



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

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

PRINCIPAL: ANN GORDON CHANG

EMAIL: AGORDON@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DR. PHILIP A. COMPOSTO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ann Gordon-Chang	*Principal or Designee	
Mary Najeddine	*UFT Chapter Leader or Designee	
Evie Hantzopoulos	*PA/PTA President or Designated Co-President	
Margareta Kalis	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Karen Espinoza-Pang	Member/UFT	
Elizabeth Vlassopoulos	Member/UFT	
Jennifer Collado	Member/Parent	
Allen Schulz	Member/Parent (Title I)	
Christine O'Keefe	Member/Parent (Sp. Ed.)	
Lucel Paragas	Member/Parent (ELL)	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

The students in grades 3 will progress toward achieving ELA skills as evidenced by 2% increase in literacy performance by June 2013 as measured by Pearson Success Maker.

Comprehensive needs assessment

In review of our data from New York Start and the 2012 Progress Report, PS 85 is making annual yearly progress (AYP) towards meeting NCLB requirements. The school is in good standing and serves the needs of all constituencies. In addition, PS 85Q continues to make AYP in ELA and for all sub-groups.

- According to diagnostic and State assessments we need to increase the number of students making progress in ELA. The diagnostic assessments from Scantron served as a means of mediating learning and making assessment continuous.
- Based on results of the 2012 English Language Arts Assessment, 63% of all students tested in grades 3, 4 and 5 achieved at level 3 or 4.
- The data indicates that the school needs to focus on more non-fiction reading and writing within the classroom.
- ACUITY analysis indicated that students across the board show a weakness in selecting the best detail or information from their reading and character analysis to support their answers.
- There is a great need to provide differentiated support to all students especially those who score in level 3 and 4, as a result the school has implemented a schoolwide enrichment program through Renzulli learning, a technological based program which focuses on individual student affinities. The school has also implemented support with the following programs- Success Maker (grade 3), Study Island (grades 2 and 4) and Time to Know (grade 5).
- Collaboration and communication between staff and administrators support teachers as they work toward whole school goals.
- Through comprehensive and flexible collaborative planning, timely changes to curriculum and instruction accelerate progress.
- Teachers are committed to providing instruction that is compelling and actively involves students in their own learning. Therefore teachers regularly collect and analyze data for this purpose.

Instructional strategies/activities

A Balanced Literacy framework in Reading and Writing is used in P.S. 85.

- The 90 minute Literacy Block incorporates Read Aloud, Shared Reading, Guided Reading, Independent Reading, conferences, and small group strategy lessons as appropriate to grade expectations and student needs.
- Instruction is supported by leveled fiction and nonfiction libraries, guided reading sets, short selections, big books, charts, and manipulative materials, content area software and audio tape/book sets. All classrooms also have CCLS suggested book sets.
- Grouping is flexible and based on students' needs.
- Conferences and ongoing assessment inform instruction, which is differentiated to suit abilities and learning styles. Systematic, explicit phonics and regular word work are in place to support literacy school-wide.
- Interactive Word Walls support the development of sight vocabulary and writing.
- Smart Board technology is integral to workshop instruction in the majority of our classrooms, providing opportunities to clarify teaching points, support modeling, and foster interactive engagement of all students.
- Academic rigor for all students fostering higher order thinking skills for special education, general education, and gifted and talented students.
- Flexible grouping and differentiation to meet individual needs.
- Accelerate and enrich learning for Gifted and Talented and advanced through curriculum compacting.
- Pearson Success Maker will provide individualized supplemental support by giving Grade 3 students in literacy through computer activities on their personal

laptops.

- Integrating writing across the curriculum continues with additional training and mentoring across the grades.
- Utilize the Instructional Cabinet and Facilitators in Staff Development to help accelerate student literacy.
- Expand the role of literature in the teaching of social studies and science.
- Inter-grade and intra-grade articulation between teachers monthly to share best practices.
- Provide for increased use of social studies and science literature.
- Share best practices with the entire staff.
- Technology in the classroom to differentiate instruction and assess student progress through Renzulli Learning System, Pearson Success Maker, iReady, CPAA, Time to Know, and Study Island.
- Continue study seminars with Staff Developers and consultants weekly.
- Offer training at faculty conferences and grade conferences which are conducted by principal, assistant principals and Facilitators Monthly.
- Arrange for inter-visitations of target staff to observe Facilitators within the school and at other schools. Use needs assessment questionnaire completed by staff regarding types of staff development to be offered on professional development days, grade and faculty conferences and after-school workshops.
- Provide workshops during common preps and after-school in literacy.
- Provide intensive instruction in reading to former ELL students who will be taking the standardized reading test for the first time.
- Continue to provide test sophistication strategies for Grades 2 – 5 daily.
- Provide interclass visitations to observe other teachers using literacy program, i.e. small group instruction, Book Clubs, independent reading, read alouds.
- Implement an intervention program for students at risk.
- Foundations and Wilson will be used to enhance the students' phonemic awareness and decoding skills.
- Provide an enrichment program for level 3 and 4 students in order to ensure progress.
- Will implement an enrichment program for all students through educational games, literacy centers, and cooperative activities.
- Reading Tracker will be used to monitor students' progress monthly. Reports will be shared with parents monthly.

For ELL Support:

- Principal and Assistant Principal will provide workshops and training sessions for ESL self-contained, pull-out teachers, and classroom teachers.
- Provide small group instruction to ELL students through self-contained, as well as push-in ESL programs as needed.
- We will provide many opportunities to our Intermediate and Advanced ELL students in which they can further strengthen their listening and speaking skills.
- Exposure to rigorous academic curriculum.
- Integrate Content and Language Goals for each lesson as needed.
- Provide support for vocabulary and syntax so students can reach next level through Peoples Vocabulary Program.
- Incorporate language teaching in between mini-lessons.
- ESL teachers Implement On our Way to English which has a focus on oral language and grammar.
- Substitute mini-lessons with language mini-lessons as needed to stress vocabulary and syntax for ELLs.
- Vocabulary and language instruction prior to content area instruction.
- Pull-out/Push-in teachers will provide guided reading instruction, read alouds, shared reading and vocabulary instruction in small groups.

Strategies to increase parental involvement

PS 85 Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a

component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school will incorporate this parental involvement policy into its school improvement plan.
- Our school has created a monthly Principal newsletter informing parents of all upcoming events, changes in educational policies, academic goals and achievements. This is also posted on the school website at PS85Q.org.
- Conduct parent workshops regularly with topics that may include: understanding educational accountability, grade-level curriculum and assessment expectations, literacy, CCLS, accessing community and support services and technology training to build parents' capacity to help their children at home.
- 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.
- 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 and Gifted and Talented students.
- 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.
- Learning Leaders (parent volunteers) will be trained to provide support in the school during classroom instruction time.

