

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

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

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

| Name                  | Position and Constituent Group Represented   | Signature |
|-----------------------|--|-----------|
| Marsha Goldberg       | *Principal or Designee   |           |
| Dawn Michaels         | *UFT Chapter Leader or Designee  |           |
| Elaine Ngai           | *PA/PTA President or Designated Co-President   |           |
| Frances Kersch        | DC 37 Representative, if applicable  |           |
|                       | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| Not Applicable/None   | CBO Representative, if applicable  |           |
| Rosemary Nucatola     | Member/ Teacher  |           |
| Nicolas Singh         | Member/ Teacher  |           |
| Jodi Solomon          | Member/ Teacher  |           |
| Coleen Wong           | Member/ Teacher  |           |
| Winnie Yeh            | Member/ Parent   |           |
| Lisa Warren           | Member/ Parent   |           |
| Kathryn Starace-Saban | Member/ Parent   |           |
| Elaine Ma-Concepcion  | Member/ Parent   |           |
| Anthony Vecchia       | Member/ Parent   |           |
| Lorraine Burke        | Member/ Parent   |           |

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 85% of all students in K-5 will progress a minimum of two independent reading levels on their Teachers College Reading and Writing Project (TCRWP) running records.

### **Comprehensive Needs Assessment**

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

With the inception of the CCLS, students are expected to read at a much higher Lexile level in each grade. In 2014, we saw a drop in our percentage of students scoring a level 3 or 4 on the NYS ELA test. 53% of our students received a level 3 or 4 on the 2014 NYS ELA test compared to 58.8% in 2013.

### **Instructional Strategies/Activities**

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

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

1. Independent reading every day in grades K-5 at home and in school.
2. Shared reading and read alouds of complex texts at grade appropriate Lexile levels.
3. Tier II, III and IV questions and discussions about complex texts.
4. Guided reading groups in order to support students' movement into higher reading levels.
5. Strategy groups in order to support students' individual phonemic and comprehension needs, including quick, daily 1:1 reading drills for targeted students.
6. Pictorial and oral English language acquisition through daily language drills and verbal prompts.
7. RTI Tier III push in ELA instruction for students who scored a level 1 on the 2014 NYS ELA

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

1. K-5 General Education and Special Education teachers
2. K-5 General Education and Special Education teachers, RTI, AIS, SETSS Teachers, F Status Literacy Coach
3. K-5 General Education and Special Education teachers, RTI, AIS, SETSS, Cluster Teachers, F Status Literacy Coach, Administration
4. K-5 General Education and Special Education teachers, RTI, AIS Teachers, F Status Literacy Coach, Administration
5. K-5 General Education and Special Education teachers, RTI, AIS, SETSS, Speech Teachers and paraprofessionals, F Status Teacher
6. K-5 General Ed and Special Education teachers, ESL teachers, paraprofessionals
7. F Status Teacher

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

1. Reading data analysis during assessment periods: September, November, March and June. Analysis of comprehension work around texts, conference notes, observations, and running records.
2. Analysis of comprehension work around texts, conference notes, observations, and running records.
3. Analysis of comprehension work around texts, conference notes, observations, and running records.
4. Reading data analysis during assessment periods: September, November, March and June. Analysis of comprehension work around texts, conference notes, observations, and running records.
5. Reading data analysis during assessment periods: September, November, March and June. Analysis of conference notes, observations, and running records.
6. Analysis of comprehension work around texts, conference notes, observations, Great Leap daily tracking notes and running records.
7. Analysis of comprehension work around texts, conference notes, observations, and running records.

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

1. Independent reading will begin in September 2014 and end in June 2015. The TCRWP IRL assessment dates are: September 2014, November 2014, March 2015, and June 2015.
2. Shared reading and read alouds of complex texts will begin in September 2014 and end in June 2015.
3. High level questioning will begin in September 2014 and end in June 2015.
4. Guided reading will begin in September 2014 and end in June 2015.
5. Strategy group instruction will begin in September 2014 and end in June 2015.
6. Strategy group instruction and 1:1 targeted drills will begin in September 2014 and end in June 2015.
7. RTI Tier III push in ELA will begin in February 2015 and end in April 2015.

