



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : QUEENS VALLEY SCHOOL OF THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q164

PRINCIPAL: ANNE ALFONSO EMAIL: AALFONSO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Anne Alfonso	*Principal or Designee	
Michelle Estrada	*UFT Chapter Leader or Designee	
Ophelia Chinapen	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Zachary Brachio	Member/ Assistant Principal	
Heidy Butt	Member/ Teacher	
Angelique Brown	Member/ Teacher	
Ahyxza Cataldo	Member/ Parent	
Mirian Calderon	Member/ Parent	
Linda Lang	Member/ Parent	
Eve Chinnery	Member/ Parent	
Nancy Santiago	Member/ Parent	
Maria Hanser	Member/ UFT 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

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

By June 2013, each grade will revise mathematics curriculum and implement two common core units that embed the skills outlined in the relevant CC instructional shifts and assess student learning with rigorous formative assessments and summative assessments of the units of study. 60% of which students will show an increased understanding of open ended questions.

Comprehensive needs assessment

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

Based upon a review of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams and student work during the 2011-12 school year, we identified areas of need within our curriculum, instruction and assessment and the alignment with the Common Core Learning Standards.

Grades 3-8 (NYS Mathematics Assessment: Levels 3 and 4)			
	2009-10	2010-2011	2011-2012
Grade 3	75.0%	80.0%	82.6%
Grade 4	81.0%	76.0%	77.6%
Grade 5	82.0%	78.0%	88.2%
Grade 6	84.0%	78.0%	89.0%
Grade 7	78.0%	81.0%	85.7%
Grade 8	71.0%	84.0%	81.1%
			All Grades 84.8%

Instructional strategies/activities

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

Instruction

- Provide targeted Math instruction during Extended Day.
- Use of formative data to help drive differentiated instruction.
- Smartboard technology used to create interactive Math activities.

- Incorporating math Common Core State Standards (CCSS) into units to increase rigor through open ended questions and summative tasks.
- Design tasks that includes Mathematical Practice #3- Model with Mathematics and/or Mathematical Practice #4 Construct Viable Arguments and Critique The Reasoning of Others within the grade appropriate Domain of Focus as indicated by the Citywide Instructional Expectations
- Students create Math goals on a regular basis.
- Use of Inquiry Team methods and findings to help drive instruction.
- Data from Baseline assessments in Fall 2012 to monitor and revise curriculum, and for small group instruction
- Acuity CCLS Benchmark 1 assessment was administered in November 2012 as an indicator for student progress.
- Acuity CCLS Benchmark 2 assessment will be administered in February 2013 as an indicator for student progress.
- Use of technology programs: EdPerformance as tools for differentiation.
- Support staff will be included to support small group instruction in grades 3-8. They are:
 - ELL Teacher
 - IEP Teachers
 - Speech Teacher
 - SETSS Teacher

Timeline: September 2012 – June 2013

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.
 - Workshops on all grade levels will be provided in math to discuss the Common Core Learning Standards and to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.
 - Holding workshop for grades 3 to 8 parents/guardians to discuss the difference between the various math assessments and how to best help their child prepare for the state standardized tests.
 - Strongly encouraging parents/guardians to log on to ARIS to create transparency between school and home regarding student State assessment scores in math (3-8), as well as interim assessments.
 - Encouraging parents/guardians to log on to *JupiterGrades*, an online interactive program which allows and see their children's progress in math, as well as, connect with the teacher via email.
 - Invite parents/guardian to Family Math Curriculum Night.

Budget and resources alignment

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

- Scheduled 25th teaching period for Math weekly professional development in grades 6-8.
- Circular 6 to support professional development meeting times for grades K-5 weekly.
- Network Support Specialists for Math/Technology to provide targeted ongoing professional development support to staff.
- Staff Member/AP attends professional learning opportunities as provided by the Math Network Specialist.
- Title III teacher used to support language development in math.
- Core Inquiry Team facilitators develop a comprehensive plan to implement school's goals and Citywide Expectations in Math using ARRA RTTT monies.
- Lead teachers attend professional development meetings delivered by the Network to turn-key relevant information to meet the demands of the CCLS.

If other is selected describe here:

Service and program coordination

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

Tax Levy funds have been allocated for:

- Highly Qualified Professional Development activities
- Per Session Professional Development activities
- Per diem for in house and outside workshops and consultants
- Human Resources (coaches, staff developers, administrators)

Title I funds have been allocated for:

- Materials to support individual Professional Development Plans
- Per diem for in-house and outside workshops and collaborations

Title III funds have been scheduled for:

- Direct instruction and supplemental services as a push-in model

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, all students will experience a minimum of two common core aligned ELA units. One unit will be aligned to the literacy standards in ELA, Social Studies, and/or Science. The second unit will focus on the CCLS selected for the Citywide Instructional Expectations for literacy. 60% of the students will meet standards as evidenced by work products and task rubrics.

Comprehensive needs assessment

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

Based upon a review of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams and student work during the 2011-12 school year, we identified areas of need within our curriculum, instruction and assessment and the alignment with the Common Core Learning Standards.

Grades 3-8: NYS ELA Assessment:
Levels 3 and 4

	2009-10	2010-11	2011-2012	
Grade 3	60.0%	68.0%	66.7%	
Grade 4	64.0%	61.0%	59.6%	
Grade 5	44.0%	65.0%	73.1%	
Grade 6	63.0%	58.0%	61.0%	
Grade 7	53.0%	53.0%	63.1%	
Grade 8	57.0%	61.0%	69.8%	All Grades 65.0%

Instructional strategies/activities

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

Instruction (K-2)

- Administration of Fountas & Pinnell Benchmark Assessment: Fall 2012, Winter 2013, and Spring 2013

- DRA-2 completed 2 times per year: September 2012 and June 2013
- Addition of thematic unit to connect reading to all content areas
- Incorporating reading and writing Common Core State Standards (CCSS) into units to increase rigor through high level tasks.
- Smartboard technology used to create interactive reading activities
- Use of reading logs to monitor fluency and stamina
- Use of a variety of data for differentiated instruction
- Daily read alouds and word work to build vocabulary and listening skills
- Provide additional ELA instruction and oral language development during reading/writing workshop, as well as, Extended Day
- Use of Inquiry Team methods and findings to help drive instruction
- Examining data from the Fountas & Pinnell Benchmark Assessment to determine flexible grouping
- Monitoring and revising needs and goals through conferring and running records
- The use of different types of small groups, such as:
 1. Guided Reading Groups 3 times a week for grades K-2
 2. Strategy Lessons 2 times a week for grades K-2
 3. Book Clubs by interest and reading level daily for grades K-2
- Support staff will be included to support small group instruction in grades K-2. They are:
 1. ELL Teachers
 2. IEP Teachers
 3. Speech Teacher
 4. SETSS Teacher