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 x Title IIA x Title III x Grants x Other

If other is selected describe here:

- Principal
- Assistant Principal
- Classroom Teachers
- ESL Teachers
- Tax Levy Fair Student Funding
- Title 1 SWP
- EGCSR State Program
- Title III LEP
- Children First Inquiry Team
- Children First Funding
- EGCSR Fed Program Title IIA
- TL FSF Legacy Teacher Supplement
- TL IEP Para
- iZone Grant

Service and program coordination

PS85Q will execute its plans by doing the following:

- Provide Response to Intervention (RTI) services to struggling students using the push-in, pull-out, and ICT models.
 - Provide daily RTI instruction strategies to Tier I students in targeted subjects.
 - Provide pull-out AIS Services, through the use of the SETTS teacher to Tier II students daily.
 - Provide push-in AIS Services, through the use of the Special Education teacher to Tier II students daily.
- Provide additional instructional time in literacy through after-school programs and extended day.
- Provide enrichment to high performing students during extended day.
- Classroom teachers and support staff will monitor growth using formal and informal data including running records, diagnostic assessments, predictive assessments and program benchmark assessments in November, March, and June.
- An after school program for at risk students in grades 3-5 will provide additional instructional time in ELA.
- Common Core class will also be provided for parents in order to assist them in supporting their children with their education aligned with the Common Core Learning Standards.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

The students in grades 3-4 will progress toward achieving Math skills as evidenced by 3% increase in mathematics performance by June 2013 as measured by ACUITY extended responses.

Comprehensive needs assessment

Data drives instruction that meets the needs of General Education Students, Special Education Students, English Language Learners and Gifted and Talented students. PS 85Q continues to make AYP in Math for all sub groups.

- **The NY Start Report shows that 72.0% of students tested in grades 3, 4 and 5 combined tested at level 3 or 4.**
- In addition in math, the greatest challenge is statistics and probability.

Instructional strategies/activities

PS85Q Teaching Staff will incorporate the following:

- Classroom teachers are providing students with the opportunity to build new mathematical knowledge through problem solving.
- Math writing activities is being imbedded on a daily basis. Writing in math offers the students an opportunity to engage in creative, cognitive, affective, and conceptual writing. Interactive word walls are being used in each classroom to support such writing, and encourage “accountable talk,” a technique used by our teachers to support Essential Elements of Instruction, a brain research regional initiative that enhances learning and retention.
- Math literature has been purchased and is being utilized in Grades K-5. Not only are these books vehicles for motivating children to think and reason mathematically, they connect math to literacy, and demonstrate the importance of math language in our world.
- The implementation of math games is utilized for mathematical skill building.
- Continue Everyday Math program including exploration with manipulatives, practice and games to meet the needs of all students.
- Scaffolded instruction to support mastery in computation, concepts and problem solving.
- Intensive language acquisition to develop Academic English in a Math setting.
- Small group and individual Math support for targeted students during Math instruction implementing QTEL scaffolding strategies..
- Academic rigor for all students fostering higher order thinking for ELLs, Special Education and Gifted and Talented students.
- Refine our Math/Literacy connection through math related literature and Math journals.
- Flexible grouping and differentiation to meet individual needs.
- Response to Intervention (RTI) services are provided for at risk students in both target groups.
- Accelerate and enrich learning for Gifted and Talented and advanced math students through curriculum compacting.
- Technology in the classroom to differentiate instruction and assess student progress through Renzulli Learning System, Pearson Success Maker, i-Ready,
- Pearson Success Maker will provide individualized supplemental support by giving Grade 3 students math computer activities on their personal laptops.
- Renzulli Learning online activities give individualized enrichment for all grades.
- I-Ready an on-line program will provide differentiated support in math aligned with the students individual strength and weaknesses.
- Staff members form partnerships with community members and organizations, such as New York Cares, to provide additional enrichment in Math.

Strategies to increase parental involvement

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

PS85Q will engage parents through the following:

- Conduct parent workshops regularly with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations; Common Core alignment with EDM, accessing community and support services; and technology training to build parents’ capacity to help their children at home.
- 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.
- 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 and gifted and talented students.
- 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.
- The PS85Q Math Squad provides an access point for parents and families to brainstorm and execute plans to provide support during the school day and at home to their students.
- Learning Leaders (parent volunteers) will be trained to provide support in the school during classroom instruction time.

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:

- Principal
- Assistant Principal
- Classroom Teachers
- ESL Teachers
- SUPPORT
- Tax Levy Fair Student Funding
- Title 1 SWP
- EGCSR State Program
- Title III LEP
- Title IIB Grant
- Children First Inquiry Team
- Children First Funding
- EGCSR Fed Program Title IIA
- TL FSF Legacy Teacher Supplement
- TL IEP Para

- Contract for Excellence
- iZone Grant

Service and program coordination

PS85Q will execute its plans by doing the following:

- Provide Response to Intervention (RTI) services to struggling students using the push-in, pull-out, and ICT models.
 - Provide daily RTI instruction strategies to Tier I students in targeted subjects.
 - Provide pull-out AIS Services, through the use of the SETTS teacher to Tier II students daily.
 - Provide push-in AIS Services, through the use of the Special Education teacher to Tier II students daily.
- Provide enrichment to high performing students during extended day.
- An after school program for at risk students in grades 3-5 will provide additional instructional time in problem solving and statistics and probability.
- Common Core class will also be provided for parents in order to assist them in supporting their children with their education aligned with the Common Core Learning Standards.
- Provide additional small group instruction through cooperative groups.
- Provide additional enrichment in Math through community programs, such as New York Cares.
- Classroom teachers and support staff will monitor growth using formal and informal data including diagnostic assessments, predictive assessments and program benchmark assessments in November, March, and June.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, Special Education Students will make a 3% mathematical skills growth as measured by benchmark assessments that are given in October and June 2013.

Comprehensive needs assessment

PS 85Q met AYP with safe harbor for Special Education students in grades 3, 4, 5 in Math.

The school data from NY START indicates the following: 23% of Special Education students in grades 3 scored at level 3 or 4 in math and 40% tested at level 3 or 4 in grade 4 for the 2012 on the NY State math assessments.