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

1. Leveled library books including texts in various genres
2. Ready Gen reading program by Pearson
3. DOK Chart (Depth of Knowledge), Charlotte Danielson's Framework for Teaching- 3b, low inference observations
4. Leveled library books
5. Ready Gen (K-5), Words Their Way (K-2), Foundations (K-2), Wilson Reading(RTI, SETTS, AIS), Great Leaps (K-5 RTI for Level 1 Gen Ed and SWDs)
6. Ready Gen (K-5), Words Their Way (K-2), Foundations (K-2), Wilson Reading(RTI, SETTS, AIS), Great Leaps (K-5 RTI for Level 1 Gen Ed and SWDs)
7. Ready Gen (4, 5), Ready NY ELA (4,5)

**Strategies to Increase Parental Involvement**

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

1. Explaining of the NYS ELA testing and CCLS literacy expectations during PTA meetings.
2. Parent workshops in supporting children with reading, the use of Thinking Maps to drive critical thinking about texts, and planning engaging activities with families using NYC resources such as museums, zoos and parks.
3. Adult ESL classes, building parents' English language acquisition so that they can better support their children towards career and college readiness.
4. More conferences with parents during the school year as necessary to support individual students' needs. The teacher will discuss student progress and individual next steps in support of attaining CCLS expectations in ELA. Teachers will initiate meetings with parents during the new 40 minute parent engagement time.
5. Independent Reading Levels are transparent through ARIS for parents to view. Parents are also given this data in their child's individual report cards. Additionally, parents are given the TCRWP reading levels chart to view grades' expectations.
6. Parent coordinator is accessible for questions, plans parent workshops and provides parents with assistance in the use of the ARIS online tool throughout the school year.
7. Teachers facilitate meetings and workshops throughout the school year either during PTA meetings or their 40 minute parent engagement time. One example is our Thinking Maps meeting which is planned and implemented by one of our teachers.
8. Our parent coordinator surveyed parents' interests and concerns for workshops and meetings. Two of the top three requests were: supporting their children in reading, CCLS ELA expectations.

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #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 2015, 85% of all students in K-5 will show one year's progress in math problem solving utilizing the Common Core Learning Standards Exemplar's 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.

Students are expected to explain their reasoning and to justify their arguments when answering a math problem in both oral and written form. The CCLS instructional shifts have raised the level of expectations for math problem solving. In 2013, 70% of our students received a level 3 or 4 on the NYS Math Test. In 2014, 74% of our students received a level 3 or 4 on the NYS Math Test. Even though we saw an increase, we are still below the 92.6% of students obtaining a level 3 or 4 on the 2012 NYS Math test. The CCLS instructional shifts have increased the rigor of math problem solving for students, providing challenges in meeting and exceeding grade level math expectations. We are working towards continually moving forward in our CCLS math achievement in order to meet the depth and expectations of the Common Core Learning Standards in math.

### Instructional Strategies/Activities

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

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

1. Implementation of real life word problems that students solve cooperatively or independently.
2. Planning, solving and explaining the reasoning of CCLS math problems.
3. Identification of individual computation needs and vertical and horizontal needs. Scaffolding instruction to meet individual student and grade-wide or school-wide needs.
4. Planning and implementing multiple entry levels for each lesson.
5. Use of manipulatives during lessons- both virtual (Smart Board) and three dimensional.
6. 1:1 daily drill instruction of mathematical calculations
7. RTI Tier III push in math instruction for students who received a level 1 on the 2014 NYS Math test

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

1. K-5 General Education and Special Education teachers, Math cluster teacher, RTI, AIS, SETSS teachers
2. K-5 General Education and Special Education teachers, Math cluster teacher, RTI, AIS, SETSS teachers, K-5 Teacher Teams, School-wide Inquiry Team, Administration
3. K-5 General Education and Special Education teachers, Math cluster teacher, RTI, AIS, SETSS teachers, paraprofessionals
4. K-5 General Education and Special Education teachers, Math cluster teacher, F Status teacher
5. K-5 General Education and Special Education teachers, Math cluster teacher, RTI, AIS, SETSS teachers, F Status teacher
6. K-5 paraprofessionals
7. F Status teacher

