional minutes according to proficiency levels, within the Free-Standing ESL Program.

2.a. Beginners and Intermediate students receive the mandated 360 minutes of ESL instruction per week while our Advanced Students receive 180 minutes of ESL instruction as well as 180 minutes of ELA instruction per week.

3. Integrating Common Core Learning Standards with proven ELL learning methodologies support content area with strong focus in Social Studies. This in turn supports ELA content area instruction for the ELLs. The ESL teacher utilizes the LAB-R test for new admit students, the NYC ELL Interim Assessment for students in grades 3 through 8, and the NYSESLAT test for all grades, as well as ongoing classroom and ELL Program assessments, to assure that all ELL students are correctly grouped and are provided with the appropriately leveled resources. Resources include Scott-Foresman: Accelerating English Language Learning, Teachers College Reading and Writing workshops and mainly the Core Curriculum for Social Studies. Other resources utilized include alphabet cards, flash cards, realia, books on tape, ELL appropriate computer software e.g. Rosetta Stone and interactive websites, posters, experience charts, big books, and classroom library leveled books. In addition, the implementation of Teachers College methodology is incorporated within the pairing and grouping of all ELL students with monolingual students, in order to share students' strengths leading to the enrichment of English language acquisition and development.

4. When administering the LAB-R to Spanish speaking students, they are also given the Spanish LAB-R to ensure their language ability. ELLs are also able to take any state exam with an available translated version of their home language. Students may use approved translated dictionaries or have a translator during these exams.

5. According to the Spring 2011 NYSESLAT results, our ELLs are at an Intermediate and Advanced Levels. Since we are following the English as a Second Language Model, all instruction is in English. Therefore we differentiate instruction in the following ways:

a. Our school plan for SIFE students:

- Incorporate a hands-on basics program that both the classroom teacher and push-in teacher use.
- Utilize alphabet cards, basic words flash cards, picture dictionaries, and easy level readers to develop language acquisition skills.
- SIFE children are paired with buddies that may help them during classroom instruction.
- The teachers also incorporate individualized instruction for these children within the flow of the day.

b. Our school plan for Newcomers:

- Newcomers receive 360 minutes of ESL instruction per week, within a small group structure.
- They are introduced to the English language through Read-alouds, by hands-on manipulatives which include flashcards, and with personal vocabulary cards, as well as group experiences; also with Month-by-Month Phonics Program and the Voyager Program.
- Technology is incorporated into instruction through interactive websites and Smart Board lessons.
- Phonics instruction as determined by their level and individual needs.

c-d. Our school plan for ELLs receiving service 4 to 6 years and Long-Term ELLs (completed 6 years):

- Collaboration of the ELL teacher and the classroom teacher.
- Provide content area instruction as well as ELA instruction, including reading, writing, vocabulary development, spelling, grammar, and speaking, within the Workshop model, that aligns with and supports NY City and State Standards., and Common Core Standards.
- The ELL teacher gives additional support to ELLs on test-taking skills and strategies using the four modalities.
- Some of our ELLs who have exited the program are grouped accordingly within the classroom setting in order to benefit from the ELL instruction. They are assigned follow-up activities within the lesson in order to bridge their learning experiences and are given vocabulary support within reading and writing workshops as well as content area support within all subjects.
- All eligible ELLs participate in our extra support programs, such as SETSS and AIS.
- ELLs also receive continued instruction through the integration of technology, using the Smartboard, for writing skills, English Language Arts development, as well as Social Studies and Science.

A. Programming and Scheduling Information

6. Our plan for students identified with special needs:

- Our ELL students with special needs are serviced according to their IEP mandates.
- ELL-SWDs receive AIS services from licensed reading and math teachers.
- A hands-on program is utilized and technology is incorporated within the lessons.
- Interactive activities online are utilized.
- Small group differentiated instruction is utilized at all times during the lessons.

7. Our school prides itself in the flexibility in its programming through uses curricular, instructional, and scheduling flexibility through AIS services. Every six to eight weeks, the AIS/PPC team monitors and reevaluates the interventions by analyzing data and working on creating new goals for the student. The Licensed Reading Teacher uses a variety of strategies instructing the students for an extra three periods per week. The teacher focuses on reading and writing skills in these small groups of K-2 students. AIS services are provided for grades 3-5 by a Licensed Reading Teacher three times a week. Middle school students receive an additional enrichment period three times a week focusing in specific academic challenges in core subjects. Also, special education teachers utilize flexible grouping for ICT classes; and students in self-contained are maintreamed in subjects they excel and demonstrate satisfactory growth to maximize exposure to all content areas.