Instructional strategies/activities

PS85Q Staff Members will engage in the following:

- Staff development in the use of RTI strategies, i.e., reading, math, and writing with at-risk children in the general education classroom.
- Implement the use of Foundations and Wilson Method Learning System.
- Implement the use of manipulatives to support the instructional programs.
- Implement the use of criterion referenced material to assess student performance.
- Technology in the classroom to differentiate instruction and assess student progress through Renzulli Learning System, Pearson Success Maker, i-Ready, Time to Know, and Study Island.
- Group students and provide instruction according to their IEP goals and objectives.
- Guidance staff will provide professional development to staff in helping to identify youngsters with special needs and prevention and intervention services (RTI).
- Pupil Personnel Committee will monitor students receiving support services and will monitor referrals to special education.
- Continue to implement school guidance program including individual and group counseling.
- At-Risk and prevention counseling and parental and community outreach.
- Continue consultations to staff and counseling to children by IEP team.
- Counseling by Guidance Counselor of ERSSA students.
- Expand the use of the Wilson Language Program for early intervention.
- Referrals to outside agencies as appropriate to support emotional or physical needs.
- At-risk RTI, SETSS, Speech, Counseling and IEP screenings.
- Referrals to vision therapy as needed.
- 504 Plans to address physical and/or emotional needs
- Referrals made to outside agencies as needed to children and families in need.

Strategies to increase parental involvement

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

PS85Q will engage parents through the following:

- Provide within the school community a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
- Provide assistance to 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.)

- Provide the school community with a monthly newsletter on best practices to support all students as learners.
- Facilitate parent engagement activities which support our families.
- The Parent Coordinator, Guidance Counselor, Social Worker and School Psychologist will educate parents on utilizing various agencies and resources that will help them in supporting the needs of their children.

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 x Title IIA x Title III x Grants x Other

If other is selected describe here:

- Principal
- Assistant Principal Teachers
- Classroom Teachers
- ESL Teachers
- SUPPORT
- Tax Levy Fair Student Funding
- Title 1 SWP
- EGCSR State Program
- Title III LEP
- Title IIB Grant
- Children First Inquiry Team
- Children First Funding
- EGCSR Fed Program Title IIA
- TL FSF Legacy Teacher Supplement
- TL IEP Para
- Contract for Excellence
- iZone Grant

Service and program coordination

- Provide Response to Intervention (RTI) services to struggling students using the push-in, pull-out, and ICT models.
 - Provide daily RTI instruction strategies to Tier I students in targeted subjects.
 - Provide pull-out AIS Services, through the use of the SETTS teacher to Tier II students daily.
 - Provide push-in AIS Services, through the use of the Special Education teacher to Tier II students daily.
- Provide Professional development for teachers on RTI identification process.
- Classroom teachers and support staff will monitor growth using formal and informal data including running records, diagnostic assessments, predictive assessments and program benchmark assessments in November, March, and June.
- Staff development in the use of RTI strategies, i.e., reading, math, and writing with at-risk children in the general education classroom.

- An after school program for at risk students in grades 3-5 will provide additional instructional time in problem solving and statistics and probability.

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	<ul style="list-style-type: none"> • Provide instruction using RTI strategies. • Group students and provide instruction according to their IEP goals and objectives. • More guided reading and writing strategies will be implemented. • More practice in word study and grammar will be used in the classroom. • Teachers use Mentoring Minds strategies. • All classrooms have CCLS aligned libraries that includes literature of varying text complexities in the different content areas. • Technology in the classroom will be used to differentiate instruction and assess student progress through Renzulli Learning System, Pearson Success Maker, iReady, Time to Know, and Study Island. 	<ul style="list-style-type: none"> • The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. • Tier II service is through small group lessons provided by the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any certified teacher either through push-in or pull-out setting. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate learning environment to support student academic needs. 	<ul style="list-style-type: none"> • Tier I service will be provided during the school day, extended day, and After School Academy by classroom teachers. • Tier II AIS intervention is more intense academic intervention which includes RTI support from the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any school personnel during the school day, extended day, and After School Academy. • Tier III services include push-in and pull-out services during the day, extended day, and After School Academy provided by Special Education licensed teachers and other service providers.
Mathematics	<ul style="list-style-type: none"> • The classroom teachers engage in Tier I support which includes EDM, differentiating lessons, small group work, one-to-one 	<ul style="list-style-type: none"> • The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one 	<ul style="list-style-type: none"> • Tier I service will be provided during the school day, extended day, and After School Academy by classroom teachers. • Tier II AIS intervention is more

	<p>student technology based intervention.</p> <ul style="list-style-type: none"> • Programs include Every Day Counts-Calendar Math (K-3), Planning Guides and Alignment Calendar. • Teachers use Mentoring Minds strategies. • AIS implementation is ongoing through the following: Math Journals (Math Message), Extra Practice/Enrichment/Minute Math, Math Games, Test Sophistication, Assessment Rubrics, Problem Solving, "Writing-in-Mathematics". • Teachers in grades 3-5 utilize instructional materials which include Everyday Mathematics, Workshop Model (as supported by Teacher's Guide), focused lessons, Ongoing Learning and Practice Math Journal, Study Island, Time to Know, Success Maker, and iReady. • All classrooms have CCLS aligned Math content libraries that includes literature of varying text complexities. 	<p>student technology based intervention.</p> <ul style="list-style-type: none"> • Tier II service is through small group lessons provided by the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any certified teacher either through push-in or pull-out setting. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate learning environment to support student academic needs. 	<p>intense academic intervention which includes RTI support from the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any school personnel during the school day, extended day, and After School Academy.</p> <ul style="list-style-type: none"> • Tier III services include push-in and pull-out services during the day, extended day, and After School Academy provided by Special Education licensed teachers and other service providers.
Science	<ul style="list-style-type: none"> • Provide instruction using RTI strategies. • The AIS team determines the specific alignment of AIS/RTI services specific to needs. • FOSS hands-on materials and non-fiction science libraries are integral in supporting those students who are at risk of not 	<ul style="list-style-type: none"> • The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. • Tier II service is through small group lessons provided by the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any certified teacher either 	<ul style="list-style-type: none"> • Tier I service will be provided during the school day, extended day, and After School Academy by classroom teachers. • Tier II AIS intervention is more intense academic intervention which includes RTI support from the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any school personnel during the school day, extended day, and