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

1. EnVision Math Assessments, Exemplar Rubrics, conference notes, checklists
2. EnVision Math Assessments, Exemplar Rubrics, conference notes, checklists
3. EnVision Math Assessments, Exemplar Rubrics, conference notes, checklists, Great Leaps data assessments and daily tracking sheets as RTI for level 1 Gen. Ed. students and SWDs)
4. EnVision Math Assessments, Exemplar Rubrics, conference notes, checklists
5. EnVision Math Assessments, Exemplar Rubrics, conference notes, checklists
6. Great Leaps assessment tools, and daily progress data
7. EnVision Math Assessments, Exemplar Rubrics, conference notes, checklists

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

1. Beginning in September 2014 and ending in June 2014. EnVision Beginning of the Course test- September 2014, Envision Topic tests done monthly and an EnVision Benchmark tests are given every four topics until June 2014. NYC Performance Task in Math is given to each child in October 2014 and then again April/May of 2015.
2. Beginning in September 2014 and ending in June 2014. EnVision Beginning of the Course test- September 2014, Envision Topic tests done monthly and an

EnVision Benchmark tests are given every four topics until June 2014. NYC Performance Task in Math is given to each child in October 2014 and then again April/May of 2015.

3. Beginning in September 2014 and ending in June 2014. EnVision Beginning of the Course test- September 2014, Envision Topic tests done monthly and an EnVision Benchmark tests are given every four topics until June 2014. NYC Performance Task in Math is given to each child in October 2014 and then again April/May of 2015. Great Leaps 1:1 math computation program beginning in December 2014 and ending in June 2015.
4. Beginning in September 2014 and ending in June 2014. EnVision Beginning of the Course test- September 2014, Envision Topic tests done monthly and an EnVision Benchmark tests are given every four topics until June 2014. NYC Performance Task in Math is given to each child in October 2014 and then again April/May of 2015.
5. Beginning in September 2014 and ending in June 2014. EnVision Beginning of the Course test- September 2014, Envision Topic tests done monthly and an EnVision Benchmark tests are given every four topics until June 2014. NYC Performance Task in Math is given to each child in October 2014 and then again April/May of 2015.
6. Great Leaps 1:1 daily drill instruction will begin in December 2014 and end in June 2015
7. F Status RTI Tier III teacher will begin push in instruction in February 2015 and end in April 2015

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

1. EnVision Math (K-5), Exemplars Math (K-5), Go Math (5<sup>th</sup> Grade)
2. EnVision Math (K-5), Exemplars Math (K-5), Go Math (5<sup>th</sup> Grade), Thinking Maps
3. EnVision Math (K-5), Exemplars Math (K-5), Go Math (5<sup>th</sup> Grade), Great Leaps (K-5) for targeted level 1 students
4. EnVision Math (K-5), Exemplars Math (K-5), Go Math (5<sup>th</sup> Grade)
5. EnVision Math (K-5), Exemplars Math (K-5), Go Math (5<sup>th</sup> Grade)
6. Great Leaps Calculation books for targeted level 1 students
8. EnVision Math Assessments, conference notes, checklists, Ready NY Math (4<sup>th</sup> grade), Finishline Math (5<sup>th</sup> grade)

**Strategies to Increase Parental Involvement**

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

1. Explaining of the NYS Math testing and CCLS Math expectations during PTA meetings and workshops run by our parent coordinator.
2. Parent workshops in supporting children with reading, the use of Thinking Maps to drive critical thinking around problem solving, and planning engaging activities with families using NYC resources such as museums, zoos and parks.
3. Adult ESL classes, building parents' English language acquisition so that they can better support their children towards career and college readiness.
4. More conferences with parents during the school year as necessary to support individual students' needs. The teacher will discuss student progress and individual next steps in support of attaining CCLS expectations in math. Teachers will initiate meetings with parents during the new 40 minute parent engagement time.
5. 2014 testing scores are available through ARIS for parents to view.
6. Parent coordinator is accessible for questions, plans parent workshops and provides parents with assistance in the use of the ARIS online tool throughout the school year.
7. Teachers facilitate meetings and workshops throughout the school year either during PTA meetings or their 40 minute parent engagement time. One example is our Thinking Maps meeting which is planned and implemented by one of our teachers. The parents will be given information on how the Thinking Maps are used to drive math instruction in the classroom.
8. Our parent coordinator surveyed parents' interests and concerns for workshops and meetings. One of the top three requests was a meeting on the CCLS math expectations.

**Budget and Resource Alignment**

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

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

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

By June 2015, 85% of all students in K-5 will progress a minimum of two writing levels on the Teachers College Reading and Writing Project (TCRWP) Writing Continuum assessment.

