



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S./M.S. 164 QUEENS VALLEY SCHOOL OF THE ARTS

DBN (i.e. 01M001): 25Q164

Principal: ANNE ALFONSO

Principal Email: AALFONSO@SCHOOLS.NYC.GOV

Superintendent: DANIELLE DIMANGO

Network Leader: DIANE FOLEY

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
Anne Alfonso	*Principal or Designee	
Michelle Estrada	*UFT Chapter Leader or Designee	
April Doran	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Zachary Brachio	Member/ Assistant Principal	
Maria Elena Hanser	Member/ UFT Member	
Angelique Brown	Member/ Teacher	
Heidy Butt	Member/ Teacher	
Ophelia Chinapen	Member/ Parent	
Nina Greebler	Member/ Parent	
Diana Salazar	Member/ Parent	
Eve Chinnery	Member/ Parent	
Charlene Dawson	Member/ PTA Co-President	
	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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, each grade will revise mathematics curriculum by implementing Common Core units that embed the skills outlined in the relevant CC instructional shifts and assess student learning with rigorous formative assessments and summative assessments within the units of study. 60% of students will show an increased understanding of open ended questions.

Comprehensive Needs Assessment

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

- Based upon a review of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams and student work during the 2012-13 school year, we identified areas of need within our curriculum, instruction and assessment and the alignment with the Common Core Learning Standards.

Grades 3-8 (NYS Mathematics Assessment: Levels 3 and 4)			
	2010-2011	2011-2012	2012-2013
Grade 3	80.0%	82.6%	85.4%
Grade 4	76.0%	77.6%	84.0%
Grade 5	78.0%	88.2%	49.1%
Grade 6	78.0%	89.0%	58.8%
Grade 7	81.0%	85.7%	46.2%
Grade 8	84.0%	84.8%	49.4%

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

- Use of formative data to help drive differentiated instruction.
- Smartboard technology used to create interactive Math activities.
- Incorporating math Common Core State Standards (CCSS) into units to increase rigor through open ended questions and summative tasks.
- Students create Math goals on a regular basis.
- Use of technology programs:
 - Go Math's ThinkCentral online portal to support students understanding of skills
 - EdPerformance as tools for differentiation

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

- Support staff will be included to support small group instruction in grades 3-8.
They are:
 - ELL Teacher
 - IEP Teachers
 - Speech Teacher
 - SETSS Teacher

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

- NYC Performance Assessment was administered in October 2013 as an indicator for student baseline.
- Data from Baseline assessments in Fall 2013 to monitor and revise curriculum, and for small group instruction
- NYC Performance Assessment will be administered in spring 2014 as an indicator for student progress.
- Design tasks that includes Mathematical Practice #3- Model with Mathematics and/or Mathematical Practice #4 Construct Viable Arguments and Critique The Reasoning of Others within the grade appropriate Domain of Focus as indicated by the Citywide Instructional Expectations

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

September 2013 – June 2014

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

- Provide targeted Math instruction during Extended Day.
- Use of Inquiry Team methods and findings to help drive instruction.

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).

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

Budget and Resource Alignment

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

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

Tax Levy funds have been allocated for:

- Highly Qualified Professional Development activities
- Per Session Professional Development activities
- Per diem for in house and outside workshops and consultants
- SBO for Teacher Team work as per CIE
- TL Citywide Instructional Expectations
- Human Resources (.4 coach, Network staff developers, administrators)

Title I funds have been allocated for:

- Materials to support individual Professional Development Plans
- Per diem for in-house and outside workshops and collaborations
- Title 1 SWP

Title III funds have been scheduled for:

Direct instruction and supplemental services as a push-in model

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, all students will experience Common Core aligned ELA units. Units will be aligned to the CC literacy standards in ELA, Social Studies, and/or

Science. At least one unit will focus on a selected CCLS based on an area in need of improvement in accordance with current State data. 60% of the students will meet standards as evidenced by work products and task rubrics.

Comprehensive Needs Assessment

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

- Based upon a review of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams and student work during the 2012-13 school year, we identified areas of need within our curriculum, instruction and assessment and the alignment with the Common Core Learning Standards.

Grades 3-8: NYS ELA Assessment: Levels 3 and 4			
	2010-11	2011-2012	2012-2013
Grade 3	68.0%	66.7%	57.5%
Grade 4	61.0%	59.6%	62.7%
Grade 5	65.0%	73.1%	45.5%
Grade 6	58.0%	61.0%	38.8%
Grade 7	53.0%	63.1%	40.7%
Grade 8	61.0%	69.8%	48.1%

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.

