



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE ALLEY POND SCHOOL  
**DBN (i.e. 01M001):** 26Q046  
**Principal:** MARSHA GOLDBERG  
**Principal Email:** [MGOLDBE2@SCHOOLS.NYC.GOV](mailto:MGOLDBE2@SCHOOLS.NYC.GOV)  
**Superintendent:** ANITA SAUNDERS  
**Network Leader:** MARY JO PISACANO

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Marsha Goldberg	*Principal or Designee	
Dawn Michaels	*UFT Chapter Leader or Designee	
Hong Buist	*PA/PTA President or Designated Co-President	
Fran Kersch	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	
Jodi Solomon	Member/ Teacher	
Coleen Wong	Member/ Teacher	
Samara DeKaye	Member/ Teacher	
Ellen Schneider	Member/ Teacher	
Dina Quondamatteo	Member/ Parent	
Lorraine Burke	Member/ Parent	
Gary Domiano	Member/ Parent	
Kathryn Starace-Saban	Member/ Parent	
Lisa Warren	Member/ Parent	
	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014, 80% of all students will make at least one year of progress on the TCRWP (Teachers College Reading Writing Project) Benchmarks for Progress on Reading Levels in all content areas.

### Comprehensive Needs Assessment

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

With the new CCLS, students are expected to read at a much higher Lexile level in each grade. The 2013 NYS ELA tests encompassed 100% CCLS texts and questions. As such, our students' ELA scores dropped from the previous year. In 2013 58.8% of our students scored a level 3 or 4 compared to 79.9% in 2012. In order to improve their reading, they must continue to progress on their TCRWP independent reading level. Making a minimum of one year's growth will bring them closer to reading on grade appropriate Lexile levels. For those students whose independent reading level already matches their grade's Lexile expectancy, they must make one year's growth in order to continue reading on their grade appropriate Lexile level.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Independent reading every day in grades K-5 at home and in school.
2. Shared reading and read alouds of complex texts at grade appropriate Lexile levels.
3. Tier II, III and IV questions and discussions about complex texts.
4. The use of Thinking Maps in order to make students' thinking process around texts deeper and more visible.
5. Periodic reading assessments through the use of TCRWP assessment pro. Assessment of individual students' reading levels, word work abilities and writing levels.
6. Guided reading groups in order to support students' movement into higher reading levels.
7. Strategy groups in order to support students' individual phonemic and comprehension needs.
8. All students are working on cognitively challenging content by planning three entry points for lessons: high, middle, and low.
9. RTI Tier II and III intervention services are given to students who require further differentiation, small group and individualized instruction in order to meet their grade's reading expectations.
10. Title III Afterschool program for English Language Learners where they focus on English language acquisition and literacy support.

#### B. Key personnel and other resources used to implement each strategy/activity

1. K-5 Teachers
2. Cluster Teachers
3. RTI Teacher
4. SETSS Teacher
5. ESL Teachers
6. Speech Teachers
7. Administration
8. School-wide Inquiry Team
9. F-Status Literacy Coach

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Through analysis of TCRWP Assessment Pro data, we will look for students' growth in independent reading levels from September 2013 through June 2014.
2. Reading data analysis during assessment periods: September, November, March and June. Analysis of comprehension work around texts, conference notes, observations, and running records.
3. Use of data to inform teaching of whole class lessons, individual student needs, and differentiation of teaching points.

4. Working collaboratively in grade teams to identify trends, needs and next steps for each student and for groups of students.
5. School-wide PS 46Q Inquiry Team will evaluate growth across the grades, identify trends, and ensure continuity from one grade to the next.

**D. Timeline for implementation and completion including start and end dates**

1. The first TCRWP independent reading assessment will take place in September and the last assessment will occur in June. The assessment dates in between are November and March.
2. All TCRWP testing will be completed by the end of June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Ready Gen – Pearson published NYC CCLS literacy program which has rigorous ELA lessons around grade appropriate Lexile texts. With each text, high levels questions and activities are implemented.
2. Wilson Foundations program is used for students in 1<sup>st</sup> through 3<sup>rd</sup> grades for support in phonics and decoding.
3. Leveled library- Students will choose independent reading books weekly. Students will read these books daily in an effort to sustain and increase reading stamina, amplify independent reading levels and practice necessary reading skills.
4. Thinking Maps- students will create visual representations around the eight thinking processes- defining in context, describing qualities, comparing and contrasting, classifying, part-whole representations, sequencing, cause and effect and seeing analogies.
5. Smart Boards- teachers use this technology resource to enlarge and share texts, research on the internet and clearly define learning expectations.
6. Laptops and Computers- teachers and students use this technology resource to research on the internet, create personal work, view and differentiate instruction.
7. Rosetta Stone is used for ESL students in order to build their English language and vocabulary skills.