	<p>meeting New York State Science Performance Standards.</p> <ul style="list-style-type: none"> Measuring Up supplemental student resource is also integrated in Science AIS support. Teachers use Mentoring Minds strategies. All classrooms have CCLS aligned Science content libraries that includes literature of varying text complexities. 	<p>through push-in or pull-out setting.</p> <ul style="list-style-type: none"> Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate learning environment to support student academic needs. 	<p>After School Academy.</p> <ul style="list-style-type: none"> Tier III services include push-in and pull-out services during the day, extended day, and After School Academy provided by Special Education licensed teachers and other service providers.
Social Studies	<ul style="list-style-type: none"> The AIS team determines the specific alignment of AIS services specific to needs. NYSTROM hands-on Social Studies curriculum engages students in learning through various learning styles. Teachers use Mentoring Minds Common Core Standards and strategies. All classrooms have CCLS aligned Science content libraries that includes literature of varying text complexities. 	<ul style="list-style-type: none"> The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. Tier II service is through small group lessons provided by the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any certified teacher either through push-in or pull-out setting. Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate learning environment to support student academic needs. 	<ul style="list-style-type: none"> Tier I service will be provided during the school day, extended day, and After School Academy by classroom teachers. Tier II AIS intervention is more intense academic intervention which includes RTI support from the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any school personnel during the school day, extended day, and After School Academy. Tier III services include push-in and pull-out services during the day, extended day, and After School Academy provided by Special Education licensed teachers and other service providers.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> The Guidance Counselor provides RTI support to students to support wellness. The Social Worker provides support to students aligned with their academic needs, in 	<ul style="list-style-type: none"> At-risk services are provided in small group and one-to-one settings in accordance to their IEPs and/or 504s. 	<ul style="list-style-type: none"> Tier I service will be provided during the school day, extended day, and After School Academy by support personnel including the Social Worker.

	<p>addition to clinical counseling services for students' emotional challenges or difficulty transitioning within the school.</p> <ul style="list-style-type: none"> • The Speech teacher supports students with language processing difficulties to help them with their academic performance. • The Occupational Therapist helps students to develop fine motor skills. • The Physical Therapist helps students to develop gross motor skills. • The Adaptive Physical Education teachers supports students who are unable to participate in a typical physical education setting. • The Vision Therapist supports students with visual disabilities to help them with their academic performance. • The Nurse provides health related services to students which support their needs. This includes administering of medication, monitoring diabetic monitoring students with allergies and ensuring that students utilize materials appropriately. 		
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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

All teachers hired in PS 85 Q for the 2012-13 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corps Members, Peace Corps, Fellows, and Columbia Urban Educators and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in PS 85 Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests, or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

- PS 85 Q and the CFN Instructional Specialists provide extensive professional development that is ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and network level.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- PS 85 Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselor, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc. There will also be support and training for administrators, parent workshops for families and specialized training for all school staff.
- Professional development for staff will be coordinated in PS 85 Q by a Professional Development Team, which includes the CFN Instructional Specialists, Principal, and Assistant Principal.
- The Instructional Leadership Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. The team will work with staff to strengthen their knowledge base in literacy and other content areas.
- The second level, to be implemented concurrently, will focus on effective practices in the delivery of instructional professionals.
- Teachers will show greater awareness of RTI strategies to use in the classroom for struggling students and students with special needs as seen in their planning through regular observations.
- Utilization of the PRIM and Mentoring Minds Intervention Strategies Guide to support teachers in differentiating instruction in accordance with the student IEP and at risk students.
- 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.
- Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works 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 highly qualified teachers to our school include:**
 - Frequent communication with our Network Human Resources Director when vacancies occur.
 - The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
 - The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
 - The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.
 - The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
 - The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.

**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) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen Nancy DiMaggio	District 30	Borough Queens	School Number 085
School Name The Judge Charles J. Vallone School			

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

Principal Ann Gordon-Chang	Assistant Principal Maria Samolis
Coach type here	Coach type here
ESL Teacher Ms. E. Taborda	Guidance Counselor Sonia Rosselli
Teacher/Subject Area Linda Bendix /Gen Ed	Parent Janet Gordillo
Teacher/Subject Area Karen Pang/ESL	Parent Coordinator Maria Laura Arcos
Related Service Provider type here	Other type here
Network Leader Nancy DiMaggio	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	5	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	568	Total Number of ELLs	59	ELLs as share of total student population (%)	10.39%
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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. 

Teacher Qualification

All services are provided by four licensed ESL teachers. Students are grouped with a licensed ESL teacher in grades 1-2. There are 4 classes with teachers who are not ESL certified, Therefore, one ESL teacher is servicing entitled children using Push-in model in grades K,3,4&5. There is also a licensed Special Education teacher with ELL certification serving the students in the self contained 12 - 1-1 class she instructs. All students are provided with differentiated instruction to meet and exceed City and State Learning and Performance standards. Instructional strategies include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher model best practices using Total Physical Response (TPR) during Literacy, Math and the content areas. In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLs and students with special needs.

Demographics

P.S. 85 Q, a Theatre Arts and Technology Magnet school, is a Schoolwide Programs School located in District 30, in Northwestern Queens. The dominant languages are English, Spanish, Bengali, and Arabic. The 2009-2010 School Report Card indicates that 35% of the students are Hispanic, 25% are Asian. 36% are white, and 3% is African American. The report card also indicates that 17 % of the population is ELLs, having arrived in the United States in the past three years. Our school implements comprehensive freestanding ESL program in accordance with CR Part 154 and Title III guidelines for approximately 59 ELLs. All ESL teachers are certified. Students are grouped in general classes in grades 1-2 with certified ESL teachers providing students with ELL services. There is one ESL teacher servicing entitled children using Push-in/Pull out model in grades K, 3, 4& 5. All students are provided with differentiated instruction to meet and exceed City and State Learning and Performance standards. In addition, staff members and parents participate in high quality professional development to enhance their teaching and learning, so as to improve children's knowledge, performance and achievement in school. There are no TBE/Dual Languages classes and self contained ELL classes.

ELL IDENTIFICATION PROCESS

For brand new admissions, the Registration packet is handed to the parents which includes the Home Language Identification Survey(HLIS). An assigned Pedagogue meets with the parents to assist with the completion of the HLIS and to conduct an informal interview with them in order to determine a student's dominant language. As a result of the interview, along with the assessment of the HLIS, the trained ESL Committee determines the OTELE Code (Other Than English Language Exposure). Informal oral interviews are conducted by ELL Pedagogues that are fluent in Spanish, Mandarin and Greek.

Upon evaluation of the HLIS the pedagogue determines the eligibility for the Language Assessment Battery (LAB-R). Entitled students are administered the LAB-R and are placed in the appropriate program within ten days. Upon completion of the LAB- R entitled Spanish speaking students are also administered the Spanish LAB. Parents are invited to attend an Orientation session where they are shown the video regarding the various programs that are available to English Language Learners (ELLs). The Orientation is conducted by a certified ELL teacher and the Parent Coordinator. At this time, parents make an informed choice as to which program they would like their child to attend. The school reviews the forms and places students in the selected program depending on the

number of students that warrant such a program. TBE and Dual Language requires a minimum of 15 students speaking the same language on two (2) contiguous grade levels in that program. Should there not be enough students to form a TBE/DL class; then, parents are informed of the availability of such programs in another school within the District. Parents have the option to reject their child transferring to another school and chose to participate in the ELL programs available at this school. Presently, the parents have selected the ELL program provided at this school. Records are reviewed for a possible Bilingual program if warranted.