1. Strategies/activities that encompass the needs of identified subgroups

Instruction (K-2)

- Addition of thematic unit to connect reading to all content areas
- Incorporating reading and writing Common Core State Standards (CCSS) into units to increase rigor through high level tasks.
- Smartboard technology used to create interactive reading activities
- Use of reading logs to monitor fluency and stamina
- Use of a variety of data for differentiated instruction
- Daily read alouds and word work to build vocabulary and listening skills
- The use of different types of small groups, such as:
 - Guided Reading Groups 3 times a week for grades K-2
 - Strategy Lessons 2 times a week for grades K-2
 - Book Clubs by interest and reading level daily for grades K-2

Instruction (3-8)

- Data will be used for small group instruction, monitoring student progress
- Addition of thematic unit to connect reading to all content areas
- Aligning additional units to the CCLS to selected standards as per the domains of focus in the Citywide Instructional Expectations
- Incorporating reading and writing Common Core State Standards (CCSS) into units to increase rigor through high level tasks.
- Use of written feedback through rubrics

- Smartboard technology used to create interactive reading activities
- Using conferencing and running records in grades 3-8 to monitor instructional needs and goals
- Revising or resetting instructional goals for small group instruction in grades 3-8
- The use of different types of small groups, such as:
 1. Guided Reading Groups 3 times a week for grades 3-5
 2. Strategy Lessons 3 times a week for grades 3-8
 3. Book Clubs by interest and reading level daily for grades 3-8
 4. Writing workshop strategy groups daily for grades 3-8

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

- Support staff will be included to support small group instruction in grades 3-8
They are:
 1. ELL Teachers
 2. IEP Teachers
 3. Speech Teacher
 4. SETSS Teacher

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

- Administration of NYC Performance Assessment in October 2013 and Spring 2014
- Administration of Fountas & Pinnell Benchmark Assessment: Fall 2013, Winter 2014, and Spring 2014
- DRA-2 completed 2 times per year: September 2013 and June 2014
- DRA-2 completed twice a year October 14th and June 15th in grades 3-8
- Examining data from the DRA2 based on Teachers College Benchmarks and running records for flexible grouping
- Examining data from student writing based on rubrics for flexible grouping
- Examining data from the Fountas & Pinnell Benchmark Assessment to determine flexible grouping
- Monitoring and revising instructional needs and goals through conferring and running records

4. Timeline for implementation and completion including start and end dates

September, 2013 – June, 2014

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

- Provide additional ELA instruction and oral language development during reading/writing workshop, as well as, Extended Day
- Use of Inquiry Team methods and findings to help drive instruction

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).

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

Budget and Resource Alignment

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

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

Tax Levy funds have been allocated for:

- Highly Qualified Professional Development activities
- Per Session Professional Development activities
- Per diem for in house and outside workshops and consultants
- SBO for Teacher Team work as per CIE
- TL Citywide Instructional Expectations
- Human Resources (.4 coach, Network staff developers, administrators)

Title I funds have been allocated for:

- Materials to support individual Professional Development Plans
- Per diem for in-house and outside workshops and collaborations
- Title 1 SWP

Title III funds have been scheduled for:

Direct instruction and supplemental services as a push-in model

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, each teacher will participate in 4-6 formative feedback sessions, based on option selection, with supervisors regarding all Danielson Competencies focusing on Domains 2 and 3. 60% of teachers will demonstrate evidence of adjusted practice from formative feedback sessions based on the Danielson rubric.

Comprehensive Needs Assessment

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

- Based upon a review of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams and student work during the 2012-13 school year, we identified areas of need within our curriculum, instruction and assessment, and the alignment to the Common Core Learning Standards.
- Based on soft data, including walkthroughs and teacher observations, and hard data including the NYS Item Analysis, we have identified areas in need of improvement to be aligned to the effective and highly effective practices of the Danielson rubric. Questioning and discussion, student engagement based on point of entry, and formative assessments will be analyzed and revised in 2013-2014 curriculum maps.

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.

1. Strategies/activities that encompass the needs of identified subgroups

- Administration is engaged in norming activities around Danielson's Framework using professional development provided by the Network Talent Coach.
- Professional Development is provided to all staff to help articulate the demands presented within using Danielson's Framework.
- Teachers participate in professional conversations among practitioners to enhance their practice at Chancellor's Conference Days, faculty conferences, and grade / department meetings.
- Teachers use feedback received to strengthen their pedagogy and analyze student work to determine next steps for teacher growth that deepens student learning.
- 4-6 classroom observations based on option selection to observe practices across competencies.
- All teacher teams (Inquiry, grade level teams, and department teams) will evaluate student assessments at least three times using a protocol for looking at student work.
- All teachers will modify lessons according to feedback based on observations conducted.

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

- Professional Development is provided by Network Talent Coach during SBO student non-attendance day on October 24, 2013.
- Principal and Assistant Principals will meet with teachers and teacher teams to implement effective and highly effective teaching practices into curriculum maps and lesson plans.

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

- Analyzing data from the Advance system to evaluate the progress of teachers in the Danielson competencies.
- Teachers will conduct self-reflections (oral/written) during post-conferences feedback sessions to measure the alignment between observed practice and the Danielson rubric.

4. Timeline for implementation and completion including start and end dates

September 2013 – May 2014

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

- Core Inquiry Team analyzes Danielson’s Framework and uses rubrics to determine next steps for instructional practices at the school level.
- Circular 6 period used for the integration of feedback into current curriculum maps and lesson plans.
- Weekly Inquiry Team meetings, as per SBO, will be used to analyze data and study best practices to improve pedagogy.
- SBO student non-attendance day on October 24, 2013 to support alignment of Danielson’s rubric to instructional practices.
- Chancellor’s Conference Days used to revise curriculum maps in alignment to Danielson’s rubric and incorporate changes to improve Questioning and discussion, student engagement based on point of entry, and formative assessments.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

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

Tax Levy funds have been allocated for:

- Highly Qualified Professional Development activities
- Per Session Professional Development activities
- Per diem for in house and outside workshops and consultants
- Human Resources (.4 coach, Network staff developers, administrators)

Title I funds have been allocated for:

- Materials to support individual Professional Development Plans
- Per diem for in-house and outside workshops and collaborations
- Title 1 SWP

Title III funds have been scheduled for:

Direct instruction and supplemental services as a push-in model

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.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

4. Timeline for implementation and completion including start and end dates

6.