**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).
1. Explaining of the new CCLS testing expectations and the Ready Gen literacy program during PTA meetings.
  2. Longer grade conferences for parents of students who received a level 1 or 2 on the 2013 ELA test. The teacher will discuss students' results and individual next steps in support of progression.
  3. Independent Reading Levels are transparent through ARIS for parents to view. Parents are also given this data in their child's individual report cards. Additionally, parents are given the TCRWP reading levels chart to view grades' expectations.
  4. Parent coordinator is accessible for questions. She provides parents with assistance in the use of the ARIS online tool throughout the school year.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	X	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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 2014, 80% of students in K-5 will move up at least one level, or maintain a level 3 or 4, in Constructing Viable Arguments with regard to either Operations and Algebraic Thinking or Numbers and Operations according to a Common Core aligned rubric developed by teachers.

**Comprehensive Needs Assessment**

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

Students are expected to explain reasoning and extend this towards justifying their arguments when answering a math problem. Additionally, the new CCLS has raised the level of expectations for math problem solving. In 2013, New York State Math testing encompassed 100% CCLS questions and expectations. As such, we saw a drop in our students' abilities to solve word problems and explain their math reasoning. This caused a significant drop in our students' math scores. 70% of our students scored a level 3 or 4 on the 2013 NYS Math test compared to 92.6% in 2012. By expecting at least 80% of our students to improve at least one level, we continue to employ rigorous math expectations for our students.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Implementation of real life word problems that students solve cooperatively or independently.
2. Planning and solving of multistep word problems.
3. Identification of individual computation needs and scaffolding lessons to meet those needs.
4. Scaffolding lessons through the implementation of three entry levels for each lesson: high, medium, low.
5. Math strategy groups- identified individual mathematical needs are targeted in small group instruction.
6. Use of manipulatives during lessons- both virtual (Smart Board) and three dimensional.
7. Visual representations of mathematical problem solving through pictures and the use of Thinking Maps.
8. Verbal explanations of problem solving techniques and procedures.
9. Written explanations of problem solving techniques and procedures.
11. RTI Tier II and III intervention services are given to students who require further differentiation, small group and individualized instruction in order to meet their grade's reading expectations.
10. Title III Afterschool program for English Language Learners where they focus on English language acquisition and understanding word problems.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. K-5 Teachers
2. Cluster Teachers
3. RTI Teacher
4. SETSS Teacher
5. ESL Teachers
6. Speech Teachers
7. Administration
8. F-Status Math Teacher

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. EnVision Math rubrics, diagnostic and benchmark tests.
2. Teacher created tasks, and rubrics
3. Exemplars Math tasks and rubrics
4. Teachers will work in grade teams to analyze student work, observe trends, and differentiate instruction in order to meet individual student needs.
5. The school-wide PS 46Q Inquiry Team will analyze student work by grade, look for trends and ensure continuity of math reasoning from one grade to the next.

#### **D. Timeline for implementation and completion including start and end dates**

1. Beginning in September, students will be given EnVision Math placement tests. There is a benchmark test given every four units throughout the school year- September to June.
2. All mathematics assessments will be completed by the end of June 2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. EnVision Math- a Pearson CCSS mathematics program featuring tasks and online support systems.
2. Exemplars Math- math problem solving tasks with CCSS aligned rubrics.
3. Manipulatives- virtual and three dimensional in every class
4. Smart Board- used with virtual manipulatives, mathematical videos through EnVision Math, displaying and representation of Teaching Points and expectations.