PS 85Q keeps track of the records for those students that parents preference is not available, so, that these classes can be formed should the numbers meet the warranted criteria for formation of such programs. All identified ELLs receive the mandated Units of ESL/ELA according to the results of the LAB-R. In the spring, ELLs will be given the NYSESLAT exam to determine language proficiency in English and continued entitlement for ESL services.

School Staff and Administration are available to translate for those parents that speak a language other than English. In the event that there is no staff member available that speaks the parents native language, the Translation Unit is called and a person is made available to translate for the parent via teleconference. Parent Orientation sessions are available in the morning,afternoon, after school and also,scheduled on the dates of the Parent Teacher Conferences. Records of outreach to parents are meticulously kept through phone logs and/or new admission logs. In addition, teachers will be notified of any incomplete surveys so that should the need arise, they can refer the parents to the ESL teacher to participate in the Parent Orientation. Should parents not be available to receive and complete their entitlement letters, calls will be made to parents by an ESL Pedagogue. Should no other recourse be available, in the event that parents are unable to visit the school to complete the forms in person, the surveys will be completed during a phone conference. Also, continuaton entitlement letters are given to parents as well as students NYSESLAT score letters provided by New York State. A copy of letters distributed are mantained in the school.

Students entitled to ESL services receive all instruction in English using ESL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test (NYSESLAT). Parents receive entitlement letters explaining the continuation of services that will be provided for their children.

LAB-R/NYSESLAT

To ensure that LAB-R eligible students are tested within ten days to determine ELL status, an automated reminder of LAB-R eligible students is printed each Monday on the school's ATS printer. Also, to ensure that all NYSESLAT eligible students are tested in the spring the following ATS reports are reviewed RLER, RLAT and the RNM.

The administration of the NYSELAT is given annually in order to measure the language proficiency of the students. The students are administered the 4 components of the NYSELAT beginning with the Speaking component in April and then the Listening , Reading and Writing in May. During the administration of the NYSESLAT all testing accommodations are provided to entitled students. A testing log is kept for students who are absent during the NYSESLAT administration. The log includes date the student is absent and the component not completed. The student is then given the component of the NYSESLAT on an alternate date.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	8	7	2	0	0								17
Push-In	9	0	0	7	13	13								42
Total	9	8	7	9	13	13	0	0	0	0	0	0	0	59

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	6	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
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	49	0	6	6		3				55
Total	49	0	6	6	0	3	0	0	0	55

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	6	6	6	4								31
Chinese														0
Russian														0
Bengali	2	1		2	2	1								8
Urdu		1				1								2
Arabic		2			2	2								6
Haitian														0
French														0
Korean														0
Punjabi	1				1									2
Polish														0
Albanian						1								1
Other	1		1	1	2	4								9
TOTAL	9	8	7	9	13	13	0	59						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

All ESL students, including ESL students with special needs, receive all instruction in English using ESL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test.

In order to maximize English acquisition for ELLs, the ESL teachers, classroom teachers and support service teachers devote time to planning for instruction together, in order to co-teach, especially, in the content areas.

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

All students are provided with a high quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of the lesson.

The school has ESL/Transitional ELL classes that provide instruction through a licensed ESL teacher in grades 1-2 for the entire day. Push-in/pull-out programs in grades K,3, 4 and 5 provide ESL services to ELLs who are not in a self-contained ESL class. All classes are heterogeneously grouped. Students in grades K-5 use Everyday Mathematics as their Math program. All students follow the Comprehensive Approach to Balanced Literacy.

ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a “hands-on” subject in which many manipulatives are utilized by the classroom teachers and cluster teacher. In both subject areas Word Walls are posted. Also, classrooms have Non-fiction libraries in Science and Social Studies. The NYSTROM program is used for Social Studies and Foss for Science. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction and our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. Instructional strategies include cooperative learning, team teaching between the assigned classroom teacher and the push-in/pull-out ESL teacher using Total Physical Response (TPR) and modeling. All services are provided by licensed ESL teachers. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies.

Students that are newcomers are assigned learning buddies and provided with individual support by the teacher. Students in grades 2-5 work with the following tech programs that provided students the support needed to progress in their academic. The programs are Study Island, Success maker, Time to Know and Star Fall. Dictionaries in different languages from the school library are also provided to students. The students are also instructed with the Award Reading program. Students receiving services for 4-6 years are also given support through small group instruction, individual support, technological programs and Dictionaries in their L1. Students also continue to receive the mandated ELL services according to their NYSESLAT Scores. Presently, there are zero Long term ELLs.

The classroom environment for all ELLs in K-5, including students with special needs, is print rich and reflects evidence of rigorous instruction which is presented through evidence of growth in student’s work folders, portfolios and celebrated throughout the classroom.

The classroom environment reflects the following:

- Flow of the day to include language of instruction: duration of lesson.
- A technology center – with software in English

A. Programming and Scheduling Information

- Access to Instructional websites
- Award Reading – grades K-2 (and newly enrolled LEP students)
- Renzulli Learning
- A listening Center equipped with cassette players, earphones, audio cassettes, CD's, books in bags, tapes, read along English books with cassettes/CDs.
- Leveled classroom libraries
- Interactive word walls in English
- Foundations and Wilson.
- IZone Programs (Grade 3- Success Maker, Grade 5 - Time to Know)
- Study Island (Grades 2&4)

All Classrooms are equipped with Laptops. Students work with the following programs in their classrooms:

- Award Reading
- Study Island
- Success Maker
- Time to Know

Currently, there are no SIFE students at PS85. However, LEP students who first entered an English language school system after two grades with interrupted, little or no formal schooling in their first language will receive the following supports:

- Wilson Program
- Computer interactive programs
- Small group instruction by Bilingual/ESL teacher
- Renzulli Learning
- Cooperative learning activities