Timeline: September, 2012 – June, 2013

Instruction (3-8)

- DRA2: completed twice a year October 14th and June 15th in grades 3-8
- Data will be used for small group instruction, monitoring student progress
- Addition of thematic unit to connect reading to all content areas
- Aligning additional units to the CCLS to selected standards as per the domains of focus in the Citywide Instructional Expectations
- Incorporating reading and writing Common Core State Standards (CCSS) into units to increase rigor through high level tasks.
- Use of written feedback through rubrics
- Smartboard technology used to create interactive reading activities
- Use of Inquiry Team methods and findings to help drive instruction
- Monitoring instructional needs and goals through conferring and running records in grades 3-8
- Revising or resetting instructional goals for small group instruction in grades 3-8
- Examining data from the DRA2 based on Teachers College Benchmarks and running records for flexible grouping
- Examining data from student writing based on rubrics for flexible grouping

- The use of different types of small groups, such as:
 1. Guided Reading Groups 3 times a week for grades 3-5
 2. Strategy Lessons 3 times a week for grades 3-8
 3. Book Clubs by interest and reading level daily for grades 3-8
 4. Writing workshop strategy groups daily for grades 3-8
- Support staff will be included to support small group instruction in grades 3-8 They are:
 1. ELL Teachers
 2. IEP Teachers
 3. Speech Teacher
 4. SETSS Teacher

Timeline: September, 2012 – June, 2013

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.
- Workshops on all grade levels will be provided in literacy to discuss the CCLS and core curriculum to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.
- Encouraging parents/guardians to log on to ARIS to create transparency between school and home regarding student State assessment scores in ELA (3-8) and Fountas & Pinnell (K-2).
- Continuing with *JupiterGrades*, an online interactive program which allows parents/guardians to log on and see their children's progress in ELA, as well as, connect with the teacher via email.
- Invite parents/guardian to class celebrations such as; author celebrations, and Family Literacy Night.
- Hold meetings and/or conferences so that parents are able to meet in small groups by grades to understand the core curriculum requirements related to their particular child.
- Holding workshop for grades K through 2 parents/guardians to help parents understand how to decode information for Fountas & Pinnell on ARIS.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

Tax Levy funds have been allocated for:

- Highly Qualified Professional Development activities
- Per Session Professional Development activities
- Per diem for in house and outside workshops and consultants
- Human Resources (coaches, staff developers, administrators)

Title I funds have been allocated for:

- Materials to support individual Professional Development Plans
- Per diem for in-house and outside workshops and collaborations

Title III funds have been scheduled for:

- Direct instruction and supplemental services as a push-in model

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, each teacher will participate in 3-6 formative feedback sessions with supervisors and/or teacher colleagues regarding at least 2 selected Danielson Competencies. 75% of teachers will show evidence of implementation of next steps from formative feedback sessions.

Comprehensive needs assessment

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

To deepen the work using the Danielson Framework for Teaching to improve teacher effectiveness, written feedback was reviewed from 2011-12 school year. To meet the demands of the CCLS and the Citywide Instructional Expectations, additional competencies were added to better support teachers in determining next steps.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Administration is engaged in norming activities around Danielson's Framework using professional development provided by the Network
- Core Inquiry Team analyzes Danielson's Framework and uses rubrics to determine next steps for instructional practices
- Professional Development is provided to all staff to help articulate the demands presented within using Danielson's Framework
- Teachers participate in professional conversations among practitioners to enhance their practice at Chancellor's Conference Days, faculty conferences, and grade / department meetings
- Teachers use feedback received to strengthen their pedagogy and analyze student work to determine next steps for teacher growth that deepens student learning

Timeline: September 2012 – June 2013

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.
- The use of Danielson's Framework is shared with School Leadership Team and in depth analysis of focus competencies are discussed with their relevance to instructional practices in the school.

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

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

Tax Levy funds have been allocated for:

- Highly Qualified Professional Development activities
- Per Session Professional Development activities
- Per diem for in house and outside workshops and consultants
- Human Resources (coaches, staff developers, administrators)

Title I funds have been allocated for:

- Materials to support individual Professional Development Plans
- Per diem for in-house and outside workshops and collaborations

Title III funds have been scheduled for:

Direct instruction and supplemental services as a push-in model

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, students will develop the ability to recognize 3 essential elements of a positive learning environment that will affect change demonstrated with a 10% increase as evidenced through school surveys.

Comprehensive needs assessment

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

Based on the 2011-2012 NYC school survey, a comprehensive review demonstrated the need to improve the learning environment in regards to safety and respect.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Installing a system for positive behavior and supports to develop a matrix of positive behavior expectations (PBIS- Positive Behavior Intervention and Supports)
- PBIS team headed by administrators and core group of teachers in conjunction with staff to identify specific positive behaviors throughout the school
- Create of a system of rewards/acknowledgements
- Town Hall Meetings will delineate and support the Key elements to foster positive behavior
- Student Council - Campaign to foster school wide awareness of school issues and PBIS
- Elements of Respect to All delivered by guidance and supported through Town Hall and Student Council

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.
 - PBIS team will collaborate with families to reinforce positive behavioral expectations through backpacked letters and school website

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

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

Tax Levy funds have been allocated for:

- Highly Qualified Professional Development activities
- Per Session Professional Development activities
- Per diem for in house and outside workshops and consultants
- Human Resources (coaches, staff developers, administrators)

Title I funds have been allocated for:

- Materials to support individual Professional Development Plans
- Per diem for in-house and outside workshops and collaborations

Title III funds have been scheduled for:

- Direct instruction and supplemental services as a push-in model

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<i>Foundations</i> in grades K-2 and Leveled Literacy Intervention, <i>Wilson, Zoom, Great Leaps</i> , or SRA leveled books, EdPerformance	small groups, one-to-one, tutoring, push-in model	During the school day and before school during the extended day program
Mathematics	Software programs, such as Destination Math and EdPerformance	small groups, one-to-one, tutoring, push-in model	During the school day and before school during the extended day program
Science	Differentiated instruction, lab and hands-on activities, language support	small groups, one-to-one, tutoring, push-in model	During the school day and before school during the extended day program
Social Studies	Differentiated primary source kits, multimedia resources including videos and online websites	small groups, one-to-one, tutoring,	During the school day and before school during the extended day program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on needs, such as academic, social, emotional, family and personal issues. Parent workshops are offered regularly. Banana Splits is provided for children of divorced families, SAPIS worker teaches decision making strategies and conducts peer mediations	Individual and small group, at-risk students	During the school day and before school during the extended day program

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Staff participates in weekly professional development sessions as provided by assistant principals and Network Specialists.
- Staff members participate in weekly Inquiry Team meetings
- Staff receives feedback through observations, walkthroughs, and intervisitations
- Staff participates in organized professional development to complete 175 hour requirement by NY State
- Staff participates in professional development to meet citywide expectations
- Attendance at two Chancellor's professional development days

**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:

1. PS/MS 164 will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology by:

- Workshops on all grade levels will be provided in literacy and math to discuss the core curriculum standards and to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.
- A series of computer classes will be offered so that parents/guardians can learn the basic computer skills, such as opening up an email account, as well as, learning how to navigate ARIS, *JupiterGrades*; the school website and additional outside websites. Parents will also be shown how a Smartboard works and how teachers are using this interactive tool in their classroom.
- Providing a "List of Terminologies" used by the Department of Education to parents in English and translated copies using the Department of Education translation services.

2. PS/MS 164 will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children, including:

- Workshops/conferences will be held to introduce parents/guardians to the many different services that are offered by the Department of Education, such as: English Language Learners (ELL), etc.; as well as the different levels of school involvement and leadership opportunities, such as: SLT, PA/PTA, and Title 1 Parent Advisory Committee.
- Parent/Guardian meetings will be held at various times throughout the school year to inform parents/guardians of the different educational choices parents/guardians have, such as: the high school application process, the middle school choice process; gifted and talented program, etc.

- Communicate with parents/guardians via backpacking, emails, school website and automated phone system all parent/guardian events, workshops, trainings and/or conferences held at the school level; the district level; and the central level.

3. PS/MS 164 will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by:

- Encouraging parents/guardians to contact their child's teacher in between Parent/Teacher Conferences to ensure their child is making adequate progress.
- Progress reports given out twice a year – between the 2nd and 3rd semesters and again between the 3rd and 4th semesters for students in grades 6 through 8.
- Providing on site interpretation by staff, as well as “over-the-phone” conferencing with the Department of Education Translation/Interpretation Department, to ensure that all parents/guardians feel welcomed in the school and to help them understand the needs of their child.
- Sending out notices in the 9 languages offered for translation by the Department of Education; as well as additional languages if the budget allows.
- Encouraging parents/guardians to log on to ARIS.
- Encouraging parents/guardians of middle school students to log on to *JupiterGrades*, an online interactive program, at least twice a week, to see their child's progress, as well as, connect with the teacher via email.
- Invite parents/guardian to class celebrations such as; author celebrations, school and grade performances, and family curriculum nights.
- Encouraging parents/guardians to take an active role in the Parent Academy training, along with the staff and administration, so that we can work collaboratively as a school community to ensure academic and personal growth for all students.

4. PS/MS 164 will provide assistance to parents in understanding City, State and Federal standards and assessments by:

- Hold meetings and/or conferences so that parents are able to meet in small groups by grades to understand the core curriculum requirements related to their particular child.
- Send home the school calendar, as well as the State and City assessment dates, so that parents/guardians are aware of when their children will be taking the ELA and Math State tests as well as other assessment tests that will be given throughout the year.
- Holding workshop for grades K-2 parents/guardians to help parents/guardians understand how to decode Fountas & Pinnell on ARIS.
- Having the Parent Coordinator offer open session/meeting times for parents/guardians to ask questions.
- Holding workshop for grade 3-8 parents/guardians to discuss the difference between the different assessment tests and how to best help their child prepare for the state standardized tests.

5. PS/MS 164 will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

- Information will be distributed in many different forms. Backpacking; electronic emails; school website; automated phone system and posted on the “Parent Information Wall” in the main lobby.
- Written information, such as: letters, notices, school-wide events, testing and assessment schedules, etc., will be sent for translation into the 9 languages offered by the Department of Education Translation and Interpretation Division. Translations into other languages will be provided based on the school budget. The translated copies will also be sent home via backpacking, email, school website, and posted on the “Parent/Guardian Information Wall”.

- Parent/Guardian survey sent home by the Parent Coordinator regarding the needs for oral and written translation services.

6. PS/MS 164 will provide 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 by:

- Train parents/guardians from all cultures to assist in working with teachers and staff to help them reach out to parents/guardians who have a language or cultural barrier.
- Encourage staff member to use over-the-phone interpretation when needed.

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.

- 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. A school survey, designed by the Title I Committee, along with the Parent Coordinator; will be backpacked and emailed home to all parents/guardians. An automated phone message will be placed to remind all parents/guardians to fill out the form and return it to the school. The survey will be sent for translation into the 9 major languages offered by the Department of Education. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of our school. The Title I Committee, along with the Parent Coordinator, will review all the findings from the various school surveys and feedback forms and used this information to design strategies to more effectively meet the needs of parents/guardians, and enhance the school's Title I program. All information received from parents/guardians 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:

- At the annual Title 1 parent meeting, parents/guardians will vote on whether to be a Parents Advisory Committee (PAC) or a sub-committee on the Parents/Teachers Association (PTA).
- Assess the needs of the parents/guardian, through the parent survey as well as the Department of Education School Survey, early in the school year to determine what types of programs and events to plan throughout the year.
- The School Leadership Team, along with the Title 1 Parent Committee Representative will review the surveys and will help write the Parent Involvement Policy.
- Written communication will be sent to the Department of Education Translation and Interpretation Unit, as well as outside translation services, if the budget allows.
- Distribute the Parent Involvement Policy and the School-Parent Compact after approval by the School Leadership Team.
- The Title 1 committee, along with an administration and/or staff personnel, will hold monthly meetings to:

- Engage parents/guardians in discussions 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;
 - Actively involve and engage parents/guardians 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;
 - 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;
 - The Title 1 parent representative will attend School Leadership Team meetings.
- Support school-level committees that include parents/guardians who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
 - Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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/guardians 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.
 - The Parent Coordinator will 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.
 - Host a Title 1 Parent Curriculum Fair where parents/guardians will meet with teachers and staff through workshops and meetings to help parents/guardians understand and develop the skills they need to help their child reach their academic potential.