### ***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).

1. Explaining of the new CCLS testing expectations and the EnVision Math program during PTA meetings.

2. Longer grade conferences for parents of students who received a level 1 or 2 on the 2013 Math test. The teacher will discuss students' results and individual next steps in support of progression.
3. 2013 testing scores are available through ARIS for parents to view.
4. Parents are also given testing data in their child's individual report cards.
5. The parent coordinator is accessible for questions. She provides parents with assistance in the use of ARIS throughout the school year.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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 2014, 80% of teachers will employ effective teaching strategies as measured by the administration's observations using the Charlotte Danielson's <i>Framework for Teaching</i> rubrics and methodologies.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In accordance with the NYC DOE New Teacher Evaluation and Development System, we continue to support our teachers' professional growth while ensuring rigorous CCLS instruction in our classrooms. In order to maintain a rigorous level of instruction that is in line with the CCLS, we must continue to support teachers' professional development while employing effective teaching methodologies for our students. Raising and sustaining high levels of rigor in the classrooms will ensure that our students will engage in challenging lessons which will support their knowledge base and their path towards career and college readiness.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Professional development will be focused on Charlotte Danielson's <i>Framework for Teaching</i> rubrics.</li> <li>2. Meeting with individual teachers during their Initial Planning Conference.</li> <li>3. Teacher teams will meet twice weekly during 37.5 minutes in order to create effective lessons in all subject areas including literacy, math, social studies and science.</li> <li>4. The administration will meet with teachers during grade and faculty conferences as well as the 37.5 minutes on Wednesdays and Thursdays in order to ensure the understanding of the NYC DOE New Teacher Evaluation and Development System. Additionally, a strong focus of these meetings will be to understand and employ effective teaching methodologies during instruction.</li> <li>5. The administration will conduct 4 – 6 observations for each teacher during the school year.</li> <li>6. Each observation will be followed with feedback sessions for the teachers based on the effectiveness of their lesson according to Charlotte Danielson's <i>Framework for Teaching</i> rubrics and methodologies.</li> <li>7. The administration will give teachers the option to meet individually prior to their first informal observation and go over Charlotte Danielson's <i>Framework for Teaching</i> rubrics and methodologies.</li> <li>8. The administration will hold a summative conference in the spring with each teacher and go over how they performed during their low inference observations and formal observations (when applicable), their next steps in the classroom and their professional development.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. K-2 Teachers</li> <li>2. Cluster Teachers</li> </ol>

3. RTI Teacher
4. SETSS Teacher
5. ESL Teachers
6. Administration
7. F-Status Math Teacher

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. We will use Charlotte Danielson's *Framework for Teaching* rubrics and assess each component according to the teachers' lessons and professionalism in education.

**D. Timeline for implementation and completion including start and end dates**

1. The professional development and selection process will begin in September of 2013. All observations will run from October 2013 to April 2014.
2. The completion date for the low inference and formal observations is by the end of April 2014.
3. Though the observations will be completed by May 2014, the administration will continue to train teachers on effective teaching practices as per Charlotte Danielson's *Framework for Teaching* rubrics and methodologies.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Charlotte Danielson's *Framework for Teaching*
2. *Advance* online tool
3. 37.5 minutes on Wednesdays and Thursdays
4. Grade Conferences
5. Faculty Conferences
6. PS 46Q Inquiry Team meetings
7. Individual meetings with administration
8. Post observation meetings with administration

**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).

1. We will share information on *Advance* and the New York City Teacher Evaluation system during a PTA meeting.
2. Our parent coordinator is accessible to answer any questions or concerns that parents/families may have with the new evaluation system.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	X	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #4**

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.

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**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.

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**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***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).

***Budget and Resource Alignment***  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***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).

***Budget and Resource Alignment***  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Repeated readings of Ready Gen and other complex texts. Scaffolding of high order questions and discussions. Scaffolding literacy tasks. Phonemic support and instruction through Wilson Foundations.	Small group or one to one	During school day Extended Day (37.5 min.) After school with Title III program for English Language Learners
<b>Mathematics</b>	Breaking down word problems by isolating the various information presented and identifying the question asked. Repeated teaching and practice of pertinent skills and strategies. Scaffolding math tasks.	Small group or one to one	During school day Extended Day (37.5 min.) After school with Title III program for English Language Learners
<b>Science</b>	Review of information and concepts.	Small group or one to one	During the school day
<b>Social Studies</b>	Review of information. Repeated readings of social studies texts.	Small group or one to one	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	RTI, SETSS, Speech, and Resources and Methods teachers. ESL teachers for Title III students.	Small group or one to one	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>x Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY 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, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the School-Parent Compact are distributed and discussed with the SLT each year;
- Discuss the Comprehensive Educational Plan regarding parental involvement with parents/guardians and staff;
- Provide opportunities to obtain information regarding the monthly status of the school's instructional and management goals via the principal's report during monthly PTA meetings;
- Review the School Progress Report with staff and families in order to analyze trends, academic performance and discuss concerns;
- Workshops will be led by staff on child abuse, school safety, the CCLS, Ready Gen and Teacher Effectiveness during PTA meetings;
- The Parent Coordinator will be available to work with and or assist families with the understanding of PS 46Q academic goals.

*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; At PS 46Q we have numerous personnel who speak a second language whom we can utilize for translation assistance;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District	Borough <b>Queens</b>	School Number <b>046</b>
School Name <b>The Alley Pond School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Marsha Goldberg</b>	Assistant Principal <b>Stamo Karalazarides</b>
Coach <b>Roselaine Sacharoff</b>	Coach <b>N/A</b>
ESL Teacher <b>Leonard Galit/ESL</b>	Guidance Counselor <b>Nicole Myers</b>
Teacher/Subject Area <b>Zipora Cysner/ESL</b>	Parent <b>Jessica Vecchia</b>
Teacher/Subject Area <b>Caroline Galan/ RtI</b>	Parent Coordinator <b>Donna Kodjapashis</b>
Related Service Provider <b>Sonia Chojar/SETSS</b>	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>575</b>	Total number of ELLs	<b>58</b>	ELLs as share of total student population (%)	<b>10.09%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	48	0	9	10	0		0	0	0	58
Total	48	0	9	10	0	0	0	0	0	58