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

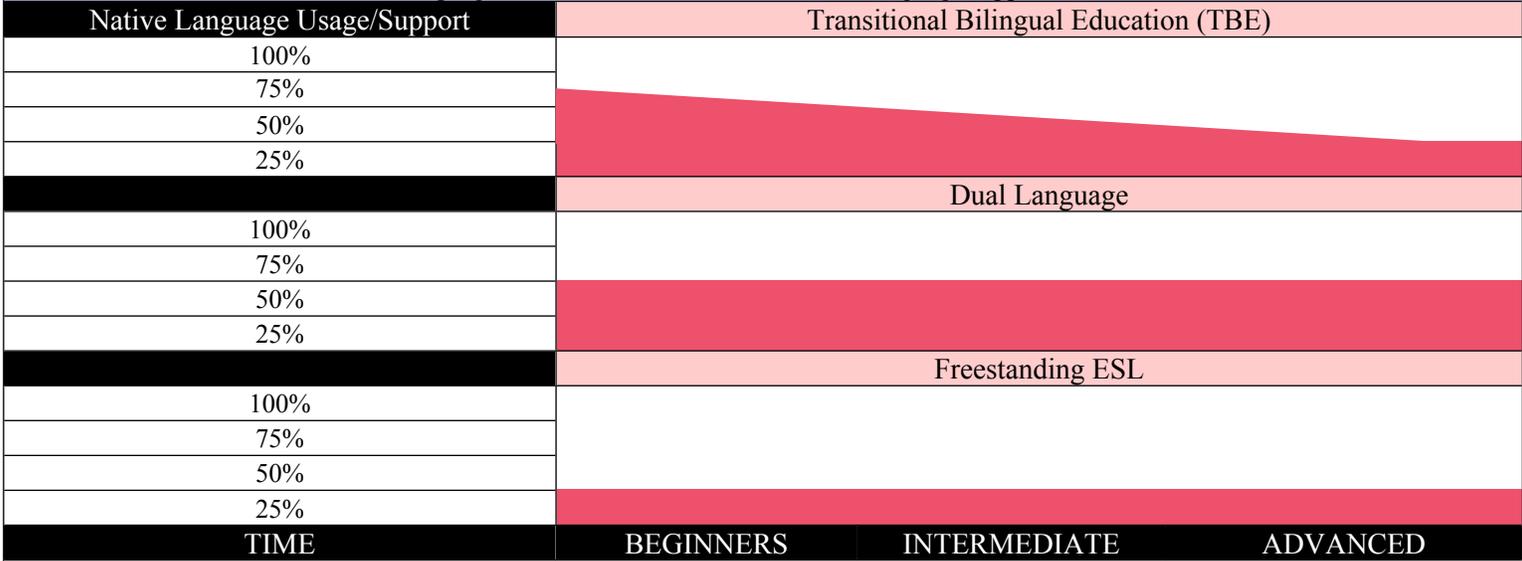
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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?

8. Our targeted intervention programs for ELLs in ELA, math, and other content areas with targeted HO students are as follows:
The Licensed Early Childhood Reduction Teacher uses the "Voyager" program when instructing the HO students for an extra three periods per week. Students are engaged in practicing their decoding skills as well as their fluency and comprehension skills. AIS services are provided for grades 3-5 by a Licensed Reading Teacher three times a week. Middle school students receive an additional enrichment period three times a week focusing in specific academic challenges in core subjects. The teachers provide instruction in listening comprehension by the use of technology within a lesson. As per NYSESLAT, students who scored at Advanced levels are targeted to receive 180 minutes per week, and intermediate/beginner ELLs with 360 minutes.

9. Continuing transition support for ELLs who have reached proficiency for up to two years is given by grouping students with Advanced level ELLs as means of differentiating instruction and for additional support. Students also receive Early Childhood Reduction services and AIS services. Test accommodations include time extension and questions read aloud.

10. Under the Common Core Curriculum we are incorporating the deconstruct/reconstruct/map techniques. We have purchased classroom library non-fiction sets that will be incorporated within the ELA and Social Studies content areas. As a Common Core Learning Lab site, we will also strategically align units of study and curriculum with Common Core Learning Standards.