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

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee.

- Supporting or hosting Family Night events.
- Encouraging more parents to become trained school volunteers.
- Providing written and verbal progress reports twice a year, (between 2nd and 3rd quarter and again between 3rd and 4th quarter) to keep parents informed of their children's progress;
- Developing and distributing a school newsletter, electronic weekly newsletter and a school website designed to keep parents/guardians informed about school activities and student progress.

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;
- 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/guardians 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 their child's education. All written material will be translated by the Department of Education in the 9 major languages and by outside agencies as needed, if funds are available.
- involving parents/guardians in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents/guardians 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/guardians; whether it be using an interpreter or using the “over the phone” interpretation services;
- notifying parents/guardians of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents/guardians to receive training to volunteer in their child’s school, and to observe classroom activities;
- planning activities for parents/guardians during the school year, e.g., Parent-Teacher Conferences; Family Curriculum Nights; workshops

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents/guardians;
- assisting parents/guardians 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/guardians can attend); sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents/guardians;
- 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/guardians 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;
- encourage my child to follow school rules and regulations and discuss the “DOE Discipline Code” as well as 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; i.e., attending Parent/Teacher Conferences and other parent/guardian meetings.
- communicate with my child’s teacher about educational needs and stay informed about their education by promptly 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 learns more about teaching and learning strategies whenever possible;
- take part in the school’s 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;
- ensure that my child is dressed appropriately in the school uniform

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; or speak to an adult;
- always try my best to learn;
- come to school “Dressed for Success” by wearing the school uniform

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 204/Diane Foley	District 25	Borough Queens	School Number 164
School Name Queens Valley School of the Arts			

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

Principal Anne Alfonso	Assistant Principal Chanah Markowitz
Coach Shali Wang-Pratt	Coach
ESL Teacher Rose Lewinson	Guidance Counselor Ala Schneider
Teacher/Subject Area Patricia Jenal	Parent
Teacher/Subject Area	Parent Coordinator LuAnn Atchison
Related Service Provider Lorraine Lapinski	Other
Network Leader Diane Foley	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	601	Total Number of ELLs	84	ELLs as share of total student population (%)	13.98%
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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. 

All new admits, code 58, are given a Home Language Survey to fill out facilitated by a pedagogue who has been trained in working with new admits and the HLIS form, when possible one of our ESL Teachers or an assistant principal and translation assistance. At that time there is an informal oral interview done by a pedagogue that has been trained in the process with the parent and the child in both English and the native language in order to determine whether the child is eligible to be given the LAB-R, also, students that are identified as being native Spanish speakers will be administered the Spanish LAB. Students that have been identified as ELLs are administered the NYSESLAT in the Spring to determine their continued eligibility in the program. ESL teachers administer the NYSESLAT. The Speaking part is administered to students individually, and the Listening, Reading, and Writing is administered in small groups. parent is advised at the time of registration of this fact and that they can request a bilingual program in another school if they so desire. The student will be given the LAB-R within the first 10 days of school, and the parent will be invited to a video orientation session. The ESL teachers explain the three programs: Transitional Bilingual, Dual Language, and Freestanding ESL, that are available. All ESL parents are invited to attend a meeting where the program for the 2011-12 school is explained. The ELL student's score is explained and parents are made aware and given an entitlement letter explaining the fact that their youngster will be receiving ESL services. New parent sessions are held approximately 4 times a year. At that time the program survey and selection forms are distributed and collected. Any of these factors can change the placement of the child's class; space permitting. After reviewing the Parent Survey and Program Selection forms for the past three years, the trend that has been observed at P.S./M.S. indicates that most parents have requested ESL Programs. In September, 2011, among the new kindergarten admits we had 19 parents requested ESL services and no parents requested Transitional Bilingual or Dual Language classes. At P.S./M.S. 164, along with the Parent Coordinator, we strive to provide parents with their first choice. If parents do decide they would prefer a Transitional Bilingual or Dual Language program, we would keep an on-going list of the students, parent request (phone number and email address) and grade and if the requested program becomes available we would contact the parent and request a meeting in order to explain the program so that the parent can then make a choice.

Our programs are aligned with parent requests. At the initial meeting parents are given a description of our ESL program. We explain that our ELL students receive instruction 4 periods a week in ELA and/or Content Areas, such as Social Studies, Math, or Science using the push-in model. ELL students (Beginners and Intermediate) receive an extra 4 periods using the pull-out model for grades 3-8, and a combination of a pull-out/push-in model for grades K-2. We currently have one full time ESL teachers and two part-time ESL teachers.

Part III: ELL Demographics

A. ELL Programs

This school serves the following

K 1 2 3 4 5

grades (includes ELLs and EPs) Check all that apply	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	19	15	8	7	6	10	16	3	0					84
Total	19	15	8	7	6	10	16	3	0	0	0	0	0	84

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	72	0	5	10	0	6	2	0	2	84
Total	72	0	5	10	0	6	2	0	2	84

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
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	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	6	5	5	1	2	5	6	2						32
Chinese	1				1	1	2	1						6
Russian	0	2		1	1		2							6
Bengali	1													1
Urdu	1													1
Arabic	0	1			1									2
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	1					1								2
Albanian	0		1			1								2
Other	9	7	2	5	1	2	6							32
TOTAL	19	15	8	7	6	10	16	3	0	0	0	0	0	84

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

Our ELLs have made progress since last year. We had 30 students receive a final score of Proficient, 27 students received a score of Advanced, 21 students received a score of Intermediate, and 4 received a score of Beginners, on the Spring, 2011 NYSESLAT. Students in grades K-8 have the most difficulty in the reading and writing modalities on the NYSESLAT. Most of the students have scored on the beginner and intermediate levels in both reading and writing. A majority of students have scored on the Advanced and Proficient levels in the listening and speaking modalities.

In Grades K-8 the results show the need to focus instruction on strengthening writing and reading skills. Students in grades 3, 4, 5, 6, 7, and 8 are likely to take the NYS Reading Test, therefore, they will require extra help in reading and writing. Students will be given before/after/during school programs to help them achieve proficiency in these modalities.