5. 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.

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.

• Strategies/activities that encompass the needs of identified subgroups

1.

• Key personnel and other resources used to implement each strategy/activity

1.

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

• Timeline for implementation and completion including start and end dates

6.

• 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.

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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

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

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

1. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<ul style="list-style-type: none"> • Staff participates in weekly professional development sessions as provided by assistant principals and Network Specialists. • Staff members participate in weekly Inquiry Team meetings • Staff receives feedback through observations, walkthroughs, and intervisitations • Staff participates in organized professional development to complete 175 hour requirement by NY State • Staff participates in professional development to meet citywide expectations • Use of ARIS Learn to implement skills and strategies pertaining to effective and highly effective Danielson competencies • Attendance at two Chancellor's professional development days

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).
<ul style="list-style-type: none"> • Staff participates in weekly ongoing professional development through the Inquiry process • Staff analyzes and utilizes State and local data to make curricula decisions to develop high quality instructional program • Lead teachers attend content specific curriculum meetings and turn-key pertinent information to grade and department teams • Principal and Assistant Principals attends Network meetings to ensure Citywide Instructional Expectations are met

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Guidance Counselors provide strategies and facilitate monthly Town Hall meetings to deliver and ensure anti-violence programs and Respect-for-All to promote safety and respect in the classroom and build student self-efficacy • SAPIS (Substance Abuse Prevention Intervention Services) worker provides activities and strategies to ensure students' positive self-image and provide opportunities for students to participate in mediation sessions to improve relationships and foster learning during instruction • Community service opportunities for students promote a positive culture and interactions between students of various ages • Mediation is facilitated through the counselors and teams of teachers • Health and good nutrition is supported by kitchen staff, counselors, and teachers to promote healthy minds and provide quality energy for students to be alert and active throughout the day

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.).
<ul style="list-style-type: none"> • Pre-K teacher participates in early childhood professional development to see vertical growth • Pre-K teacher attends four outside professional development opportunities provided by the Office of Early Childhood

- Pre-K social worker along with guidance counselor provide learning opportunities in all areas for parents
- Early intervention services are provided on an on-need basis

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.

- School wide decisions are made based on CCSS for pre-K, as well as, early childhood grades
- Age-appropriate assessments, such as Fountas & Pinnell, to monitor and gauge student progress

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.

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, P.S./M.S. 164, 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, P.S./M.S. 164, 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;
 - Workshops on all grade levels will be provided in literacy and math to discuss the core curriculum learning standards and to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.
 - A series of computer classes will be offered so that parents/guardians can learn the basic computer skills, such as opening up an email account, as well as, learning how to navigate ARIS, JupiterGrades; the school website and additional outside websites. Parents will also be shown how a Smartboard works and how teachers are using this interactive tool in their classroom.
 - Providing a "List of Terminologies" used by the Department of Education to parents in English and translated copies using the Department of Education translation services.
- 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;
 - Workshops/conferences will be held to inform parents/guardians of the many different services that are offered by the Department of Education, such as: English Language Learners (ELL), etc; as well as the different levels of school involvement and leadership opportunities, such as: SLT, PA/PTA, and Learning Leaders.
 - Parent/Guardian meetings will be held at various times throughout the school year to inform parents of the different educational choices parents have, such as: the high school application process, the middle school choice process; gifted and talented program, etc.
 - Communicate with parents via backpacking, emails, school website and automated phone system all parent/guardian events, workshops, trainings and/or conferences held at the school level; the district level; and the central level.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - Encouraging parents/guardians to contact their child's teacher in between Parent/Teacher Conferences to ensure their child is making adequate progress.

- Progress reports given out twice a year – between the 2nd and 3rd semesters and again between the 3rd and 4th semesters for students in grades 6 through 8.
 - Providing on site interpretation by staff, as well as “over-the-phone” conferencing with the Department of Education Translation/Interpretation Department, to ensure that all parents/guardians feel welcomed in the school and to help them understand the needs of their child.
 - Sending out notices in the 9 languages offered for translation by the Department of Education; as well as additional languages if the budget allows.
 - Encouraging parents/guardians to log on to ARIS.
 - Using *JupiterGrades*, an online interactive program which allows parents/guardians to log on and see their child’s progress, as well as, connect with the teacher via email.
 - Invite parents/guardian to class celebrations such as; author celebrations, school and grade performances, and family curriculum nights.
- providing assistance to parents in understanding City, State and Federal standards and assessments;
 - Hold meetings and/or conferences so that parents are able to meet in small groups by grades to understand the core curriculum learning standards related to their particular child.
 - Send home the school calendar, as well as the State and City assessment dates, so that parents are aware of when their children will be taking the ELA and Math State tests as well as other assessment tests that will be given throughout the year.
 - Holding workshop for grades K-2 parents/guardians to help parents understand how to decode Fountas & Pinnell Benchmark Assessments Reading Tracker on ARIS.
 - Having the Parent Coordinator offer open session/meeting times for parents/guardians to ask questions.
 - Holding workshop for grade 3-8 parents/guardians to discuss the difference between the different assessment tests and how to best help their child prepare for the state standardized tests.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - Information will be distributed in many different forms, such as: Backpacking; electronic emails; school website; automated phone system and posted on the “Parent Information Wall” in the main lobby.
 - Written information, such as: letters, notices, school-wide events, testing and assessment schedules, etc., will be sent for translation into the 9 languages offered by the Department of Education Translation and Interpretation Division. Translations into other languages will be provided based on the school budget. The translated copies will also be sent home via backpacking, email, school website, and posted on the “Parent Information Wall”.
 - Parent survey sent home by the Parent Coordinator regarding the needs for oral and written translation services.
- 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;
 - Train parents/guardians from all cultures to assist in working with teachers and staff to help them reach out to parents/guardians who have a language or cultural barrier.
 - Encourage staff member to use over-the-phone interpretation when needed.