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	2		2	1	1								6
Chinese	8	12	7	3	2	4								36
Russian				1		1								2
Bengali														0
Urdu	1					2								3
Arabic				1										1
Haitian														0
French														0
Korean	1	4	2		1	1								9
Punjabi														0
Polish														0
Albanian														0
Other			1											1
<b>TOTAL</b>	<b>10</b>	<b>18</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>58</b>						

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	2	3	7	0	0	4								16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	1	0	3	2								8
Advanced (A)	8	13	2	7	1	3								34
Total	10	18	10	7	4	9	0	0	0	0	0	0	0	58

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	0	0	4
4	3	0	0	0	3
5	2	3	1	0	6
6					0
7					0
8					0
NYSAA Bilingual (SWD)	1			4	5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		3		0		0		4
4	1		1			1		1	4
5	2		1		3		0		6
6									0
7									0
8									0
NYSAA Bilingual (SWD)			1				4		5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2	1			3
8									0
NYSAA Bilingual (SWD)							1		1

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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use the following assessment tools at PS 46Q: LABR, NYSESLAT, TCRWP, and Envision Math Diagnostic Test. Newly arrived ELLs have difficulty reading English due to their lack of English proficiency as well as the difference between our written language and theirs. Most of our ELLs are from China which has a completely different alphabet/writing system than the English language. In math, our ELLs tend to do better but struggle with word problems for the same reason. Data shows our ELLs in the lower grades need support in speaking and reading. This data will drive instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In analyzing the LAB-R and NYSESLAT data, the following patterns were found:

- All three levels (beginning, intermediate and advanced) students scored highest in speaking modality.
- The next highest scores across proficiency levels (beginning, intermediate and advanced) was listening modality.
- After listening, the assessments reveal that writing is the next strongest area for ELLs
- Reading modality is the most challenging area for our ELLs across all three levels of proficiency (beginning, intermediate and advanced)

The LAB-R and NYSESLAT data continue to inform us that our ELLs need the most support in reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our assessment analysis of the LAB-R and NYSESLAT indicate that ELLs need strengthening in all modalities but especially in reading and writing. We will continue to align our ESL program to meet the Common Core Learning Standards. This data drives instruction. Information about Annual Measurable Achievement Objectives indicate our ELLs continuously show progress. The data reveals that reading and writing skills need to be emphasized.

4. For each program, answer the following:

- a. 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?

a. LEP/ELLs performance and services are continually assessed on varying levels in order to ensure we are addressing the needs of our ELLs. Assessments are conducted in their native language and in English as appropriate. ELLs perform better in English tests than in native language.

b. Administration and teachers use the data obtained from Periodic Assessments to drive instruction, assess progress, determine English proficiency and refine services in order to ensure that each child is given high academic rigor toward meeting and exceeding the Common Core Learning Standards. The data drives instruction. We provide opportunities for teachers to share and discuss individual student performance.

c. The results of the Periodic Assessments continually tell us that our ELLs need to strengthen their reading and writing skills. Native language is incorporated in English instruction as a support structure in order to clarify, build knowledge, extend comprehension, and bridge experiences. We practice this through technology, peers, bilingual staff, native language materials and flexible grouping.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We identify ELLs who are not making academic progress at expected rates. Beyond screening and identification for ESL services, the student receives targeted instructional support to bolster development in below benchmark area. These ELLs are identified as scoring in the bottom third and receive additional support of ELA 3 times/week and Math 2 times/week. This support is delivered with language support services. We adapt, modify, supplement, and develop effective curriculum. We analyze student work samples and behaviors to determine the nature of the problems. We also analyze teaching style, expectations and perceptions, classroom management, and take into account cultural diversity. RTI uses tiers of intervention for struggling ELLs. We monitor students to determine if they are progressing as they should academically. In Tiers I and II general education teachers provide instruction and interventions. Only after ELLs fail to respond to small group and intense individual interventions, they are referred to special education. We involve special education teachers to help develop interventions and plan assessments for students receiving instruction and interventions in Tiers I and II. They do not provide instruction until Tier III, when the student could be referred and