Courses Taught in Languages Other than English ⓘ

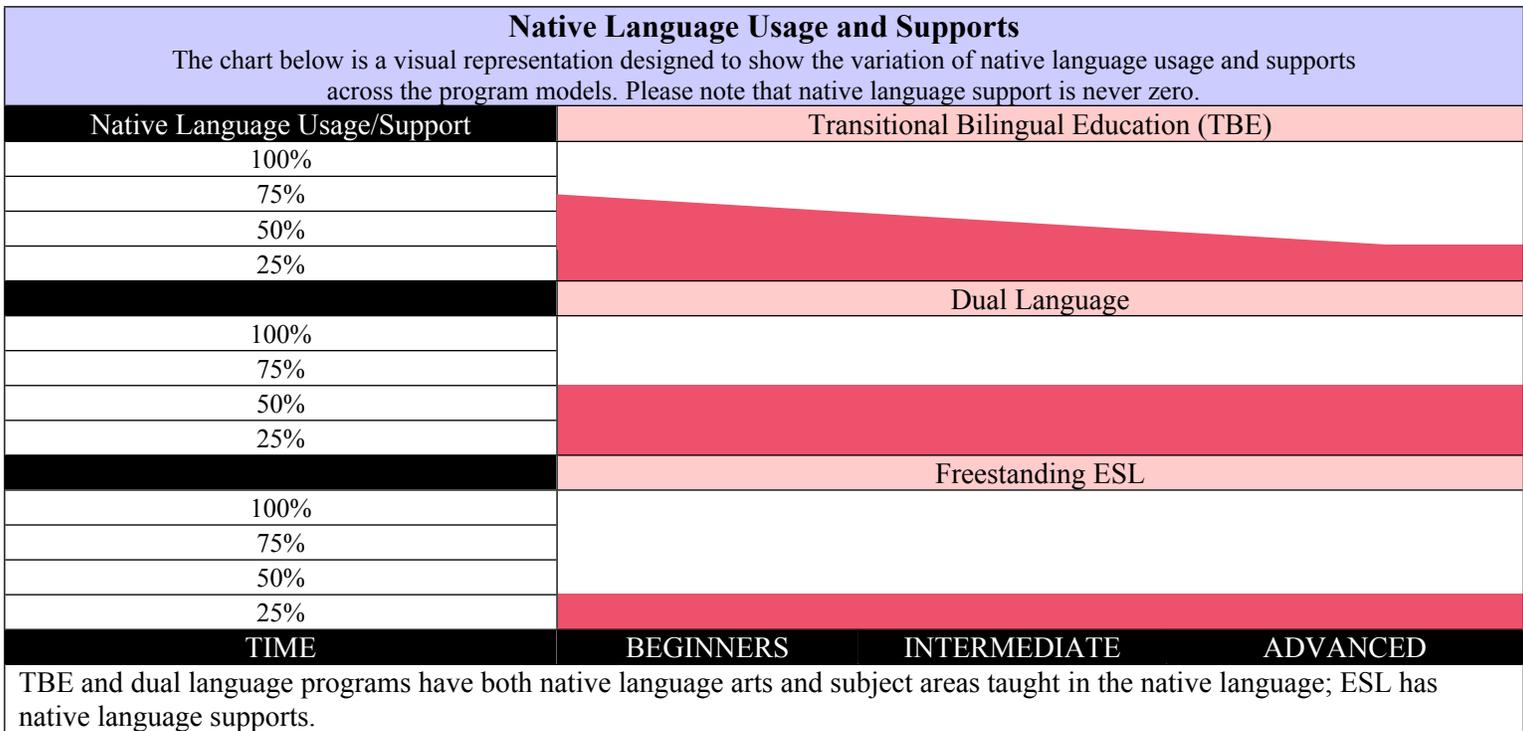
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

	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



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?

An afterschool program is offered to all of our ELLs and transitional ELLs. Teachers provide instruction in literacy and math.

The afterschool school program at P.S. 85 funded by Title III funds will assist ELLs and Transitional ELLs in meeting the NYS standards. It has been designed to service students from grades 3-5. Qualified teachers will teach the classes on Tuesday and Wednesday during the months of January, February, March and April from 3:15 to 5:00 P.M. Group sizes will be maintained at 12-15 students per teacher in grades 3-5. There will be a total of six classes servicing students. Teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on Literacy, Mathematics and all other content areas using ESL strategies to help students achieve higher scores on the state assessments and NYSESLAT. Rally test sophistication materials will be used to teach targeted literary skills and provide comprehensive instruction for enrichment.

In addition, teachers will provide opportunities for our ELLs and Transitional ELLs to build their academic language through text complexity, as well as, shades of meaning among closely related verbs and closely related adjectives and how language functions in the four modalities listening, speaking, reading and writing, aligned to the new CCLS.

This year a Lunch and Learn will also be offered to our ELL and Transitional ELL students in grades 3-5. This program is funded through Tax Levy Funds. Teachers will provide instruction in literacy and math. The lunch and learn program will provide our students with additional support in assisting the students meet the Standards. The program will take place on Tuesdays and Thursdays from 11:42-12:32 beginning in December. The program will run from December – April. Literacy will be instructed on Tuesdays and Mathematics on Thursdays. This program is also being considered for the 2012-2013 school year.

In viewing the students data a program that will be continued to support the ELL students and the Transitional students is I-Zone and Award Reading.

Transitional ELL's are also provided with the testing accommodations given to ELL students for two years after passing the NYSESLAT. These accommodations are used throughout all exams.

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)?

N/A

D. Professional Development and Support for School Staff

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

P.S. 85 Q Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards as well as the new Common Core Learning Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by the CFN Network Support Staff for ELLs, ESL teachers and school administrators, the school based support team as well as the parent coordinator and support specialists including the guidance counselor. During professional development all participants sign in on specific attendance sheets that is maintained in the office.

In addition, the Office of ELLs will provide professional development to administrators and their leadership teams to develop plans to meet the literacy needs of ELLs using research and school-based data. The Institute specifically addresses literacy models, program improvement, evaluation and federal and state education policy.

Administration, all teachers, paraprofessionals, support service providers, the guidance counselor, and the parent coordinator will participate in training facilitated by the CFN Network Support Specialist (NSS) for ELLs. In addition, The Specialists will provide special education/ELL teachers and teachers instructing the Title III program with professional development on effective teaching practices for building academic language and strategies for improving content area skills, aligned to the new Common Core Learning Standards (CCLS).

The workshops will provide better understanding of how to meet ELL standards and raise levels of English proficiency for ESL students. The professional development in ESL methodologies will include school-based coaches and general education teachers with large ELL student population.

The ESL Teachers will receive professional development to support ELLs and transitional ELLs in Kindergarten through fifth grade.

Topics to be addressed during this professional development sessions will be aligned with the following:

- Developing interventions for the ELL based on their ELL students.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding which supports ELLs.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to support ELLs to meet the City and State standards and to gain a clear understanding of Learning Standards of English as A Second Language and the NYSELAT.