11. We are not discontinuing any of our ESL programs due to the success that we have experienced over the past years.

12. Our ELLs are invited to participate in all of our school programs : Test prep classes for grades 3-8, the CHAMPS afterschool program, CASA: the Queens Museum program, Sports and Arts Foundation, and the extended day differentiated instruction. Title III funding is utilized to provide additional after school support for ELLs from ELL certified teachers in preparation for the NYSESLAT. The goal is to provide ELLs with test strategies that support ELLs' success in the four modalities for the NYSESLAT and beyond.

13. The instructional materials that we use to support our ELLs include the nonfiction Social Studies Core Curriculum with guidance from our CFN Instructional Support Specialist, the NYSESLAT test prep program, the Scott-Foresman ESL program, fictional and non-fictional Big Books, books on tape/CD, the LeapFrog technology, and Smart Board technology lessons.

14. Native language support is delivered within ESL instruction by providing translation dictionaries and websites students can use as resources. Newcomers are encouraged to express themselves in their native language when writing or communicating with peers. We also look for collaboration with Community Based Organizations for additional resources.

15. Our required services and resources correspond directly to our ELLs ages and grade levels at all times.

16. For our newly enrolled students we offer parent/student workshops that are organized by our parent coordinator. During those workshops translation services are provided for all parents and students that attend. The parent coordinator acclimates the parent and students. In addition, the school year agenda books that enable the students to organize their lessons for the entire year are provided to the families.

17. This year we do not offer any language electives.

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)?

Currently, we do not have any dual language programs.

D. Professional Development and Support for School Staff

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

Our staff was provided with the following six professional development sessions for the school year 2010-2011:

September 2010: PowerPoint Presentation on the NYSESLAT and the LAB-R: Analyzing and Interpreting Assessment Data

November 2010: Continuous Support of Current ELLs and ELLs That Have Recently Tested Out:
Techniques to Use and Grow On Within the Monolingual Classroom

January 2011: Strategies and Materials for NYSESLAT Preparation for All ELL

March 2011: ELL Methodology within the Classroom – What Works and How

May 2011: NYSESLAT Dates and Test Administration Information

June 2011: How to Keep the ELL Learner Challenged and Focused Within the Monolingual Classroom

2. As our students transition from elementary to middle school, our staff was supported with ongoing professional development and with our ELL support specialist. Teachers also use ARIS Connect for ELL Best Practices as a resource. The Parent Coordinator and guidance counselor provide workshops on middle school transition for ELLs, and the High School application and selection processes.

3. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. were provided within our monthly grade and faculty conferences conducted by the assistant principal, as well as other corresponding professional development offered by our network and by OELL. The assistant principal communicates with the staff through ARIS Connect via blog. This forum enables staff members vertical alignment and the sharing of best practices. One of the initial topics for this year is "Establishing a Culture for Learning". Monthly blog topics include areas of providing instruction and support for ELLs. Teachers are encouraged to register for PD on a regular basis with an emphasis on ESL instruction and methodology.

Professional Development sessions for the school year 2011-2012:

October 2011: Transitioning former ELLs and Providing Support

November 2011: Part 1: From Theory to Practice: English Language Learners and the Common Core Learning Standards

December 2011: Part II: From Theory to Practice: English Language Learners and the Common Core Learning Standards

January 2012: Technology: SmartBoard Lessons for ELLs

February 2012: ELL Support/Strategies: Preparation for NYS ELA and Math

March 2012: ELL Identification, Registration Procedures and the Parent Interview

April 2012: Strategies and Materials for NYSESLAT 2012

May 2012: NYSESLAT Dates and Test Administration Information

Additionally, our school has adopted a school wide goal of increasing differentiated instruction for ELLs, but also teachers are encouraged to use proven ELL strategies and methodologies for all students in all content areas. Monthly grade level conferences provide additional ELL support strategies through differentiating instruction and school goals, ie. technology, the arts, Social Studies and the Common Core Learning Standards. Attendance by all staff members is logged and maintained by the assistant principal.

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?

Parental Involvement is one of our School Wide Goals for 2011-2012. Parents are assisted in accessing the ARIS Parent Link Portal to monitor their children's progress. In addition, the Parent Coordinator reaches out to parents to explain school policy, educational programs, and expectations, and provide parents with support. The Parent Coordinator facilitates Parental Workshops of interest to all parents, based on a needs and interest survey, as well as conversations with parents. This year workshops include, but are not limited to, Reading, Writing, and Math. Classes are provided for parents such as computer classes, and English as a Second Language for Adults.

Parents are invited to participate in PTA meetings and functions. Translation services are provided when needed and available. Our PTA President speaks fluent Spanish and provides translation when needed.