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

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;
- Assess the needs of the parents/guardian, through the parent survey as well as the Department of Education School Survey, early in the school year to determine what types of programs and events to plan throughout the year.
- 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Night events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for 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 and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand. All written material will be translated by the Department of Education in the 9 major languages and by outside agencies as needed, if funds are available;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents; whether it be using an interpreter or using the "over the phone" interpretation services;
- 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; Family Curriculum Nights; workshops, etc.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 25	Borough Queens	School Number 164
School Name Queens Valley		

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 Anne Alfonso	Assistant Principal Chanah Markowitz
Coach Shali Wang Pratt	Coach type here
ESL Teacher Rose Lewinson	Guidance Counselor Alla Schneider
Teacher/Subject Area Josephine Cespon	Parent type here
Teacher/Subject Area type here	Parent Coordinator LuAnn Atchison
Related Service Provider Rita Rayna	Other type here
Network Leader(Only if working with the LAP team) Diane Foley	Other type here

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	599	Total number of ELLs	81	ELLs as share of total student population (%)	13.52%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Push-In	16	4	4	4	4	4	4	4	4					48
Pull-out	4	4	4	0	4	0	4	4	4					28
Total	20	8	8	4	8	4	8	8	8	0	0	0	0	76

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	6

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	66	0	6	9	0	6	6	0	3	81
Total	66	0	6	9	0	6	6	0	3	81

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
TOTAL	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
TOTAL	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
TOTAL	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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	3	2	1	2	0	0	2	1	2					13
Chinese	4	8	2	0	0	1	1	1	2					19
Russian	5	0	0	0	1	1	1	2	0					10
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	1	1	0	0	0	0	0	0	0					2
Arabic	4	0	0	0	1	0	1	0	0					6
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	1	0					1
Punjabi	1	0	0	0	0	0	0	0	0					1
Polish	1	0	1	0	0	0	0	0	0					2
Albanian	0	2	0	0	0	0	0	1	0					3
Other	8	6	2	1	1	1	1	1	3					24
TOTAL	27	19	6	3	3	3	6	7	7	0	0	0	0	81

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)	7													7

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)	4													4
Advanced (A)	16					1								17
Total	27	0	0	0	0	1	0	0	0	0	0	0	0	28

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
P.S./M.S. 164 uses a variety of assessments programs to assess the early literacy skills of our ELL population. There are numerous programs that are utilized in the beginning of the year and at the end of the year, the programs that are utilized in beginning of the year and at the end of the year, the programs are as follows Fountas & Pinnell Reading Assessment, At Performance, The New York City Department of Education Measures of Student Learning Performance Assessment (Grades 3-8) and the New York City Performance Assessment (K-2), all ESL students took these tests except ELL's who have been in this country less than a year. Both the New York City Department of Education Measures of Student Learning Performance Assessment (Grades 3-8) and the New York City Performance Assessment (Grades K-2) are aligned to Common Core State Standards, students are given a task that requires students to write an essay using evidence from texts, graphs, charts, etc. to support their answer. Students are given these assessments in the beginning of the year in order for teachers to target student's needs. Students are reevaluated with these assessments in order to monitor the progress of the students. Students will receive instruction on using reading and writing skills that are geared toward ELL's to increase English proficiency.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that students need additional instruction in reading and writing. ESL students receive instruction that is targeted to their specific needs. Students in grades K-8 have the most difficulty in reading and writing modalities on the NYSESLAT. Most of the students have scored beginner and intermediate levels in both reading and writing. A majority of students scored on the listening and reading modalities an Advanced and/or Proficient score.
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](#))

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?

The lower grades on the whole tend to score higher than the upper grades. For example, grades 6-8 tend to need additional instructional intervention because of higher academic level of content area that they are expected to master. A student's level of literacy in their own native language is assessed both formally and informally at the school level. However, there are informal assessments of a student's language ability performed by teachers who are bilingual. We presently have the capability to translate in Chinese, Russian, Korean, Greek, Spanish and Hebrew by licensed and certified teachers. P.S./M.S. 164 has paraprofessionals that are bi-lingual in the following languages: Korean, Russian, Ukranian, Spanish and Greek. All students and parents have both teachers and paraprofessionals available to them for translations regarding any aspect of educational concerns. The Parent Coordinator has the ability to translate any language spoken or written via the New York City Department of Education website which is schools/nyc.gov/offices/translation.