#### **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.

The implementation of the CCLS have increased the rigor of writing expectations for students. Over the last few years, we have seen a decline in the number of students performing at a level 3 or 4 on the NYS ELA test. We have seen a decrease from 79.9% achieving a level 3 or 4 in 2012, to 58.8 in 2013, and most recently, 53% in 2014. The CCLS writing standards involve a more focused and evidence driven approach to writing.

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

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

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

1. Writing daily at school and at home.
2. Using text evidence to support statements and arguments.
3. We are implementing Teacher's College Writing Workshop across grades K-5 in order to best support our students' writing success.
4. Use of TC writing rubrics and self assessment checklists to relate expectations and provide assessment driven instruction.
5. Teacher teams plan targeted writing lessons in opinion, informational and narrative writing with multiple entry points based on individual student needs and abilities.
6. Analysis of TCRWP Narrative Writing Continuum data, identifying trends, vertical and horizontal needs.
7. Individualized conversations with teachers about meeting the rigor the CCLS writing with their students during their IPCs. Also, looking at students' growth in writing during teacher's feedback and summative conferences.
8. RTI Tier III push in ELA teacher for 4<sup>th</sup> and 5<sup>th</sup> grade students who received a level 1 on the 2014 NYS ELA

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

1. K-5 General Education and Special Education teachers
2. K-5 General Education and Special Education teachers, RTI, AIS, SETSS, ESL, Cluster teachers, F Status literacy coach
3. K-5 General Education and Special Education teachers
4. K-5 General Education and Special Education teachers, K-5 Teacher Teams
5. K-5 General Education and Special Education teachers, K-5 Teacher Teams, RTI, AIS, SETSS, ESL teachers, literacy and science teachers
6. K-5 Teacher Teams, School-wide Inquiry Team, Administration
7. K-5 General Education, Special Education teachers, Administration
8. F Status teacher

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

1. NYC Performance Task in ELA, TCRWP Narrative Writing Continuum, TCRWP Spelling Assessment, TC writing rubric, student self checklists, daily observation notes, and checklists
2. NYC Performance Task in ELA, TCRWP Narrative Writing Continuum, TC writing rubric, student self checklists, daily observation notes, and checklists
3. NYC Performance Task in ELA, TCRWP Narrative Writing Continuum, TC writing rubric, student self checklists, daily observation notes, and checklists
4. NYC Performance Task in ELA, TCRWP Narrative Writing Continuum, TC writing rubric, student self checklists, daily observation notes, and checklists
5. NYC Performance Task in ELA, TCRWP Narrative Writing Continuum, TC writing rubric, student self checklists, daily observation notes, and checklists
6. NYC Performance Task in ELA, TCRWP Narrative Writing Continuum, TC writing rubric, student self checklists, daily observation notes, and checklists
7. NYC Performance Task in ELA, TCRWP Narrative Writing Continuum, TC writing rubric, student self checklists, daily observation notes, and checklists
8. NYC Performance Task in ELA, TCRWP Narrative Writing Continuum, TC writing rubric, student self checklists, daily observation notes, and checklists

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

1. Students will begin the writing workshop model in September 2014 and end in June 2015. The TCRWP Narrative Continuum dates are: November 2014, March 2015, June 2015.
2. Students will begin the writing workshop model in September 2014 and end in June 2015. The TCRWP Narrative Continuum dates are: November 2014, March 2015, June 2015.
3. Students will begin the writing workshop model in September 2014 and end in June 2015. The TCRWP Narrative Continuum dates are: November 2014, March 2015,

June 2015.

4. Students will begin the writing workshop model in September 2014 and end in June 2015. The TCRWP Narrative Continuum dates are: November 2014, March 2015, June 2015.
5. Students will begin the writing workshop model in September 2014 and end in June 2015. The TCRWP Narrative Continuum dates are: November 2014, March 2015, June 2015.
6. Students will begin the writing workshop model in September 2014 and end in June 2015. The TCRWP Narrative Continuum dates are: November 2014, March 2015, June 2015.
7. IPC's took place in October of 2014. Feedback conferences occur throughout the school year (2014-2015), and summative conferences will take place in May/June of 2015.
8. F Status push in instruction will begin in February 2015 and end in April 2015