identified for special education. We make sure the students's difficulties are the result of a disability and not second language acquisition.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
ELLs are provided the opportunity to express themselves in their native language, when needed. When newcomers arrive, we team them up with students who speak their native language and also try to place them in classrooms where there is a paraprofessional who speaks their native language. Teachers group students of the same language for certain activities so that they can assist each other and respond in their native language. We welcome them to write in their native language. They are provided with bilingual books, bilingual dictionaries, bilingual glossaries, computers and scaffolding strategies to facilitate language acquisition. Native language is incorporated in English instruction as a support structure in order to clarify, build prior knowledge, extend comprehension, and bridge experiences. We practice this through technology, peers, bilingual staff, native language materials and flexible grouping. We have ongoing assessments to monitor student progress and data is always used to plan instruction. Studies show second language acquisition can take up to 7 years. Also, we use the students' backgrounds to create a school community in which all feel included. At PS 46, we respect linguistic and cultural diversity amongst our students.
  7. 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Each year administration as well as our ESL teachers review the data of our ELLs. We look for patterns and trends that may need to be addressed. We develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT. In addition, many of our ELLs attain English language proficiency and score high on all NYSED tests..

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview by the ESL teachers or trained pdeagogue, in English and their native language. The LAB-R is administered within 10 school days in order to determine ESL eligibility. For Spanish speaking ELLs, the Spanish LAB is administered to determine language proficiency. Bilingual staff members are available during the interview process for translation purposes as necessary. The HLIS is given in translated versions when necessary. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. Our total number of English Language Learners is 58 students. Instructional decisions are made based on students' NYSESLAT and LAB-R results. Both the instructional hours and instructional skills are determined based on individual students' performance on these exams. The LAB-R is administered when necessary based on students' Home Language Identification Survey responses and within 10 days after registration, the student is administered the LABR and the Parent Orientation takes place, if the child is an ELL. In ATS, the RLER report is generated to determine which ELLs are eligible for LAB-R and NYSESLAT testing.
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.

ELL parent orientations are held at the beginning of each year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teachers, with the assistance of the parent coordinator, and bilingual staff are available to translate. The parents sign in and are welcomed by the Principal, Mrs. Goldberg. They receive an agenda, Parent Survey/Program Selection Forms, and Parent brochures (in their native language). They view the translated parent orientation video in their native language, and have an opportunity to ask questions. Parents are then given the Parent Selection Survey. Parents unable to attend the orientation are contacted by a bilingual staff member or through a translated letter in order to schedule a make-up meeting. If after several attempts parents are unable to attend Parent Orientation Meeting, a bilingual staff member calls them to inform them of the three program choices and we send the Parent/ Selection Survey home. Parents have the choice to choose a Transitional Bilingual Education (TBE), Dual Language or Freestanding English as a Second Language (ESL). If 15 parents choose a TBE or Bilingual program in contiguous grades, then the school will open up the program for those students. Parents are given a list of bilingual and dual language programs in the district. At PS 46Q, we offer Freestanding ESL, as our parents' request. We keep all the parents choices on file and if necessary, we will open up a bilingual or dual language program. We will contact parents who have previously chosen a TBE/DL program when the program becomes available. A video is shown describing the three programs offered in New York City and parents can ask questions. After they have selected the ELL program for their child, we let them know what program we currently have in our school. If a parent chooses a program that we do not offer, we keep records and notify the parent should the program of their choice become available.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parents of English Language Learners are given translated entitlement letters and Parent Survey and Program Selection forms. Bilingual staff are available to translate and all necessary materials are given to parents in their native languages whenever possible. All materials are returned to the ESL teachers in a timely and organized manner. Parents are contacted and further assisted as necessary. After reviewing the Parent Survey/Program Selection forms for the past few years, we see that all parents have requested that their children receive instruction in the English as a Second Language (ESL) program. Parents sign the selection survey form after reviewing the video. The original Parent Survey and Program Selection Forms are stored in the individual students' cumulative folders and copies of the forms are kept in a cabinet in the ESL teacher's room.

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.

We assess the Parent Survey and Program Section from to check parent's preferred program placement. At PS 46, the freestanding ESL is the program requested by the parents and has been the preference of 100% of most of the parents of English Language Learners. During the course of the year, both the ESL and classroom teachers meet with parents during Parent Teacher Conference time as well as other scheduled times to evaluate their needs. Bilingual staff are available to translate during the meetings. Students are given ESL instruction based on their performance on the LAB-R and NYSESLAT tests. Parents are informed in their native language that their children are enrolled in the ESL program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Translated letters to parents are distributed to inform them of dates the NYSESLAT are administered and the importance of this state test. If an ELL is absent the week before or during the NYSESLAT administration dates, phone calls are made to remind parents their child needs to attend school. Through the years, PS 46 has always administered all sections of the NYSESLAT. ESL teachers schedule carefully for the four modalities- speaking, listening, reading and writing. Makeup sessions are planned for absentees.

6. 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.) 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 the parents of our 58 ESL students have chosen a Free-Standing ESL program. Our program model is aligned with parental requests. If a minimum of 15 parents who speak the same language in contiguous grades request a bilingual or dual language program, then we will open one based on their requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

At PS 46Q, ESL instruction is delivered in both a push in (where numbers allow) and pull-out model. ESL classes are formed based on the English Language Learners current grade and English language ability. Two teachers, both licensed and state certified in ESL, provide our ELLs with all instruction in English.