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](#).)
In English students that scored a 1 or 2 on the ELA will receive small group instruction with a focus on needed skills and strategies. There will be after school programs for extra help. Students that scored above a level 2 will receive continued small group instruction with a focus on skills and strategies that show need of improvement. After school programs are offered for extra help and for first time ELA testers. Scaffolding techniques and differentiated instruction will be used.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Bi-lingual dictionaries and glossaries are available in student's language. Additional texts and instructional materials are available in different languages. All content teachers (Math, Social Studies, Science) have had training in ESL methodology. Additional assistance with the help of ESL teachers additional reinforcement is provided through small groups instruction based on each child's ability. ELLs are encouraged to utilize their foundation and knowledge in their native language whenever possible. Emphasis is placed on the student using word to word glossaries and dictionaries whenever possible in their academic activities. Collaboration between classroom/content area teachers occur on weekly basis to ensure the educational needs of ELLs. Differentiated instruction is implemented to meet the academic needs of the ELL's are met.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our ELLs have made significantly good progress since last year. We had 22 students that received a final score of Proficient, 46 students received a score of Advanced, 13 students received a score of Intermediate, and 2 students received a score of Beginners on the 2013 Spring NYSESLAT. Forty seven went up one or two levels on the 2013 Spring NYSESLAT. More than three quarters of the total of the ELLs who took the NYSESLAT received a score of Proficient or Advanced.

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](#).) All new admits, code 58, are given a Home Language Survey to fill out facilitated by pedagogues (teachers on staff) and translation assistance. An oral interview is conducted by an ESL or trained pedagogue at the time of registration, questions are addressed to both parent and student at that time, if oral translation is required it is provided. At the time parents can view the orientation video provided by the Department of Education in their target language if that language is available on the video provided by the Department of Education in their target language if it is available in their language on the video, any questions will be addressed by a pedagogue that is present at that time, if any translation is required the school will accommodate the parent to provide it. Parents are informed and advised of Dual language, Transitional Language programs and ESL programs. They are given the option of choosing the program of their choice and made aware at registration that they can request a bilingual program in another school if they so desire. The student will be given the LAB-R within 10 days of school, and the parent will be invited to a video orientation session within that 10 day period any questions that the parents have are addressed during the informal interview and parents are informed of the three programs. The Spanish lab is administered by a certified ESL teacher who is bilingual and biliterate in Spanish, she also has a extension on her bilingual license.
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. Parents are invited to a video orientation session upon registration, explanations of the three programs that are available are given at the time of registration, the informal interview is also conducted at that time. If the parent cannot view the orientation video at the time of registration, they are contacted within the ten day period to be interviewed, informed of the three programs and given the opportunity to address any and all questions that they may have. If any parent needs further clarification in their language it can be provided by paraprofessionals, teachers or administrators or by a translation service. They can select the program of their choice after they have reviewed all opponents of the three programs.
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](#)].) Beginning with Kindergarten registration in the Spring prior to the new school year, parents are given a preliminary overview of the ESL program at P.S./M.S. 164. An entitlement letter is sent to the parent of the ELL student stating that the student is entitled to receive ESL services when a student scores at or below the cut-off score on the LAB-R. This letter explains that the student is entitled to a mandated bilingual or ESL program. Copies of the entitlement letter sent to parents are kept on file. The original is placed in the student's cumulative records.

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.
Administrators, teachers, paraprofessionals that are bilingual are called upon to answer questions parents may have regarding bilingual or ESL instructional programs. Translations services are available through the Parent Coordinator from the Department of Education Translation and Interpretation services.
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.
Students are identified using the LAB-R and the NYSESLAT once identified all students are administered all sections of the NYSESLAT. ESL teachers administer the NYSESLAT. The Speaking part is administered to students individually, and the Listening, Reading, and Writing is administered in small groups. If a student is absent for a particular section(s) make-up(s) are given as soon as the student is present in school.
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. 
After reviewing the Parent Survey and Program Selection forms for the past three years, the trend that has been observed at P.S./M.S. 164 indicateds that most parents have requested ESL Programs. In September 2013, among the new admits we had the majority of the new admits picked ESL as a program choice. In September 2013, among the 28 new admits we had 21 parents that requested EDL services, 5 parents who requested Transitional Bilingual Education and 2 parents who requested Dual Language. Our programs are aligned with parent requests. At the intitial meeting parents are given a description of our ESL program. We explain that our ELL students receive instruction four periods a week in ELA and/or content areas such as Social Studies, Math or Science using the push-in model. ELL students (Beginners & Intermediate) receive an extra four periods using the pull-out model for grades 3-8, and a combination of a pull-out/push-in model for grades K-2. We currently have two full time ESL teachers.

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])?

The ESL Program consists of a push-in/pull-out model. The English Language Learners are distributed heterogeneously throughout the grades. The ESL classes receive their instruction in English. The beginner ESL students receive their mandatory instructional time by having the ESL teachers work with the classroom teachers during a 180 Block in a Push-In.Co-teaching model during ELA instructional period and/or core content area subject. Beginner's and intermediate students receive an additional 180 minutes in a pull-out program to help support English language development that includes a teacher Read Aloud, independent reading, partner reading, and cloze reading aligned to the Common Core Standards. In all these models, the teacher's goals are to help the ESL students use English to communicate in social settings, to progress academically in all content areas and to learn appropriate social and cultural communication skills. Some of the instructional strategies are TPR (Total Physical Response) Cooperative Learning, Individualized Instruction, CALLA (Cognitive Academic Language Learning Approach), Differentiated Instruction & Scaffolding of Instruction and collaboration with staff members.