In addition, we have partnerships with the following Community Based Organizations. Urban Advantage supports learning of the students and their families in Science and Social Studies with a strong emphasis on experiential learning. Families attend museums, aquariums and cultural institutes. CASA: the Queens Museum provides an art program for our students and involves the parents to participate at the end of the program so students can share or present their work. NY Horticultural supports learning of parents and students in becoming environment friendly. Parents received workshops explaining hands-on Science exploration in our school garden which can translate to their own house gardens. On-going parental involvement involves workshops with NY Cares Restoration Project on preserving our garden and school environment, while creating a sense of community and ownership. The BEACON Program provides tutoring and homework assistance to our students and workshops for parents.

The ELL Coordinator is planning a culminating celebration of the students' year-long accomplishments where parents are invited to appreciate their child's growth demonstrated through projects and classwork.

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)	0	0	0	0	1	0	0	0	0					1
Intermediate(I)	3	1	3	1	2	1	0	1	1					13
Advanced (A)	2	2	4	5	7	3	3	2	2					30
Total	5	3	7	6	10	4	3	3	3	0	0	0	0	44

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	6	1	0	8
4	1	9	2	0	12
5	0	8	1	0	9
6	0	4	0	0	4
7	0	4	0	0	4
8	0	1	2	0	3
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	5	0	2	1	0	0	10
4	0	1	5	0	8	0	1	0	15
5	0	0	6	0	4	0	0	0	10
6	0	0	2	0	2	0	0	0	4
7	0	0	0	0	3	0	1	0	4
8	0	0	1	0	1	0	2	0	4
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	0	0	4	0	7	0	4	0	15
8	0	0	0	0	3	0	1	0	4
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

New York State Regents Exam

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

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. P.S./M.S. 84Q utilizes Reading 3D, which includes DIBELS and Running Records to assess early literacy skills in grades K-2. In addition teachers use Running Records, based on Fountas and Pinnell to assess students' 'just-right' reading levels in grades K-2. These assessments highlight the strengths and weaknesses of all students, including ELLs. The data indicates that ELLs in Grades K-2 need additional support with sight word recognition, vocabulary development, letter/sound identification, and comprehension skills. Reading 3D assessment data is used to direct whole class instruction, to group students into small groups based on students' skills, to provide individual support and to communicate results with parents.

2. In a review of LAB-R and NYSESLAT scores, the data patterns across proficiency levels indicate that in Grades K-2, we have more Intermediate and Advanced students, combined, than Beginners. In Grades 3-8, the data patterns across proficiency levels indicate that most students are Advanced.

3. The ELL Coordinator and Testing Coordinators review the NYSESLAT Modality Analysis, Acuity, and ELL Periodic Assessments to study the trends and results to differentiate grouping and instructional practices. ELLs in Grades K-2 are Advanced level in Listening/Speaking, and Intermediate and Advanced levels in Reading/Writing. In a review of NYSESLAT Modality Analysis, ELLs in Grades 3-8 are predominantly in the Advanced level in Listening/Speaking, and Reading/Writing. These patterns indicate that instruction for ELLs needs to concentrate on improving Reading and Writing skills.

4. a. In an analysis of the NY State ELA and NY State Math exams, ELLs in Grades 3-8, in our Free-Standing ESL Program, fall predominantly in performance Level 2. On the NY State ELA exam, Advanced students in Grades 7 and 8, in our Free-Standing ESL Program, perform mostly on Level 2, while on the NY State Math exam, they perform mostly at Level 3. Our ELLs, in our Free-Standing ESL Program, take exams in English. Two of our students took the Math exam in their Native Language of Spanish.

4.b. Our school leadership and teachers analyze student test data, including the results of the ELL Periodic Assessments, during our weekly Data Inquiry period, on Mondays during our 37.5 minutes extended day. Once the data has been reviewed, administration and teachers determine the strengths and weakness of students. This information is then used to formulate instruction, for the entire class, the small differentiated groups and individual instruction. Students are provided with additional support through differentiated groups, AIS interventions, Extended Day: consisting of three, 37.5-minute periods, as well as an after-school ELL and SETSS program.

4.c. We utilize the Periodic Assessments to measure the progress of ELLs to determine their strengths and weaknesses, and to continue to develop instruction based on students' needs. Since we have a Free-Standing ESL program the Native Language is not used in our program.

5. We do not have a Dual Language Program.

6. The success of our programs for ELLs is measured by the progress and scores on the NYSESLAT, Reading 3D and DIBELS, NY State standardized tests, Voyager Passport, as well as by teacher created assessments.