Students are grouped heterogeneously by need and grade level in our push in and pull-out ESL instructional program. When possible, the ESL push in is during the literacy block so comprehension is maximized. English Language Learners are receiving the New York State mandated ESL/ELA allotted instruction time based on student proficiency levels based on individual LABR and NYSESLAT testing data. Beginning and intermediate level ELLs are receiving 360 minutes of ESL instruction weekly. Advanced level ELLs are receiving 180 minutes of ESL and 180 minutes of ELA instruction weekly, per Part 154. Planning arrangements between ESL and classroom teachers take place during common preps and extended day. Materials used are ReadyGen and Go Math.

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)?

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

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 foster language development and meet the demands of the Common Core

## Learning Standards.

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

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

In order to make content areas comprehensible we tap into prior knowledge, give individual support, scaffold and differentiate content, and have collaborative learning. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

#### 4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are given the opportunity to take the SED in translated versions, if necessary. Bilingual staff are involved with ELLs who need assistance. Native language books, dictionaries, and glossaries are available. In addition, computer software is used to differentiate instruction and facilitate language acquisition. Our ESL teachers meet with the classroom teachers and together they continually discuss and plan instruction for our ELLs in order to ensure cohesion across the school day and in every content area. Writing samples in the native language is used to determine native language and content knowledge. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences.

This is done through technology, bilingual staff, peers, native language materials and flexible groups.

#### 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

NYSESLAT is administered yearly to test all four modalities of English acquisition. The school continuously monitors ELLs progress by looking at formal and informal assessments, portfolios, and writing. Flexible grouping, differentiation and integrating ELLs in the classroom is practiced based on student needs and learning targets. Writing samples in the native language are used to determine native language and content knowledge.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction for all of our English Language Learners.

a. We currently do not have any SIFE students. In the event that we do have SIFE students, we will address each student's individual needs. In addition, we differentiate instruction, focus on students' strengths, provide RtI, Extended Day services and Title III programs. We would also have access to Rosetta Stone web based program. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support.

b. Our newcomers are continually assessed and closely monitored throughout the school year. Based on the students' needs, and abilities, they are given ESL support towards English proficiency as well as meeting the curriculum needs of their grade. All newcomers receive their mandated 360 minutes of ESL instruction each week in order to support their efforts towards success. For our ELLs who must take the NYS ELA after one year, in addition to the support we give them during their mandated sessions each week, we greatly encourage them to participate in our both our Title III after school program and our district wide Title III summer school program where we specifically focus our attention to their individual needs towards meeting grade proficiency on the NYS ELA. We also ensure that ESL testing modifications are in place at the time of the standardized exam as well as all exams in preparation for the NYS ELA. Support programs such as RtI, Extended Day, and Rosetta Stone are also administered as necessary. Peer tutoring is also available if needed and lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support.

c. Our plan for ELLs receiving service for 4 to 6 years is once again to follow their required instructional ESL time each week. As we do with our newcomers, we continually assess their English proficiency as well as the curriculum needs in their grade and use this data to drive our instruction and create a safe and effective educational atmosphere for them. As stated above, Title III, RtI, Extended Day, Rosetta Stone, guidance, bilingual glossaries, bilingual libraries and peer tutoring are available when necessary. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support.

d. We currently do not have any long term ELLs. In the event that we do have long term ELLs, we will address each student's individual needs. In addition, we will differentiate instruction, focus on students' strengths, provide RtI, Extended Day services and Title III programs. We would also have access to the Rosetta Stone web based program. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support.

e. Former ELLs (in years 1 and 2 after testing proficient) are given testing accommodations (time extension, separate location, translated glossaries,...) Also, they have opportunity to attend Title 3 After School Program, ESL Summer School, extended day, receive ESL, SETTS, RtI and counseling.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Strategies we use for ELL SWD to access content area and accelerate English language development are: tapping into prior knowledge, meaningful and standards based language use across curriculum at student's instructional level, collaborative learning, teaching Tier II and Tier III vocabulary, and scaffolding and differentiation. We adapt lessons in order to maximize each student's potential, with a focus on their IEP goals and needs. Materials used are Ready Gen, Envision Math, Avenues ESL books Smartboard, computers, bilingual books, tapping into prior knowledge, graphic organizers, manipulatives, and visuals.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ELL SWD curriculum and instruction is presented in multiple ways and allow for diverse avenues of expression. Technology , tapping into prior knowledge, meaningful and standards based language use across curriculum at student's instructional level, individual support, scaffolding and differentiation are all strategies we use to ensure access to general education curriculum and Common Core Standards. We are cognizant of students' strengths and challenges when planning Common Core instruction, and focus on IEP goals and needs. Flexibility in scheduling allows our ELL SWD to remain in general education classrooms and have special ed teachers (SETSS and ICT) address their needs based on the goals in the IEP.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