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)?

The ESL teachers provide ESL services eight periods a week for a total of 360 minutes for the beginner and intermediate groups and 180 minutes for advanced groups as per CR Part 154.

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.

In all these models, the teachers' goals are to help the students use English to communicate in social settings, to progress academically in all content areas and to learn appropriate social and cultural communication skills. Some of the instructional strategies are ILA (Integrated Language Arts), TPR (Total Physical Response), use of Multiple Intelligences Approach, Cooperative Learning Individualized Instruction, learning Styles, CALLA (Cognitive Academic Language Learning Approach), Sheltered English Approach, Differentiated Instruction, and Scaffolding of Instruction. I

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students who speak in other languages are informally assessed by school staff who speak their language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
During the school day, all teachers use informal and formal assessments to determine the level of proficiency for each child. Based these assessments students receive differentiated instruction in all subject areas using scaffolding techniques . ESL teachers push-in to help administer small group instruction.
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).

At present no students have been identified as SIFE on the BESIS survey. In order to meet the needs of a SIFE student, the following actions will be taken: leveled libraries, with a range from two levels below to one level above the SIFE student's identified reading range, the guidance counselor will continue to profile emotional and affective factors, the student will be screened for learning disabilities. Staff members will learn about the student's cultural and family background, and differentiated instruction will be implemented along with grouping by ability and need to target needed skills. Students who have been here less than three years (newcomers) will receive small group instruction before, during or after school. Students who have been receiving service for 4-6 years will have instructional learning that focuses on the student's needs, paired with instructional academic language aligned with the common core standards. Long-term ELLs will receive additional instruction geared to their special instructional needs using scaffolding

techniques. Academic Intervention Services (AIS) will provide additional support to the long term ELLs to increase literacy and mathematical skills. Students receive small group instruction during the day the push-in ESL teacher targeting skills and strategies in which the students need help.

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?

Our school is introducing a new math program which is GoMath, professional development at our school is conducted by our lead math teacher for this program. ESL teachers, classroom teachers and math teachers will collaborate on this new program and share teaching strategies that would benefit the ESL students. The reading coach and various classroom teachers will network with ESL teachers on the new reading program ReadyGen in order to better serve the needs of the ESL students and provide the optimal planning and implementation of all lessons being delivered. CodeX is a new reading program that is being introduced to the (middle school (Grades 6-8). The reading program is aligned to the Common Core Standards, it features predominately non-fiction text academically challenging vocabulary. ELA and ESL teachers will collaborate on how to deliver lessons to ELL's in order to meet the specific needs of the students.

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?

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
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

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

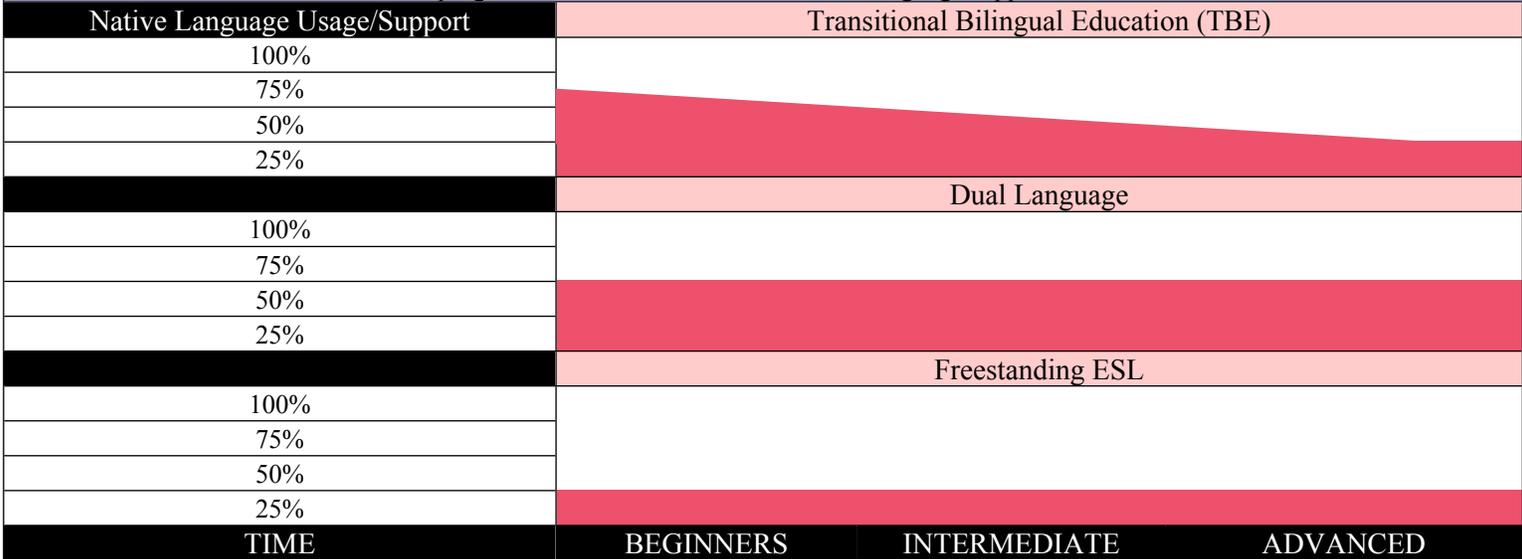
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

ESL teachers, classroom and content area teachers will focus on strategies that will address the needs of the ESL students who are struggling with the language of math, math concepts and math skills. Some of these students with IEPs who need continued English language support in this content area. ESL teachers will collaborate with classroom and content area teachers on the skills and strategies that show need of improvement. After school programs are offered for extra help and for first time ELA Testers. Scaffolding techniques and differentiated instruction will be used.