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

1. Teachers College Units of Study in Opinion, Information, and Narrative Writing, Thinking Maps
2. Ready Gen, Thinking Maps, TC Writing rubrics and checklists, NYCPT in ELA
3. Teachers College Units of Study in Opinion, Information, and Narrative Writing
4. Teachers College Units of Study in Opinion, Information, and Narrative Writing
5. Teachers College Units of Study in Opinion, Information, and Narrative Writing, leveled libraries, texts on various genres
6. TCRWP Assessment Pro online tool, TCRWP Narrative Continuum
7. TCRWP Assessment Pro online tool, TCRWP Narrative Continuum, TC Writing rubrics and checklists, NYCPT in ELA
8. Teachers College Units of Study in Opinion, Information, and Narrative Writing, Thinking Maps, Ready NY ELA (4, 5)

**Strategies to Increase Parental Involvement**

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

1. Explaining of the NYS Math testing and CCLS writing expectations during PTA meetings and workshops run by our parent coordinator.
2. Parent workshops in supporting children with literacy, the use of Thinking Maps to drive critical thinking around writing, and planning engaging activities with families using NYC resources such as museums, zoos and parks.
3. Adult ESL classes, building parents' English language acquisition so that they can better support their children towards career and college readiness.
4. More conferences with parents during the school year as necessary to support individual students' needs. The teacher will discuss student progress and individual next steps in support of attaining CCLS expectations in ELA. Teachers will initiate meetings with parents during the new 40 minute parent engagement time.
5. Parent coordinator is accessible for questions, plans parent workshops and provides parents with assistance in the use of the ARIS online tool throughout the school year.
6. Teachers facilitate meetings and workshops throughout the school year either during PTA meetings or their 40 minute parent engagement time. One example is our Thinking Maps meeting which is planned and implemented by one of our teachers. During the Thinking Maps meeting, he will give parents information on how Thinking Maps are utilized to think critically when organizing their thinking in order to produce better writing.
7. Our parent coordinator surveyed parents' interests and concerns for workshops and meetings. One of the top three requests was CCLS ELA expectations.
8. Additional conferences with parents throughout the school year regarding individual students' progress in writing.
9. 2014 testing scores are available through ARIS for parents to view.
10. The parent coordinator is accessible for questions. She provides parents with assistance in the use of ARIS throughout the school year.

**Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|--|--|
| <b>ELA</b>  | Repeated readings, guided reading, text deconstruction, shared reading, interactive writing, Thinking Maps, student discussions around high level questions   | Small group or one to one  | During the school day.<br>Title III afterschool program.                                       |
| <b>Mathematics</b>  | Guided math, use of manipulatives, Thinking Maps, breaking down of word problems, isolating pertinent information in a word problem, identifying the question asked, repeated teaching and practice of pertinent skills and strategies, scaffolding math tasks. | Small group or one to one  | During the school day.<br>Title III afterschool program.                                       |
| <b>Science</b>  | Review of information and concepts.   | Small group or one to one  | During the school day.<br>Title III afterschool program.                                       |
| <b>Social Studies</b>   | Review of information. Repeated readings of social studies texts.   | Small group or one to one  | During the school day.<br>Title III afterschool program.                                       |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | RTI/AIS, SETSS, Speech, social workers, guidance counselor, school psychologist and Methods and Resources teachers. ESL teachers for Title III students.  | Small group or one to one  | During the school day.<br>Title III afterschool program.                                       |