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/MS 84 Q Steinway

School DBN: 30Q084

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Buffa	Principal		10/21/11
Anthony Loverso	Assistant Principal		10/21/11
Andrea Achilles	Parent Coordinator		10/21/11
Margaret Nguyen	ESL Teacher		10/21/11
	Parent		
Maryann Mazzoli	Teacher/Subject Area		10/21/11
	Teacher/Subject Area		
	Coach		
	Coach		
Cami Meyer	Guidance Counselor		10/21/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q084** School Name: **PS/MS 84 Q Steinway**

Cluster: _____ Network: **2.02**

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

Part A: Needs Assessment Findings

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.

Our data is collected from the Home Language Survey (HLIS) that the parents complete at the time of registration. A pedagogue who is trained in the HLIS procedure assists the parent while he/she completes the HLIS. Translation services are available to help the parents through the use of available staff or the DoE's Translation and Interpretation Services Unit. Also, we are pro-active in inquiring whether parents need such translation services during our scheduled parent orientation meetings and throughout the duration of the school year. Additionally, letters and forms sent home are available in various languages.

Data from ATS report (RAPL) is reviewed to determine parent/guardian preferred languages for spoken and written communication. At the beginning of the school year, parents fill out the Emergency Contact Card where they can indicate their preferable language of oral and written communication.

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.

Our high incidence languages within our school population are Spanish, Bengali, and Arabic. Our low incidence languages are Urdu, Greek, Albanian, Polish, Turkish, Persian, and Tagalog. Data from our annual Parent Survey is also consulted and analyzed to ascertain our school's written and oral interpretation needs. Our findings are reported to our parents during our monthly PTA, SLT, and Parent Workshop meetings. We consider feedback from parents to better provide for our interpretation needs.

The Parent Compact is a written agreement between the school and the parents, which is translated in Spanish, indicates the shared responsibilities in improving and maintaining partnerships; one of which is providing parents with their right to be informed and communicated in their preferred language through provided translation and interpretation services.

Part B: Strategies and Activities

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

In the beginning of the school year, letters are sent home to all students surveying parents regarding the primary language they would like to receive school notices and letters. We utilize the services of the DoE's Translation Unit for our high incidence languages when sending out written communications.

We have identified school staff members who are able to perform translation of documents as well as other translation services. The procedures that ensures timely provision of translated documents is keeping notices that are frequently utilized available in our high incidence languages. In addition, the breakdown of the specific languages within each classroom is identified by school staff and a frequency table is prepared in advance so we are able to disseminate notices in a timely fashion.

The STARS Program offers report cards in languages other than English. Also, an outside vendor, School Messenger, provides translation in Spanish.

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.

During our PTA meetings and other significant meetings, such as School Leadership Team and Parent Teacher Conferences, the identified parents in need of oral translation services are provided with the oral translator, corresponding to their language of need. We utilize the services of the DoE's Translation Unit for translation/interpretation services for meetings held at the school. Translations and interpretations are also provided by in-house school staff. In addition, a survey is given out to the classrooms before such important meetings from our Parent Coordinator, in conjunction with our ELL coordinator, to determine the translation needs at such meetings.

The Translation Kit is also available for translation during meetings.

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 primarily rely on the services of the DoE's Translation Unit to provide translation and interpretation services. When timeliness is an issue, we also rely on our school staff members to translate documents into languages other than English. We prominently display the availability of translation services on a poster in multiple languages as you enter the building as well as in the main office. We provide written notification of parents' rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

The Parent Handbook which is available to various languages, along with Title I Parent Involvement meetings are provided by the Parent Coordinator. The meetings inform parents of their rights for translation and interpretation services. Also, the Parent Coordinator and Guidance Counselor hold Parent Workshops in September informing parents about the Parent Handbook, Parents Bill of Rights and plans such as the safety plan procedures. Translators are available during these meetings when needed. Copies of the Parents Bill of Rights are available at the Parent News Stand and more information is found on the Parent Welcoming Bulletin Board upon entering the school building.