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

Our current program is effective in meeting the needs of our ELLs in both content and language development. Academic language is specifically targeted in all subject areas. Both the ESL, classroom and content area teachers collaborate regarding instruction for ELLs. Planning and driving instruction is discussed between content/classroom teachers in regard to our ELL population with special emphasis on focusing on their individual learning needs. All classroom, ESL and math teachers analyze the results of the New York City Performance Assessment Test that the students took in the beginning of the year. All classroom, ESL and math teachers use this assessment to drive instruction. All classroom, math and ESL teachers are familiar with our program Go Math which is used by Grades K-8, there are assessments given after each unit, all teachers involved in instructing ESL students collaborate on how to best serve these students needs. In addition, all classroom, math, and ESL teachers use the New York State Math Assessment test to analyze the item analysis on ARIS. In regard to social studies, grades 6-8 took the New York City Social Studies Performance Assessment Test in the beginning of the year, all the teachers that are involved in instructing ESL students will use this assessment test to direct instruction to their instructional needs. In grades K-5 use ReadyGen, the literature is aligned with Common Core Standards, again all teachers involved in the instruction of ESL students collaborate on the instructional needs of these students. In addition teachers collaborate on determining and writing a unit plan for their grade in regard to Social Studies which is aligned with the Common Core Standards, all classroom and ESL teachers are involved in planning and implementing this unit. Units tests are administered after each unit along with a culminating task, which is instrumental in driving instruction for the ELL population. In grades K-5 students receive Science instruction by our Science teacher and in addition in their classroom, all instruction is aligned with the CCS. The Science teacher, the classroom teachers and the ESL teachers discuss and review the curriculum needs of the ESL students in regard to the science curriculum. Unit tests and culminating tasks are assigned after each unit of study which is reviewed by all teachers in regard to providing for the instructional needs of the ESL students. For Grades 6-7 all students took in the beginning of the school year a New York City Performance Assessment test, the results will drive instruction for meeting the needs of ESL students. In addition, the Science teacher for Grades 6-8 collaborates with the ESL teacher in regard to the progress of ESL students and how to meet their instructional needs.

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

Our school is considering utilizing more technology in the classrooms with the use of SMART boards, websites and technology programs that would enhance language development.

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

The Teacher's College Workshop Model will not be totally discontinued but will be used less frequently because it is not entirely aligned with the Common Core Standards.

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

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

Both written and oral translation services are available for families whose primary language is not English in order to keep them informed of school events and issues.

Performances by the arts department and individual classes both in the day and evening offer parents the opportunity ot observe their children in activities beyond the classroom.

Family literacy and math evenings are an annual occurrence.

Ongoing publicity through flyers, school messenger, email, web page and a highly visible message board outside the building

continue to keep parents and family members informed of school events.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The increased use of a SMART Board by the majority of the teachers will be used in classrooms. The Math program that is being used this year is GoMath and the ELA program is ReadyGen. ReadyGen is planning to provide reading texts in different languages to align with the texts that are in English.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students in the ESL program are also given books to read in their native language as well to help them integrate into small group instruction as it pertains to the Common Core Standards. ReadyGen is planning to provide reading texts in different languages to align with with the texts that are in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All instructional materials are aligned with the Common Core Standards and grade levels that the ELLs are in. All ESL teachers use scaffolding techniques in regard to any and all instructional materials. ESL teachers collaborate with classroom/content area teachers in order to align instructional objectives.
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.
All students are invited to partake in all activities through out the school year. For example, students are invited to Math Night, Social Studies Night and any other activites that occur through out the school year.
18. What language electives are offered to ELLs?
In our middle school courses are available in Spanish, all these classes are available to ESL students.
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)?

Paste response to questions here:

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. All ESL teachers are involved in professional development in the components of the Common Core Standards during planned professional development days such as Election Day, Staff Development days and Faculty Conferences. During these staff development days all teachers that instruct ELL's discuss different methodologies regarding these students which are aligned with ESL strategies. During some inquiry meetings both ESL teachers conducted training to teachers of ELL students on vocabulary development specifically as it relates to our ELL population and this instruction is aligned to Common Core Standards.

2. Specialized staff development meetings are given to ESL teachers which are specifically geared to addressing the needs of ESL students. During these staff development meetings all teachers are trained in using scaffolding, differentiated instruction, using the Socratic method, cooperative learning, all teachers are encouraged to implement these methodologies into their instructional planning in order to drive instruction productively.

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

4. Our Network ESL specialist conducts professional development at one of its regular meetings where the ESL teachers are trained in how to address the needs of the ESL students in academic content area subjects according to the expectations of the Common Core Standards. Special emphasis is placed on meeting the needs of the ELLs as it relates to their level of English proficiency. Different learning skills are explored and implemented through the ESL training. Teachers are given professional development by our Network ELL Specialist and our ESL teachers on designated professional days, faculty conferences and workshops that are given throughout the year.