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

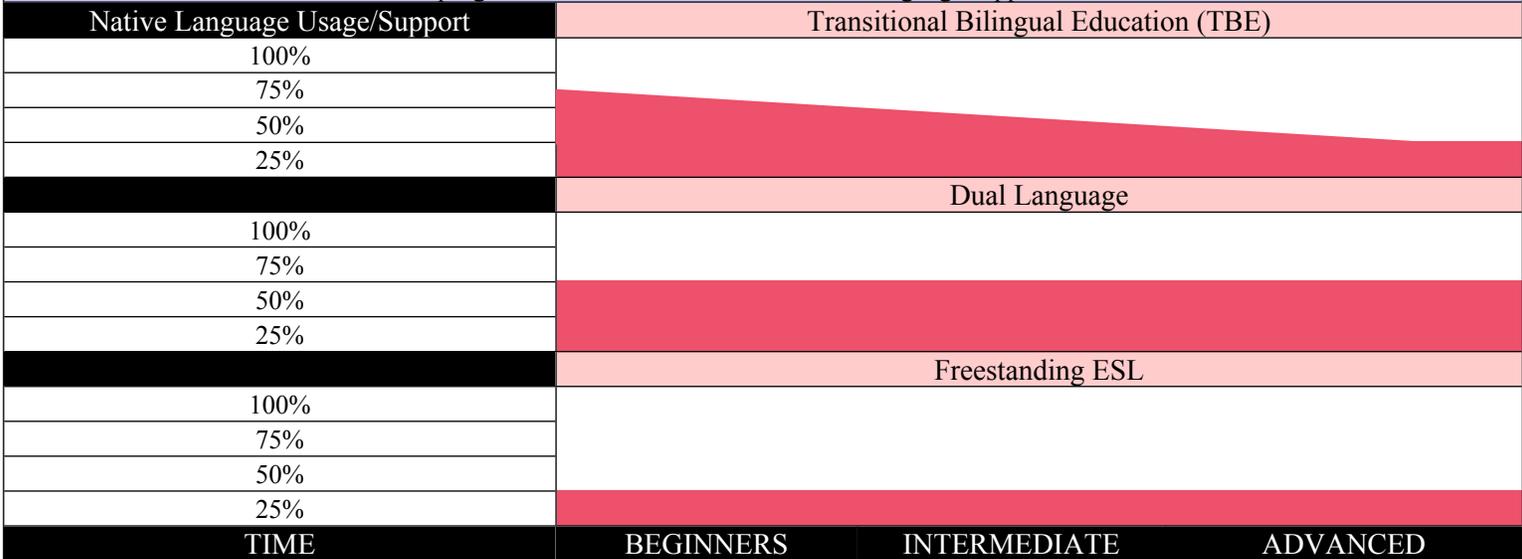
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English language needs as well as their curriculum needs towards meeting the Common Core Learning Standards. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Foundations (K-2), SETSS, RtI, and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials. These interventions are in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Each year administration as well as our ESL teachers review the data of our ELLs. We look for patterns and trends that may need to be addressed. We order, develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Learning Standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT testing as well as other SED tests. Our ESL program at PS 46 is successful for the following reasons: we tap into student's prior knowledge, we give individual support, scaffolding and differentiation techniques are used, collaborative learning, thematic instruction is utilized, and meaningful and standards based language use across curriculum at student's instructional level.

11. What new programs or improvements will be considered for the upcoming school year?

Our Title 3 morning program will be offered for a longer period of time.