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: PS/MS 84Q	DBN: 30Q084
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S./M.S.84Q strives for excellence for our ELL students. We will provide an after-school Title III program for our all our ELL students grades K to 8, consisting of one class per grade band: K-2, 3-4, 5-6, and 7-8 for 90 minutes per session. The program will be after school from 3:00-4:30 for 81 sessions, beginning December 17, 2012 until May 23, 2013:

December 3rd- 20th: 4 sessions

January 7th-31st: 15 sessions

February 4th-28th: 12 sessions

March 4th-21st: 12 sessions

April 3rd-30th: 16 sessions

May 1st-23rd: 14 sessions

This after-school Title III program will enable students to augment their English skills and vocabulary through the use of the 'Getting Ready for the NYSESLAT and Beyond' test prep books by Attanasio & Associates, Inc and the 'Empire State NYSESLAT' BY Continental Press, which includes speaking, listening, reading, and writing activities in preparation for the NYSESLAT.

In addition to the test preparation books, iPads will be used for online supplementation to the content areas covered during the school day. Online resources include, but are not limited to, Follete (the e-library), Wordly Wise 3000 (vocabulary program), Write Source (Writing program), Social Studies E-services, EdPerformance, and many other ELL applications. The iPads are resourceful and useful for differentiating instruction, increasing engagement, and encouraging tactile and visual learners.

Included in this program is support for ELLs as they transition from elementary into middle school, and middle-school into high school. During the school day, the Guidance Counselor and other staff members are available to assist ELLs transition from elementary to middle school, and from middle school into high school. All of our service providers are experienced and certified ESL teachers.

Program Description:

- On Mondays, ELLs in Grades K-2, and Grades 3-4 will receive 45 minutes of Content Area instruction and 45 minutes of strategies for building Academic Language Development in Literacy from

Part B: Direct Instruction Supplemental Program Information

the ESL certified teacher.

- On Tuesdays, ELLs in Grade 5, and Grades 6-8 will receive 45 minutes of Content Area instruction and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher.

These ESL Certified and Content Area teachers have participated or will participate in the Professional Development listed below, which are aligned with Title III activities and goals.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development sessions for the school year 2012-2013:

October 2012: Transitioning former ELLs and Providing Support

November 2012: Part I: From Theory to Practice: English Language Learners and the
Common Core Learning Standards

December 2012: Part II: From Theory to Practice: English Language Learners and the
Common Core Learning Standards

January 2013: Technology: SmartBoard and iPad Lessons for ELLs

February 2013: ELL Support/Strategies: Preperation for NYS ELA and Math

March 2013: ELL Indentification, Registration Procedures and the Parent Interview

April 2013: Strategies and Materials for NYSESLAT 2013

May 2013: NYSESLAT Dates and Test Administation Information

As our students transition from elementary to middle school our staff is supported with ongoing professional development and with our ELL support specialist who visits our school several times this year. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. are provided within our monthly grade and faculty conferences as well as other corresponding professional development offered on line on a regular basis with an emphasis on ESL instruction and methodology.???

Part C: Professional Development

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:

Parental Involvement is one of our School Wide Goals for 2012-2013. Parents are assisted in accessing the ARIS Parent Link Portal to monitor their children's progress. In addition, the Parent Coordinator reaches out to parents to explain school policy, educational programs, and expectations, and provide parents with support. The Parent Coordinator facilitates Parental Workshops of interest to all parents, based on a needs and interest survey, as well as conversations with parents. This year workshops include, but are not limited to, Reading, Writing, and Math. Classes are provided for parents such as computer classes, and English as a Second Language for Adults.

Parents are invited to participate in PTA meetings and functions. Translation services are provided when needed and available. Our PTA President speaks fluent Spanish and provides translation when needed.

In addition, we have partnerships with the following Community Based Organizations. Urban Advantage supports learning of the students and their families in Science and Social Studies with a strong emphasis on experiential learning. Families attend museums, aquariums and cultural institutes. CASA: the Queens Museum provides an art program for our students and involves the parents to participate at the end of the program so students can share or present their work. NY Horticultural supports learning of parents and students in becoming environment friendly. Parents received workshops explaining hands-on Science exploration in our school garden which can translate to their own house gardens. On-going parental involvement involves workshops with NY Cares Restoration Project on preserving our garden and school environment, while creating a sense of community and ownership. The BEACON Program provides tutoring and homework assistance to our students and workshops for parents.

The ELL Coordinator is planning a culminating celebration of the students' year-long accomplishments where parents are invited to appreciate their child's growth demonstrated through projects and classwork.

Part D: Parental Engagement Activities

Empty area for reporting Parental Engagement Activities.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$5,475	December 17-May 23 73 sessions x 90minutes/session= 109.5 hours x \$50= \$5,475
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1,200	Consultation
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$4,525	Books, materials, technology-iPads (code 199)
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$11200

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