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information   |             |
|--|-------------|
| Name of School: The Alley Pond School  | DBN: 26Q046 |
| This school is (check one):  |             |
| <input type="checkbox"/> conceptually consolidated (skip part E below)<br><input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):  |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: 30   |
| Grades to be served by this program (check all that apply):  |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The PS 46Q Title III program is open to all English Language Learners in grades 2-5 in order to help them meet the Common Core Learning Standards for English as a Second Language and English Language Arts. Identified students will be eligible to participate in an after school program that will be held two afternoons per week, for one hour each day, using English as the only language of instruction. The program will begin on October 15th and run until May 28 and will take place on Wednesdays and Thursdays from 2:20- 3:20 pm. Additionally, our Title III 3rd, 4th, and 5th graders who are eligible to take the NYS ELA will be invited and encouraged to attend our additional Title III program which will take place 1 hour per week on Mondays at 2:20-3:20 pm from February 2nd through April 20th. This Title III program will be implemented in order to support our grades 3, 4, and 5, English Language Learners with the NYS tests (ELA, Math and NYSESLAT). Any new ELLs or former ELLs who have achieved proficiency within the past two years may attend. Students will be grouped according to proficiency and grade levels in order to maximize the effectiveness of the instruction. Students will be instructed by two licensed ESL teachers using scaffolding techniques such as modeling, bridging, contextualization, schema building, metacognitive development, text deconstructing and text representation. The teachers will also use additional strategies in order to facilitate language acquisition such as predictable and consistent classroom routines, aided by diagrams, Thinking Maps, lists, and easy to read schedules. There will be an emphasis on vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension. Students will also be given extra practice in reading words, sentences and stories in order to build fluency. National Geographic programs such as Reach, Young Explorer and Pioneer magazines will be implemented in order to support our Title III children's English language acquisition. Additionally, the Young Explorer and Pioneer Apps will also be purchased. Reach by National Geographic teaches literacy through content areas and actively engages students, expanding their vocabulary development by scaffolding skills and strategies in order to move them towards independence. The Young Explorer and Pioneer Magazines and Apps support students' visual learning styles through videos, diagrams and graphics. Both magazines integrate science, social studies, and reading, building English Language learners' language acquisition through content areas. All Title III materials will only be utilized during the Title III afterschool program. None of the Title III materials will be used during the school day.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: Approximately 10% of our students are English Language Learners. Over the past several years, we have had an influx of students and because of that, have had an influx of English Language Learners. All of our classroom and cluster teachers are working with English Language Learners throughout the school day. In order to provide our ELLs with proper differentiation which is appropriate to their needs as English Language Learners, we must provide our teachers with ESL techniques and methodologies. Our two Title III ESL teachers will provide professional development to all teachers and paraprofessionals during the months of January and March. These meetings will take place during the staff's professional Learning time, giving our educators a thorough understanding of their ELLs needs in an effective and timely manner. There will be two professional development days in January and 2 in March with a total of 4 days. Each professional development training will take place from 2:20-3:40 pm with the Title III teachers remaining until 3:50 in order to address individual and grade-wide questions or needs. The teachers and paraprofessionals will be split up by grade (K-2 and 3-5). This will provide teachers with a more focused approach to support their English Language Learners in academic progression and in meeting the Common Core Learning Standards. The ESL teachers will explain and model skills and strategies they use to support their students in mastering the English language as well as the Common Core Learning Standards. Topics to be covered are "Supporting ELLs with Ready Gen literacy and EnVision Math instruction" and "planning instruction around Danielson's Framework for Teaching-3b Questions and Discussion Techniques with multiple entry points for English Language Learners." They will review ESL methodologies used during both the Title III program and our regular ESL program. The Title III teachers will meet with the assistant principal for two afternoons in January, two afternoons in February and two afternoons in March, totaling 15 hours in order to organize professional learning materials, analyze NYSESLAT data, assess individual and schoolwide needs for teaching and supporting English Language Learners, creating effective and useful professional development for the January and March professional learning dates. The administration of the professional development to the paraprofessionals and teachers will total 6 hours. In addition to providing professional development in January and March, our two Title III ESL teachers will receive training throughout the school year on the CCLS, the Danielson Framework with a strong emphasis on 3b Questioning and Discussion Techniques, problem solving and writing workshop. The trainings will be administered by the PS 46Q administration during the teachers' contractual professional learning time. The Title III teachers are expected to use the methodologies and strategies learned during their PL time with their Title III classes. Furthermore, our Title III teachers will attend ESL trainings and meetings administered through our CFN 2.05 throughout the 2014/2015 school year.