The ESL Program consists of a push-in/pull-out model. The English Language Learners are distributed heterogeneously throughout the grades. The ESL classes receive their instruction in English. The beginner ESL students receive their mandatory instructional time by having the ESL teachers work with the classroom teachers during a 180 Block in a Push-In/Co-teaching model during Reader's/Writer's Workshop and/or a core content area subject. Beginner's and intermediate level students receive an additional 180 minutes in a pull-out program to help support English language development that includes a teacher Read Aloud, independent reading, guided reading, partner reading, book talks, and the use of leveled texts. The ESL teachers provide ESL services eight periods a week for a total of 360 minutes for the beginner and intermediate groups and 180 minutes for the advanced groups as per CR Part 154. In all these models, the teachers' goals are to help the students use English to communicate in social settings, to progress academically in all content areas and to learn appropriate social and cultural communication skills. Some of the instructional strategies are ILA (Integrated Language Arts), TPR (Total Physical Response), use of Multiple Intelligences Approach, Cooperative Learning, Individualized Instruction, Learning Styles, CALLA (Cognitive Academic Language Learning Approach), Sheltered English Approach, Differentiated Instruction, and Scaffolding of Instruction.

All Content Area teachers (math, social studies, science) have had training in ESL methodology. With the help of the ESL teacher, uses such

In the school year 2011-2012 additional reinforcement is provided through small group instruction based on each child's ability. When funding is available, our ELL students participate in a Saturday Math/ELA/ESL Program. No students have been identified as SIFE on the BESIS survey. In order to meet the needs of a SIFE student, the following actions will be taken: leveled libraries, with a range from two levels below to one level above the SIFE student's identified reading range, the guidance counselor will profile emotional and affective factors, the student will be screened for learning disabilities, Staff members will learn about the student's cultural and family background, and differentiated instruction will be implemented along with grouping by ability and need to target needed skills.

In the school year 2011-2012 approximately 23 students were identified as new. In order to meet their needs, the following actions will be taken: guidance services will be provided, a new parent orientation is offered to parents where our school programs are introduced, parents will be encouraged to attend ELL parent conferences, students will be paired with a buddy, extended day services will be provided, and new students will also be checked whether they might be SIFE.

During the school day, all teachers use informal and formal assessments to determine the level of proficiency for each child. Based on these assessments students receive differentiated instruction in all subject areas using scaffolding techniques. ESL teachers push-in to help

A. Programming and Scheduling Information

administer small group instruction. After school programs target students in both math and reading using small group instruction and ESL methodologies to help students reach proficiency levels.

Words Their Way is a hands-on systematic word study program based on on-going data collection and assessments. Spanish libraries (genre and levels) and author studies are provided for the bilingual class. Students in the ESL program are also given books to read in their native language as a well to help them integrate into independent reading conversations during Reader’s Workshop.

As per the Chancellor’s Initiatives, long-term ELLs are provided with the prescribed periods of English Language Arts. The Workshop Model provides the Structure and grouping to facilitate instruction in a small group setting. Assessment, whether informally through conferencing or more formally by analyzing the ECLAS and DRA Assessment Tests, will yield the progress made and the instruction required. An analysis of the NYSESLAT will determine the implementation of the 180 or 360 minutes of instruction for ELLs. In addition, a language objective must be included in order to facilitate progress in English.

Academic Intervention Services (AIS) will provide additional support to the long term ELLs to increase literacy and mathematical skills. Students receive small group instruction during the day by the push-in ESL teacher targeting skills and strategies in which the students need help. These students will receive additional interventions as needed, such as: Wilson, Voyager, Study Island in the computer lab, and Foundations.

Guidance will be used as an intervention with students, and as a bridge between the students and home. Our school counselors work with our ELL students in small groups to help them with the transition from our grade 5 (elementary school) to our grade 6 (middle school).

ELL-SWD students receive all services mandated on their IEP. Push-in teachers work closely with the classroom teacher in order to communicate areas of need and student progress. All service providers are given an opportunity to familiarize themselves with each student’s IEP in order to help students meet their goals through modifications and scaffolded entry points. Support is provided through small group instruction that focus on specific skills and strategies needed as per the IEP. Summative and formative data is also analyzed in order to help target specific skills.

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

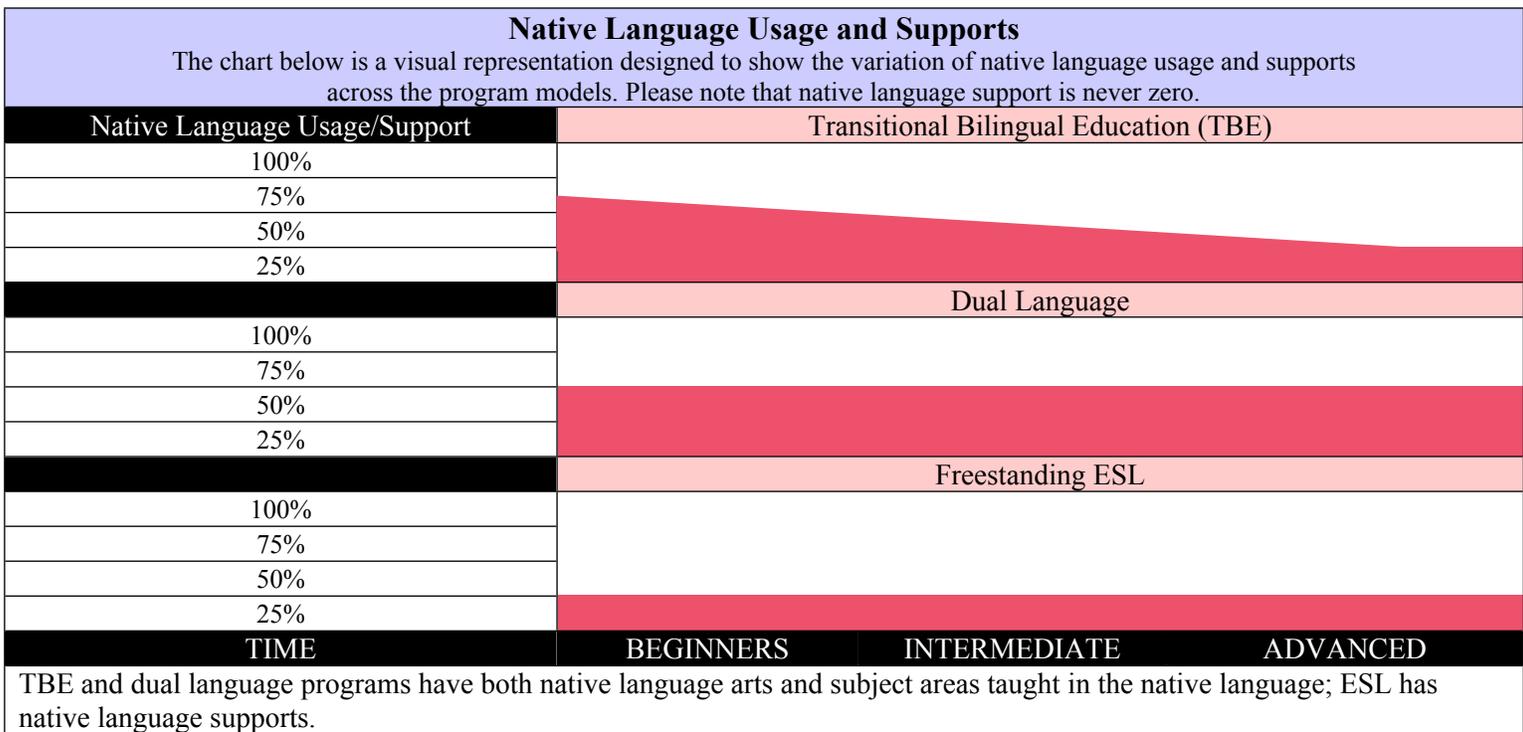
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A		N/A	N/A
Social Studies:	N/A		N/A	N/A
Math:	N/A		N/A	N/A
Science:	N/A			
Foreign Language	Spanish			