A second workshop series will provide professional development for general education teachers of grades Kindergarten -5. Topics will include the following:

- Identifying the ELL and developing interventions for the ELL.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to prepare ELLs to prepare ELLs to meet the city and state standards and to gain a clear understanding of Learning Standards of English as A Second Language, and the NYSESLAT exam.

Workshops will also focus on assessing the ESL student and how to improve English proficiency and integrated content instruction. Teachers will also work with ELL Network Support Specialist, and special education teachers to improve the skills of ELL students with Individualized Education Plans (IEPs).

Professional literature is necessary for teachers to expand their own development. A Teacher Library of current literature titles, such as, Learning to Learn in A Second Language and Scaffolding Language, Scaffolding Learning by Pauline Gibbons and Building Academic Language by Jeff Zwiers will help teachers create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activities and interactive multimedia application software, as well as, access to ESL-based teacher websites are just a few ideas that stem from professional resources.

Topics that will be addressed during professional development sessions are as follows:

- Scaffolding across the disciplines
- Differentiated instructional strategies
- Alignment of instruction with the NYSESLAT
- Mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

E. Parental Involvement

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

PS 85 values parental involvement in the decision-making process. Together with the Parent Coordinator, we provide parents with an orientation that describes various programs for English Language Learners. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English Language Learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) different languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the new Common Core state and city standards, the core curriculum, assessments, student expectations and general educational program requirements.

In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program. Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The Parent Coordinator will provide additional parent orientation sessions during the course of the year as needed. The Parent coordinator conducts surveys in order to provide parents with orientations that supports their needs as well as their child's needs. For instance, the meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

During a workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Literacy Program, and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children with assignments at home and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

The topics include:

- Balanced Literacy and Balanced Mathematics in the ESL Classroom
- The importance of phonemic awareness in the ESL classroom
- Helping your child at home.

The parents are also given the opportunity to volunteer during school activities (bookfair, picture day, etc.) The parents are also invited to participate in Learning Leaders workshops to provide support to the school.

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)	4	3	1	0	2	1								11
Intermediate(I)		2	3	7	2	1								15
Advanced (A)	5	2	2	3	9	2								23
Total	9	7	6	10	13	4	0	0	0	0	0	0	0	49

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	4			10
4	5	7	1		13
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		6		1				10
4	5		9						14

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		6		3				12
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

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

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

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

In all grades (K-5) the students performed better in the listening and speaking strands due to the fact that a large part of the instruction focuses on these two strands at the beginning level. Developmentally Second Language Acquisition begins with listening and speaking first and once these two strands have been developed to a certain level, the reading and writing strands are then strengthened. Studies show that BICS (Basic Interpersonal Communication Skills) develops before reaching CALP (Cognitive Academic Language Proficiency).

The Intermediate and Advanced Students did very well in the listening and speaking strand in the NYSESLAT and the LAB-R. Many are considered proficient in these areas. As stated before when the second language learners reach the intermediate level the listening and speaking skills are well developed. We further strengthen the academic language once they reach this level with the social language.

Students across the levels did moderately well in the Reading strand. The vocabulary development in reading is not on grade level as is that of native speakers.

We found deficiency in writing across the levels due to writing being the final skill to be fully developed. The children need to develop vocabulary in reading and to be exposed to literature for a long time before they are able to use this vocabulary in their own writing.

After comparing LAT scores (Spring 10 and Spring 11) we found students have improved within their level.

B. Content Areas (Math, Science and ELA)

MATH: We reviewed: The NY State Math Exams, State Math ELA, and Interim Assessments

NYS Math- 10-11

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	6	1		10
4	5	9			14

Implications for instruction:

- Build academic language in math concepts
- Develop problem solving skills
- Strengthen math vocabulary

SCIENCE: We reviewed the 4th Grade Science State test

NYS Science 10-11

Grade	Level 1	Level 2	Level 3	Level 4	Total
4	3	5	3		11

Implications for instruction:

The majority of the students tested scored below or at grade level. We must develop fluency and strengthen their knowledge of scientific terms.

ENGLISH: We reviewed: M-CLAS, Periodic Assessments, Periodic Assessment and New York State ELA

- Note: Several of our ELLs are exempt from the Statewide ELA. We looked closely at ELLs, Interim Assessments, Periodic Assessment and at those who were tested by the City and State.

NYS ELA – 10-11

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	4			10
4	5	7	1		13

Implications for instruction:

Beginner students: Develop phonemic awareness, vocabulary, sight words, and decoding skills.

As indicated by the results of standardized tests there is a need to improve reading and writing. Inquiry based analyses of formal and informal periodic assessments, such as ECLAS-2, DIBELS, and running records, conducted by school leadership and pedagogues also reveal the same data pattern as the standardized tests. In order to improve levels for our students the focus of instruction must be reading comprehension and writing development.

Implications for P.S. 85's LAP and Instruction

All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Award Reading will be used to enhance the student's phonemic awareness and decoding skills. For comprehension we use a Balanced Literacy Program with a strong component of share and guided reading and read alouds as well as leveled books and trade books of high interest, which are easy to read. Structured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity.

We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills. Through buddy work, peer work and small group work the more advanced students will work with students at the beginning level using language to explain the taught concepts and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction. Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers.

An afterschool program is offered to all of our ELLs. Teachers provide instruction in literacy and math.

The afterschool school program at P.S. 85 will assist ELLs in meeting the NYS standards. It has been designed to service students from

grades 3-5. Qualified teachers will teach the classes on Tuesday and Wednesday during the months of January, February, March and April from 3:15 to 5:00 P.M. Group sizes will be maintained at 12-15 students per teacher in grades 3-5. There will be a total of six classes servicing students. Teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on Literacy, Mathematics and all other content areas using ESL strategies to help students achieve higher scores on the state assessments and NYSESLAT. Rally test sophistication materials will be used to teach targeted literary skills and provide comprehensive instruction for enrichment.

In addition, teachers will provide opportunities for our ELLs to build their academic language through text complexity, as well as, shades of meaning among closely related verbs and closely related adjectives and how language functions in the four modalities listening, speaking, reading and writing, aligned to the new CCLS. Furthermore, since P.S.85 provides only push-in and pull-out ESL services, dictionaries in students' native languages are available for their use.

Funding:

District 30 strategies will support consistency and cohesiveness to all English Language Learner programs and services throughout the region. Funding sources to support this initiative include:

- Title I School-wide Tax Levy Academic Intervention Services
- Student Fair Funding
- SES (State Education Services)

Title III Supplementary funding will be utilized to service English Language Learners in meeting academic rigor and proficiency in the second language by providing quality after-school programs.