12. What programs/services for ELLs will be discontinued and why?

Our ELLs have shown progress on the NYSESLAT and other SED tests over the years so we will continue to do what works.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded equal access to all school programs and they participate in all of them. All ELLs are greatly encouraged to attend our Title III after school program. They are also invited to our district wide Title III summer school program. In addition, they have the opportunity to participate in our after school self sustaining program. There is equity amongst all of our student population. ELLs are given the same opportunities as the rest of the PS 46Q students. They participate in the after school music program, Suzuki violin, basketball, art, etc.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used in the school are Ready Gen and Envision Math. Each classroom has a Smart Board that is used with all of our students including our ELLs. In addition, we have two mobile carts with laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including Rosetta Stone, Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use. At PS 46 we have respect for and celebrate the linguistic and cultural diversity of students. There is always collaboration between school, home and community. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology, bilingual staff, peers, native language materials and flexible groups.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
We have a district wide Title III summer school program for ELLs in grades 2-5. We also have a self sustaining summer camp program for grades K-5. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both PS 46Q as well as provide them with educational opportunities during the summer months.
18. What language electives are offered to ELLs?  
We do not offer any language electives at PS 46.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. Staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teachers attend professional development through our CFN 205 and OELL. They turnkey the information to our classroom and cluster teachers, sharing pertinent information on working with ELLs in all content areas and ensuring continuity across the ESL program and the classroom. They attend training in Common Core and ESL methodologies as well as continuously being updated regarding NYSESLAT and LAB-R training and policies. School secretaries also attend pertinent workshops. The ESL teachers work closely with the secretaries to review all important information.
  2. The ESL teachers attend CFN 205 meetings and OELL workshops addressing academic rigor and the Common Core Learning Standards and this information for ELL support is presented to classroom and cluster teachers.
  3. As our ELLs transition from elementary to middle school, they are given further assistance from our fifth grade support group who meets weekly with a guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise. At the end of each school year, our fifth graders visit their prospective middle schools in order to familiarize them with their new surroundings, ease their transition and lessen their anxiety.
  4. ESL teachers conduct professional development activities for the school pedagogical staff during monthly congruence meetings. An ESL workshop is planned during the month of January for all staff to attend. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Lesson support and modeling is provided by ESL teachers on an as needed basis. When the ESL teacher pushes in, ESL techniques and strategies to support the Common Core Learning Standards are modeled for the classroom teachers. Teachers keep record of their attendance and pertinent information received during the workshop. Administration keeps copies of all ELL training attendance sheets.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. At PS 46Q, we have high parent involvement. We offer parents numerous times throughout the year when they can participate in activities with their children both during the school day and during after school events. We have parent workshops, school trips, food festivals, class accumulating activities, shows, and various other activities. We have staff members who speak second languages and are available to translate when necessary. Parents of ELLs are active participants in all of the PS 46Q extra curricular parent activities.
  2. We do not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. We provide all parents with workshops throughout the school year during PTA meetings and have translators available upon need/request. We translate pertinent information and have staff members avail themselves as interpreters on an as needed basis.
  3. We evaluate the needs of parents through our PTA meetings, and through our ongoing communication with parents, teachers and our parent coordinator. We always have translators available.
  4. Again, we have ongoing communication with parents during PTA meetings, parent/teacher meetings and with our parent coordinator. We encourage feedback from parents throughout the year and have bilingual staff members available for translation purposes. At PS 46Q, we greatly value our parental involvement and create many opportunities throughout the year for parents to attend both in school and after school programs and activities. Workshops on parental guidance, test taking support in ELA an math, bullying and cyber bullying are amongst some of the parental workshops addressed to all PS 46Q parents including our ESL parents.

## E. 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: The Alley Pond School**

**School DBN: 26Q046**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marsha Goldberg	Principal		
Stamo Karalazarides	Assistant Principal		
Donna Kodjapashis	Parent Coordinator		
Leonard Galit	ESL Teacher		
Jessica Vecchia	Parent		
Zipora Cysner	Teacher/Subject Area		
Sonia Chojar	Teacher/Subject Area		
Roselaine Sacharoff	Coach		
	Coach		
Nicole Myers	Guidance Counselor		
	Network Leader		
Caroline Galan	Other <u>RtI</u>		
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 26Q46 School Name: The Alley Pond School

Cluster: 02 Network: CFN:205

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

### **Part A: Needs Assessment Findings**

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

We review Language Information Surveys, Home Language Surveys, receive referrals from both teachers and the Parent Coordinator. Our Parent Coordinator also surveys parents before and after school and informs them about our written/oral translation services. ATS reports are generated and reviewed for accuracy. Our major languages are Korean, Mandarin, Cantonese and Spanish. During Parent/Teacher conferences twice a year, notifications are sent out to parents in which they can request an oral interpreter to assist during their parent/teacher conferences.

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.

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

## Part B: Strategies and Activities

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

We will contact the Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual staff members. We plan to have school notices regarding parent workshops, PTA meetings and Parent-Teacher Conference noticed translated. We will provide timely translation and distribution of critical communications into covered languages as stipulated by DOE: registration, standards and performances, conduct and discipline, safety and health, placement in any special education, English Language Learners, transfers and discharges. If translation is not easily available, a cover letter or notice on the face of the English document in the appropriate covered language indicating how a parent can request a translation or interpretation.

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

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

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

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

In accordance with Section 7, posted in school lobby and main office are notifications in the language needs identified, informing parents of availability of translation and interpretation services. Each parent is provided a copy of Bill of Parent Rights and Responsibility, which includes their rights regarding translation and interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language assistance are not prevented from reaching administration solely due to language barrier.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Alley Pond School	DBN: 26Q046
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

## Part C: Professional Development

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

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

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

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