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

	Beginning	Intermediate	Advanced
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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?

Words Their Way is a hands-on systematic word study program based on on-going data collection and assessments. Spanish libraries (genre and levels) and author studies are provided for the bilingual class. Students in the ESL program are also given books to read in their native language as a well to help them integrate into independent reading conversations during Reader's Workshop. Students in our ICT classes also receive small group instruction by ESL teacher. In the event a student should require an alternative placement a language paraprofessional will be provided in the necessary language.

Students that reach proficiency on the NYSESLAT continue to receive small group instruction during the literacy block by push-in teachers 2 to 3 days a week. Students also receive extended time/separate location on tests.

Students are identified using the LAB-R and the NYSESLAT assessment tests to determine the level of proficiency and the number of minutes needed for ESL services. ESL teachers are then programmed into these classes accordingly. Student on the beginner and intermediate levels receive 8 –45 minute periods per week, and students on the advanced level receive 4-45 minute periods per week.

All students in grades K-8 are serviced through a combination of a push-in/pull-out model. Students that were identified as beginners or intermediate on the NYSESLAT are given 180 minutes small group instruction in a push-in model and another 180 minutes in a pull-out model. Students that are advanced received 180 minutes of ESL instruction using the push-in model.

Programs, such as Extended Day and when funding is available, after school ESL Beginners Program as well as additional Math and ELA Programs and a Saturday Program lets us target a specific group of students based on data and student needs. The following programs are used to support as ELL population: The Wilson Reading System, Foundations, Destination Reading and Math, NYS-ELA and Math Coach, Breakaway Math, and Academic Workout: Reading.

Native language support is offered to our parents and students. The parent coordinator makes sure that all important information that is sent home in a family's home language. We supply our students with books and materials (such as content area glossaries) in languages other than English.

All services and resources correspond to our ELLs age and grade level.

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.

All assistant principals, teachers, paraprofessionals, guidance counselors, the school psychologist, secretaries, and parent coordinator are given professional development in the components of the Workshop model during planned professional development days such as Election Day and Faculty Conferences. Teachers also receive professional development on their scheduled 6th, (for K-5 teachers)/ 25th (for grade 6-8 teachers) period. Topics that have been covered include: the mini-lesson, Common Core State Standards, guided reading, differentiated instruction, conferences, and using conferences as a tool to help drive instruction and scaffolding techniques. Teachers (some classroom, all ESL Language Teachers) attend conferences at Teacher's College on a regular basis.

As we are a K-8 school, the transition for our grade 5 students to grade 6(middle school) is smooth. Before the end of the school year our grade 6 teachers are in communication with our grade 5 teachers. Portfolios are put together and data is analyzed to place each child in the best homeroom class for them. Guidance Counsnelors keep up-to-date information with each child and meets with parents as needed. The grade 8 guidance counselor communicates with high school counselors of accepted schools to inform them of the needs of each child and possible input for placement.

Our Network conducted professional development at one of its regular meetings where Ms. Lewinson, the ESL teacher was trained in how to access the results obtained from the data. They in turn, trained the teachers across grade levels in the interpretation of the scores and how these scores can be used to drive instruction. The DRA2/ITAs are used in the beginning of the year to help drive instruction. Teachers and administrators examine the different modalities tested and decide what skills need to be targeted during the school day as well as in after school.

On-going professional development will provide staff with the skills to target language needs and the activities and practices to realize proficiency and literacy. Teachers are given professional development by our Network ELL specialist and our ESL teacher on designated professional development days, faculty conferences, and workshops that are given throughout the year.

All classroom and ESL teachers are sent to Columbia Teacher's College for professional development throughout the school year. Professional development at the school level is conducted by our lead math teacher for Everyday Math/Impact Math. The reading coach and various classroom teachers conduct professional development as it relates to the balanced literacy model. In addition, the Reading coach conducts workshops on new programs to be implemented in the school. DRA2 (Developmental Reading Assessment II) which will assess the level of reading competency of each individual student twice a year is being continued this year. Study Island and the Performance Series will be utilized by the staff to target strengths and weaknesses of an individual student in math and language arts.

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?

Parents of new ELLs are invited to an orientation session regarding the Core Curriculum, assessments, and general information about the program. A letter is sent home to the parents inviting them to the orientation in their home language. Letters and translators are provided to parents in the language of the community.

Workshops are conducted by the Parent-Coordinator which includes ESL classes for parents, the budget permitting, book clubs, and workshops on various topics such as; Preparing for the Parent-Teacher's Conference, Ready NYC, and Technology Support. The needs of parents are evaluated through surveys, during meetings, and through the PA. Monthly breakfast workshops focus on informing parents on pertinent school issues concerning their children such as standardized testing, homework strategies, the City-wide discipline code and ELL programs.