### 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: Title III teachers will meet with parents and contact them as necessary throughout the school year during their parent engagement time each week. Our parent coordinator will administer workshops for parents throughout the school year. In November, she will administer a workshop on Supporting our Students Towards Career and College Readiness. Translators will be present to assist parents. For seven weeks, beginning on December 11th until February 5th for one hour each day, our Title III parents will be invited to participate in an adult ESL class which will be led by our two Title III ESL teachers. On February 11th, our Title III parents will be invited to attend and participate in our Lunar New Year celebration. They will also be invited to share their customs, traditions and cultural food during our multicultural event on February 13th. In March, we will have a meeting for parents, giving them information about the NYS ELA and math tests. In April and June, we will give our parents information on spring and summer activities that they can plan and do with their families, keeping their minds and bodies active during the beautiful warm weather. Activities will include NYC museums such as the NY Hall of Science and the Museum of Natural History. Outdoor activities will feature the Bronx Zoo, and the NY Botanical Gardens. During all parent workshops we will have translators present in order to support our non-English speaking parents. Additionally, Title III parents/guardians will be invited to a culminating celebration during the second week of May where their children will share traditions from their native countries including but not limited to clothing, food, literature and music. During the week before, the Title III students will interview one family member where they will ask questions about their native country and why they came to the United States. They will present the information to their Title III class in oral and/written form. This activity will lead into the culminating celebration during the last week of the program. Parents/guardians will be notified in writing of the parent engagement activities. The letter to parents will be translated in the native language(s) of the identified parents/guardians who require translation services. When necessary, bilingual staff members will contact parents/guardians via telephone in order to ensure understanding of the cultural event.

### Part E: Budget

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

Allocation Amount: \$11200

| Budget Category   | Budgeted Amount   | Explanation of expenditures in this category as it relates to the program narrative for this title.  |
|---|---|--|
| Professional salaries (schools must account for fringe benefits)                    | 134 hours for direct instruction-<br>134 x 50.50=<br>\$6,767.00 | 2 ESL Licensed Teachers will work a total of 2 hours each week from October to May. Also, 1 additional hour per week will be administered for grades, 3, 4, 5, in preparation and in support of the NYS Tests from February until mid April. The total |
| <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> | 14 hours for adult ESL classes-<br>14 x 50.50=<br>\$707.00      |  |

**Part E: Budget**

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

Allocation Amount: \$11200

| Budget Category  | Budgeted Amount   | Explanation of expenditures in this category as it relates to the program narrative for this title.   |
|--|---|---|
|  | <p>21 hours for professional development-<br/> <math>21 \times 50.50 =</math><br/> \$1,060.50</p> <p>Total per session=<br/> \$8,534.50</p>   | <p>amount of hours for our afterschool Title III programs is 134 hours.</p> <p>2 ESL Licensed Teachers will administer an adult ESL class for our Title III families beginning on December 11th and ending on February 5th. The program will take place for seven weeks with a total of 14 hours.</p> <p>2 ESL licensed teachers will administer a total four professional development trainings for our teachers and paraprofessionals during the months of January and March. Their total hours for these professional development trainings is 21 hours.</p> |
| <p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   | <p>_____</p>  | <p>_____</p>  |
| <p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> | <p>Reach by National Geographic: \$1,711.79<br/> Young Explorer Magazine and App by National Geographic: \$294.44<br/> Pioneer Magazine and App by National Geographic: \$357.45</p> <p>Total for materials= \$2,623.68</p> | <p>Reach, Young Explorer Magazine and App, Pioneer Magazine and App programs by National Geographic.</p>  |
| <p>Educational Software (Object Code 199)</p>  | <p>_____</p>  | <p>_____</p>  |
| <p>Travel</p>  | <p>_____</p>  | <p>_____</p>  |
| <p>Other</p>   | <p>_____</p>  | <p>_____</p>  |
| <p><b>TOTAL</b></p>  | <p>\$11,158.18</p>  | <p>_____</p>  |



**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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

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

|  |  |
|--|--|
| Principal <b>Marsha Goldberg</b>                   | Assistant Principal <b>Stamo Karalazarides</b> |
| Coach <b>Roselaine Sacharoff</b>                   | Coach <b>N/A</b>                               |
| ESL Teacher <b>Leonard Galit/ESL</b>               | Guidance Counselor <b>Nicole Myers</b>         |
| Teacher/Subject Area <b>Zipora Cysner/ESL</b>      | Parent <b>Jessica Vecchia</b>                  |
| Teacher/Subject Area <b>Caroline Galan/ Rtl</b>    | Parent Coordinator <b>Donna Kodjapashis</b>    |
| Related Service Provider <b>Sonia Chojar/SETSS</b> | Other  |
| Network Leader(Only if working with the LAP team)  | Other  |

### C. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program.           | <b>2</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>0</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |            |                      |           |   |               |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>575</b> | Total number of ELLs | <b>58</b> | ELLs as share of total student population (%) | <b>10.09%</b> |
|--|------------|----------------------|-----------|---|---------------|