Funds will be utilized to support:

- Student achievement in core academic subjects;
- English proficiency;
- High quality professional development;
- Improved instruction and assessment of ELLs;
- Parental Involvement;
- Build academic language.

When NYSESLAT scores become available, ESL and classroom pedagogues examine the data for trends and instructional planning in September (e.g. mandated instructional time, grouping, etc.) Formative assessments are given throughout the year and teachers use inquiry processes to determine student growth and the success of our program for ELLs.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Gordon-Chang	Principal		
Maria Samolis	Assistant Principal		
Maria Laura Arcos	Parent Coordinator		
Maria Esther Taborda	ESL Teacher		
Janet Gordillo	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Sonia Rosselli	Guidance Counselor		
Nancy Dimaggio	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q085 **School Name:** The Judge Charles J. Vallone School

Cluster: 2 **Network:** CFN 20.2

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.

PS 85Q uses the following data in assessing our school's written translation and oral interpretation needs; Use of PS 85Q website, Parent attendance at meetings, Parent surveys, Professional development, parent usage of ARIS Parent portal. In order to ensure effective communication to our parents, we engage in the following activities; parent handbook on website translated in the major school languages, our school website is updated with curricula news, school reports and notices that are translated prior to sending them home. We looked at our present and past ELL Home Language Surveys to determine the languages spoken. In addition data from ATS was reviewed to ensure that we identified the language needs of our students and families here at PS 85Q.

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

The major findings of our school's written translation and oral interpretation service needs, is the following; The five major languages at PS 85Q are Spanish, Arabic, Bengali, Urdu and Greek. Parents utilize staff members who speak their languages regularly. Parents also utilize our website PS85Q.org which translates all documents in their native languages. Finally the translation unit via telephone is used to assist families in understanding school information.

Part B: Strategies and Activities

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

The translation services we will provide to our parents/guardians include the following; - A translation tool was added to the PS 85 website where all school information provided on the site is translated to the families native languages. This includes the following - Parent Bill of Rights, Discipline Code and Learning Guides.

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

Staff members will provide oral interpretation services to parents/guardians as needed. The following languages are spoken by staff members: Arabic, Bengali, Greek, Italian, Mandarin, Russian, Spanish, Bulgarian and Urdu. In addition parent volunteers also offer translations in other languages which includes Tagalog and Punjabi.

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>.

Translated versions for parent/guardian brochures, promotion letters and other pertinent regulations will be downloaded from the DOE website and distributed to parents accordingly. In addition all pertinent information will be sent in to the translation unit to be translated prior to it being disseminated. Finally parents/guardians will receive notification of school events ten days prior to the schedule event.

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 85 Q	DBN: 30Q085
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: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 4
of certified ESL/Bilingual teachers: 3
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. 85Q Title III provides English Language Learners (ELLs) with supplemental instruction in an Afterschool Instructional Academy. Afterschool Instructional Academy classes will meet a total of 10 sessions in the following months: February 2013 - April 2013 from 3:15-4:45. Group sizes will be maintained at 12-15 students per teacher. There will be a total of 4 classes for the Afterschool Instructional Academy serving approximately 40 ELLs and transitional ELLs. There are 1 third grade classes, 1 fourth grades classes and 2 fifth grade class. (Certified ELL, Special Education and CB Teachers with training will work collaboratively and provide supplemental instruction in alignment with the New York City and New York State Performance Standards. Three ESL/Bilingual teachers will push in to the After school classes to co-teach the students.

- All students including ELLs, Special Ed, and related services receive instruction based on the same curricula (i.e. Readers Workshop, Writers Workshop and Everyday Mathematics.)
- During the day, the instructional programs will provide 360 minutes per week of ESL instruction for ELLs at the Beginners and Intermediate levels. ELLs at the Advanced level receive 180 minutes per week of ESL instruction.
- The Title III instructional program will service ELLs in grades 3, 4 and 5, there will be one third grade classes, one fourth grade classes and two fifth grade class. These Students scored at the Beginning, Intermediate and Advanced levels of the NYSESLAT. Transitional ELLs will also be attending the Afterschool Instructional Academy. The Afterschool program will provide instruction in ELA and Mathematics. Students will receive reinforcement in listening, higher order thinking, reading, writing, and grammar in ELA. In Mathematics support will be given on problem solving based on the performance indicators.
- Supplemental material will be provided to augment English and Math instruction. General instructional supplies such as chart paper, markers, assessment sophistication material, and certificates of achievement will be purchased.
- Studies have shown that multi-sensory learning greatly increases English level proficiency in ELLs. Materials such as leveled library books, large chart tablets, multimedia interactive software, visual and auditory aids and word manipulatives help students use various senses to listen, speak, read and write more proficiently, according to the New York state Performance Standards in English.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: PS 85Q professional development programs will focus on providing teachers with scaffolding and differentiated strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State Performance Standards and achieve higher scores on all State assessments. These professional development sessions will be facilitated by the ELL CFN 2.02 Network Support Staff, Supervisors, ELL teachers and DOE/ELL Support Specialists Consultants.

The CFN Support Specialist will provide ELL, General Education, and Special Education teachers with professional development on effective teaching strategies and practices. The workshops will provide a better understanding on how to meet ELL Standards and raise levels of English proficiency for ELL students.

Topics which will be addressed during the professional development are:

- * Identifying the ELL and developing interventions for the ELL.
- * Using the balanced literacy model to meet the needs of ELLs.
- * Scaffolding across all curricula areas.
- * Collaborative planning on differentiated instructional strategies to meet the students' needs.
- * Strategies needed to prepare ELLs to meet the State Standards and to gain a clear understanding of Learning Standards of English as a Second Language and the NYSESLAT.
- * Professional development will also focus on the assessment of the ELL student and how to improve the English proficiency and integrated content instruction.
- * Professional literature is also necessary for teachers to enrich their own development. Current literatures will help them create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activates and interactive multimedia application software is just some of the ideas that stem from professional resources.

Topics which will be addressed during professional development sessions are as follows:

- *Scaffolding across the curricula.
- *Differentiated instructional strategies
- *Alignment of instruction with the NYSESLAT

Part D: Parental Engagement Activities

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

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

Begin description here: PS 85 values parental involvement in the decision-making process. Together with the Parent Coordinator, we provide parents with an orientation that describes various programs for English Language Learners. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English Language Learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) different languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the Common Core Learning standards, the core curriculum, assessments, student expectations and general educational program requirements.

In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program. Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The Parent Coordinator will provide additional parent orientation sessions during the course of the year as needed. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Literacy Program, and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children with assignments at home and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

Part E: Budget

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

Allocation Amount: \$

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