- Both written and oral translation services are available for families whose primary language is not English in order to keep them informed of school events and issues.
- Classes offer curriculum celebrations focusing on the work students have completed in the content areas. Parents will be invited to share in these celebrations with the class.
- Performances by the arts department and individual classes both in the day and evening offer parents the opportunity to observe their children in activities beyond the classroom.
- Family literacy and math evenings are an annual occurrence.
- Ongoing publicity through flyers, school messenger, email, web page and a highly visible message board outside the building continue to keep parents and family members informed of school events.

At this time we are not partnered with any outside agencies or Community Based Organizations.

Our Parent Coordinator evaluates the needs of our parents at the start of the school year. Parents are invited to meet with the ESL teachers and the Parent Coordinator to learn about the different activities/workshops/Book Clubs that will be offered during the school year. At that time a survey is handed out so that parents can give their input. A calendar is sent to all parents monthly as well as posted on our school website.

Our parent involvement activities address the needs of our parents. Every week parents are invited to attend either a workshop, book club, or activity that is presented by a staff member which includes teachers, assistant principal, guidance counselor, and/or parent coordinator. Topics requested by parents include: ARIS Training, Core Curriculum and how it affects their child, how to prepare for the parent-teacher conference, applying to middle/high school, and navigating NYC.

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)	7	3	0	0	1	4	0	0	0					15
Intermediate(I)	2	8	3	3	3	1	5	1	0					26
Advanced (A)	10	4	5	4	3	4	11	2	0					43
Total	19	15	8	7	7	9	16	3	0	0	0	0	0	84

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	2	0	0	3
5	3	1	1	0	5
6	6	6	3	0	15
7	2	0	1	0	3
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									0
4	0		2		1	1			4
5		2		2	2		1		7
6	0	0	5	0	7	0	3	0	15
7		1	1		1				3
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	1	1	3		1		7
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

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

Based on the examination of the LAP, instruction must focus on the two modalities of reading and writing in order to attain language proficiency. Using the Balanced Literacy Approach in a Reader's and Writer's Workshop model, students will receive strategy and skill lessons to help improve modalities. In grades K and 1, the results of the NYSESLAT and LAB-R indicate that students need help in reading and writing. In grades 2 and 3, the results indicate that although they show an increase in their scores, they still need help in reading and writing. In grades 4 and 5, the results show that the students need help in reading and writing. In grade 6, the results show that the students have made advances in the levels and that there is an increase in the number of proficient students. Students are still weak in writing and need help in reading as well. The results in grades 7 and 8 indicate that there is an overall increase in proficient and advanced level students. Writing is still the weakest skill. The results show the need to focus instruction on strengthening writing and reading skills in all grades. In grades 6, 7, and 8 writing and reading need to be a focus of instruction.

In Grades K-8 the results show the need to focus instruction on strengthening writing and reading skills. Students in grades 3, 4, 5, 6, 7, and 8 are likely to take the NYS Reading Test, therefore, they will require extra help in reading and writing. Students will be given before/after/during school programs to help them achieve proficiency in these modalities.

Students in grades 3, 4, 5, 6, 7, and 8 take the State Math Tests. Students who took this test in Spanish received a score in the range of 1-3. The ELL students that took this test in English had a range of scores from 1-4. This indicates that some of our bilingual and ELL students that received a 1 or 2 need more intense work in math. Also some of these students are new to testing in the New York City Public School System and need instruction in test-taking strategies.

In Math students that scored a 1 receive extra English Language support in the content area through the use of scaffolding techniques. Students that scored a level 2 and above will receive continued English Language support in the content area which will target skills and strategies where needed. After school programs are offered for extra help.

In English students that scored a 1 or 2 on the ELA will receive small group instruction with a focus on needed skills and strategies. There will be after school programs for extra help. Students that scored above a level 2 will receive continued small group instruction with a focus on skills and strategies that show need of improvement. After school programs are offered for extra help and for first time ELA Testers. Scaffolding techniques and differentiated instruction will be used.

ECLAS was administered to students in grades K-2 in Spring, 2011. 7 of our current grade 1 ELL students were at level 2. 2 of our current grade 2 ELL students were at level 4.

A student's level of literacy in their own native language is assessed both formally and informally at the school level. Any student who enters the school speaking Spanish is given the Spanish lab upon their admittance to the school. However, there are informal assessments of a student's language ability performed by teachers who are bilingual. We presently have the capability to translate in Chinese, Russian, Korean, Greek, Spanish and Hebrew by licensed and certified teachers. P.S./M.S.164 has paraprofessionals that are bi-lingual in the following languages: Korean, Russian, Ukrainian, Spanish and Greek. All students and parents have both teachers and paraprofessionals available to them for translations regarding any aspect of educational concerns. The Parent Coordinator has the ability to translate any language spoken or written via the New York City Department of Education website which is schools.nyc.gov/offices/translation. Interpreters are available to translate for parents and educators for any function or meeting that occurs during the school year i.e. PA meetings, workshops, parent teacher conferences, meetings with the School Based Support Team, etc.

The school leadership and teachers are using the results of the ELL Periodic Assessments to evaluate student needs, and strengths. This helps them place students in appropriate small group settings. Teachers are then able to help ELLs achieve their goals.

Our ELLs have made progress since last year. We had 30 students receive a final score of Proficient, 27 students received a score of Advanced, 21 students received a score of Intermediate, and 4 received a score of Beginners, on the Spring, 2011 NYSESLAT. Students in grades K-8 have the most difficulty in the reading and writing modalities on the NYSESLAT. Most of the students have scored on the beginner and intermediate levels in both reading and writing. A majority of students have scored on the Advanced and Proficient levels in the listening and speaking modalities.

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.

Part VI: LAP Assurances

School Name: Queens Valley

School DBN: 25Q164

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne Alfonso	Principal		
Chanah Markowitz	Assistant Principal		
Luann Atchison	Parent Coordinator		
Rose Lewinson	ESL Teacher		
	Parent		
Patricia Jenal/Grade 4	Teacher/Subject Area		
	Teacher/Subject Area		
Shali Wang-Pratt	Coach		
	Coach		
Ala Schneider	Guidance Counselor		
	Network Leader		
Anne Alfonso	Other <u>Principal</u>		
Chanah Markowitz	Other <u>Assistant Principal</u>		

School Name: Queens Valley

School DBN: 25Q164

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rose Lewinson	Other <u>ESL Teacher</u>		
LuAnn Atchison	Other <u>Parent Coordinator</u>		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q164 School Name: PS/MS 164 Queens Valley School

Cluster: 2 Network: 204

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.