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. Parents of new ELLs are invited to an orientation session regarding the Core Curriculum, assessments, and general information about the program. A letter is sent home to the parents inviting them to the orientation in their home language. Letters and translators are provided to parents in the language of the community.
 2. Workshops are conducted by the Parent-Coordinator which includes ESL classes for parents, the budget permitting, book clubs, and workshops on various topics such as; Preparing for the Parent-Teacher's Conferences, Ready NYC, and Technology Support. the needs of parents are evaluated through surveys, during meetings, and through the PA. Monthly breakfast workshops focus on informing parents on pertinent school issues concerning their children such as standardized testing, homework strategies, the City-Wide discipline code and ELL programs.
 3. All teachers of ELLs inform parents in their language in terms of the individual educational needs of the ESL student. Parents are kept abreast of academic needs as they arise through oral or written translations. Upcoming events such as school trips, after school social events such as school dances, holiday performances , cultural celebrations, math night, social studies night, and science night. Parents are informed of PTA events in their language either orally or in written correspondence. Both written and oral translation services are available for families whose primary language is not English in order to keep them informed of school events and issues. Classes offer curriculum celebrations focusing on the work students have completed in the content areas. Parents will be invited to share in these celebrations with the class. Performances by the arts department and individual classes both in the day and evening offer parents the opportunity to observe their children in activities beyond the classroom. Family literacy and math evenings are an annual occurrence.
 4. Ongoing publicity through flyers, school messenger, email, web page and a highly visible message board outside the building continue to keep parents and family members informed of school events. Our parent Coordinator evaluates the needs of our parents at the start of the school year. Parents are invited to meet with the ESL teachers and the Parent Coordinator to learn about the different activities/workshops/Book Clubs that will be offered during the school year. At that time a survey is handed out so that parents can give their input. A calendar is sent to all parents monthly as well as posted on our school website. Our parent involvement activities address the needs of our parents. Every week parents are invited to attend either a workshop, book club, or activity that is presented by a staff member which includes teachers, assistant jprincipal, guidance counselor, and/or parent coordinator. Topics requested by parents include; ARIS Training, CommonCore Curriculum and how it affects their child, how to prepare for the parent-teacher conference, applying to middle/high school, and navigating NYC.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q164 School Name: Queens Valley

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

Translation needs were researched by examining the RPOB report from ATS that there are 81 ELL students in the school. HLIS surveys indicate that ELLs made up 13.52% of the total student population. The RPOB report indicates that the languages spoken most by ELLs are Chinese and Spanish. Observations on a daily basis by teachers, administration, Parent-Coordinator Survey and other staff members have determined that many parents need a translator in order to communicate with the school.

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.

Through observation by Administration, the Parent-Coordinator, teachers, and office staff, it was determined that many parents who tried to contact the school either by telephone or personal appearance, needed the help of an interpreter in order to communicate. Parents often brought a representative to the school building to interpret for them during school events such as Parent-Teacher Conferences and Educational Planning Conferences. Staff surveys were conducted and discussions were held during faculty conferences to report and determine the for both written and oral interpretation for non-English speaking parents and guardians. Many staff members were asked to interpret when the situation arose, indicating a need for interpretation services. During students state assessments there was a growing need to provide translated exams and hire oral interpreters for students new to this country. This demonstrated and indicated a need to research the need for translation and interpretation services for the parents of these students. Information regarding translation and interpretation is posted in the main lobby by the school safety security desk, backpacked home and posted in the weely newsletter emailed home to to parents.

Part B: Strategies and Activities

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

2. Approximately, two thirds of our school community populations comprises speakers of other languages. One of the reports we utilized to determine our translation and interpretation needs was the (RPOB), which allows us to contact these families regarding how they would prefer to have correspondence sent to their homes. The Department of Education of the City of New York monitors and reports through ATS which enables the school to receive written information of academic, social and cultural services available through the school and in the community.

The Parent Coordinator is pivotal in her role during parent teacher conferences in communicating and informing staff of different languages that are available. This is done by asking teachers what their translation and interpretation needs are regarding all students in their class. In addition, teachers are made aware of the DOE's Department of Translation and Interpretation services through communication with the Parent Coordinator. The Parent Coordinator informs the staff of all tools and phone numbers that they may access in order to receive translation and interpretation services.

Parents/Guardians are informed of interpretation and translation services through parent surveys, weekly emails, a large poster that is visible as soon as parents/guardians enter the building, and automated phone system.

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

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

Staff members are available to act as interpreters during Parent-Teacher conferences and on a needed basis. Forms are distributed to teachers allowing them to request the services of a interpreter during Parent-Teacher conferences, emergency parent meetings and Education Planning Conferences.

Staff members are given a Language Identification Card distributed by the Department of Education Translation and Interpretation Unit as well as the phone number for over-the-phone interpretation.

Parents are notified by:

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

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

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

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

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

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

Primary language spoken will be determined by survey in September.

translated versions of the "Parent's Bill of Rights" are on file in the main office entrance.

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Queens Valley	DBN: 25Q164
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: push in model
Total # of ELLs to be served: 31
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 1
of content area teachers: 12

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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