The following methods are used to determine the needs of written translation and oral interpretation, as well as American Sign Language:

1. A survey is sent home to all parents/guardians at the beginning of the school year asking if they would like information translated and/or if they require interpreters and in what languages.
2. Data from ARIS is used. Translated information is sent to the parents/guardians of all students who are currently ELLs or who were ELLs previously.
3. The RPOB report from ATS.
4. The HLIS survey.
5. The Parent Coordinator has a database of all parents/guardians who require written translations or oral interpretation (including American Sign Language interpreters).
6. Observation by Administration, Parent Coordinator, teachers, and office staff.

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.

After reviewing all the data described above, it was determined that approximately 65% of our school population does not have English as their primary language. The parents/guardians have difficulty verbally communicating with school members or were not able to understand what was being said without the help of an interpreter. The majority of the parents/guardian who require written translation and/or oral interpretation speak Spanish, Russian, Hebrew and Chinese. These results were reported to the staff at a Faculty Conferences, and to the parents at the School Leadership Team Meeting, Parents Association Meeting as well as sending notices home to parents/guardians via backpacked or posted in the weekly electronic newsletter. Information about the need for written translation/oral interpretation is posted in the main lobby of the school.

Part B: Strategies and Activities

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

The school utilizes the Department of Education Translation & Interpretation Unit, DOE recommended private vendor, and/or school personnel to translate written material into the student's home language. Written translation is needed for important parent papers regarding upcoming assessments and standardized tests, school wide events such as arts and classroom performances, class trips, and school meetings held by the Parents Association. Bulletin board notices, letters sent home, the parent weekly newsletter and the electronic school messenger service informed parents that translation services are available. Parent survey sent home by Parent Coordinator regarding the needs for oral interpretation and written translation services.

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.

The school utilizes the Department of Education Translation & Interpretation Unit, DOE recommended private vendor, and/or school personnel. Staff members are available to act as interpreters during Parent-Teacher conferences and on a needed basis. Forms are distributed to teachers allowing them to request the services of an interpreter during Parent-Teacher conferences, emergency parent meetings and Education Planning Conferences. Staff members are given a Language Identification Card distributed by the Department of Education Translation and Interpretation Unit as well as the phone number for over-the-phone interpretation.

Parents are notified by:

1. Letters sent home and a Parent Weekly Newsletter as distributed by the office of the Parent Coordinator.
2. The Electronic School Messenger System
3. The school phone system that included an option to reach a menu that is spoken in Spanish.

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>.

A copy of Section III of Chancellor's Regulations A-663 regarding the obligation of the school and central office to provide language assistance services and where the notice can be obtained will be made available to parents in a covered language.

The safety plan will include procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices.

A copy of Chancellor's Regulations A-663 regarding translations and interpretations as well as the website needed to obtain this particular regulation as well as the other Chancellor's Regulations will be made available to parents in a covered language. In-house staff will be used for written translation and oral interpretations.

Parents/staff will be used for oral interpretation during conferences and meetings. The Department of Education will provide an interpreter in American Sign Language.

Primary language spoken will be determined by survey in September.

Translated versions of the "Parent's Bill of Rights" are on file in the main office and parent coordinator's office as well as posted in the main entrance.

Signage indicating the availability of interpretation services is posted in the major languages provided by the Department of Education.

Additional signs that are posted in the lobby are also posted in the major languages provided by the Department of Education.

A staff member has been assigned to coordinate translation and interpretation services for the school.

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: Queens Valley	DBN: 25Q164
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: push in model
Total # of ELLs to be served: 31
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 1
of content area teachers: 12

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: To ensure that the ELL students meet standards and pass the required assessments for their grade, we will continue to provide direct instruction and support for ELL students during the instructional day. Students were targeted using data from the NYSESLAT and the NYS ELA and Math assessments. Most of our grade 3-8 ELL students require above and beyond help in reading and writing. We decided to target ELLs that received a score of Beginner or Intermediate on writing/ reading modalities of the NYSESLAT and FELS in those grades to give them added support. An F-Status ESL Certified teacher will be hired to work with students two days a week for a 45 minute period per day using the push in model to support ELL students in the content areas of math, ELA, science, and/or social studies. Six small groups of 5 will be targeted for direct instruction from seven classrooms. Small group Instruction will support the development of vocabulary, language development through the content area using ESL methodology. Language will be developed and strengthened through academic conversations and non fiction writing based on the Common core State Standards. Materials used will support language growth and accessing the CCSS for reading/writing and listening speaking. Emphasis will be on ongoing evaluation of student performance and growth and the maintenance of tier 2 and 3 vocabulary. All materials will support student growth and student achievement.

Part C: Professional Development

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

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

Begin description here: Professional development is provided in Math and ELA one period a week for classroom/ESL teachers during team meetings. Ongoing professional development will also be provided during Election Day and Brooklyn -Queens Day and through teacher teams and review of student work. Looking at our data from the NYSESLAT, NYS ELA and Math tests, we decided that our teachers need professional development in the areas of task writing, language development, and the Common Core State standards and how it relates to our ELL and FEL population. Our ELL network support specialist will provide a series of workshops supporting research-based approaches to supporting ELL comprehension and participation using grade level complex texts. Follow up workshops will be conducted in house by the Assistant Principals and the literacy coach on those topics to help support teachers in their work.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: PS/MS 164 with the help of the parent coordinator will provide activities for the parents of ELLs to result in positive outcomes and higher achievement. On-going parental engagement activities include but are not limited to use of interpreters at meetings, use of translated materials, a trip to the library, a book club, and provide workshops on ELA and Math. Parents will be notified of these activities through backpacking, email, school website, and telephone messenger. We find that the parents of ELLs/FELs need to be able to help their children with their school work as well as to understand student expectations. We also want parents to feel comfortable in our school environment and participate in PA activities. Topics will include: Using the Library as a Research Tool, ESL in the Content Area as a beginner, The CCSS: What it means for you and your child, Access to Materials, Translations and Translators. Assessments students will be taking (NYSESLAT, NYS ELA and Math) How Parents Can Provide Support. These are two part workshops give on Tuesday Mornings from 9:00 AM - 10:00 AM. These activities will support our Title III goals by instructing ELL/FEL parents in ways to support their children and help them to be successful students.

Part E: Budget

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

Allocation Amount: \$0

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. 		

Part E: Budget

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

Allocation Amount: \$0

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