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

## B. ELL Years of Service and Programs

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

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

|               | ELLs by Subgroups |      |     |                  |      |     |                                    |      |     | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
|               | ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     |       |
|               | All               | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |
| TBE           |                   |      |     |                  |      |     |                                    |      |     | 0     |
| Dual Language |                   |      |     |                  |      |     |                                    |      |     | 0     |
| ESL           | 48                | 0    | 9   | 10               | 0    |     | 0                                  | 0    | 0   | 58    |

| 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     |
| <b>Total</b>   | <b>48</b> | <b>0</b> | <b>9</b>         | <b>10</b> | <b>0</b> | <b>0</b>                           | <b>0</b> | <b>0</b> | <b>0</b> | <b>58</b> |
| Number of ELLs who have an alternate placement paraprofessional: _____ |           |          |                  |           |          |                                    |          |          |          |           |

**C. Home Language Breakdown and ELL Programs**

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

\*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    |          |
|  | ELL      | EP       |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

|                 | K  | 1  | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----|----|----|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B)     | 2  | 3  | 7  | 0 | 0 | 4 |   |   |   |   |    |    |    | 16    |
| Intermediate(I) | 0  | 2  | 1  | 0 | 3 | 2 |   |   |   |   |    |    |    | 8     |
| Advanced (A)    | 8  | 13 | 2  | 7 | 1 | 3 |   |   |   |   |    |    |    | 34    |
| Total           | 10 | 18 | 10 | 7 | 4 | 9 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 58    |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/         | <b>B</b>          | 1 | 3 | 3 | 0 | 0 | 1 |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

|   | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
|   | English | NL | English | NL | English | NL | English | NL |       |
| 4 |         |    |         |    | 2       | 1  |         |    | 3     |
| 8 |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    | 1       |    | 1     |

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

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use the following assessment tools at PS 46Q: LABR, NYSESLAT, TCRWP, and Envision Math Diagnostic Test. Newly arrived ELLs have difficulty reading English due to their lack of English proficiency as well as the difference between our written language and theirs. Most of our ELLs are from China which has a completely different alphabet/writing system than the English language. In math,

our ELLs tend to do better but struggle with word problems for the same reason. Data shows our ELLs in the lower grades need support in speaking and reading . This data will drive instruction.

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

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

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

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

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

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?

ELLs are provided the opportunity to express themselves in their native language, when needed. When newcomers arrive, we team them up with students who speak their native language and also try to place them in classrooms where there is a paraprofessional who speaks their native language. Teachers group students of the same language for certain activities so that they can assist each other and respond in their native language. We welcome them to write in their native language. They are provided with bilingual books, bilingual dictionaries, bilingual glossaries, computers and scaffolding strategies to facilitate language acquisition. Native language is incorporated in English instruction as a support structure in order to clarify, build prior knowledge, extend comprehension, and bridge experiences. We practice this through technology, peers, bilingual staff, native language materials and flexible grouping. We have ongoing assessments to monitor student progress and data is always used to plan instruction. Studies show second language acquisition can take up to 7 years. Also, we use the students' backgrounds to create a school community in which all feel included. At PS 46, we

respect linguistic and cultural diversity amongst our students.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

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

Each year administration as well as our ESL teachers review the data of our ELLs. We look for patterns and trends that may need to be addressed. We develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT. In addition, many of our ELLs attain English language proficiency and score high on all NYSED tests..

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview by the ESL teachers or trained pdeagogue, in English and their native language. The LAB-R is administered within 10 school days in order to determine ESL eligibility. For Spanish speaking ELLs, the Spanish LAB is administered to determine language proficiency. Bilingual staff members are available during the interview process for translation purposes as necessary. The HLIS is given in translated versions when necessary. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. Our total number of English Language Learners is 58 students. Instructional decisions are made based on students' NYSESLAT and LAB-R results. Both the instructional hours and instructional skills are determined based on individual students' performance on these exams. The LAB-R is administered when necessary based on students' Home Language Identification Survey responses and within 10 days after registration, the student is administered the LABR and the Parent Orientation takes place, if the child is an ELL. In ATS, the RLER report is generated to determine which ELLs are eligible for LAB-R and NYSESLAT testing.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

offer, we keep records and notify the parent should the program of their choice become available.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
We assess the Parent Survey and Program Section form to check parent's preferred program placement. At PS 46, the freestanding ESL is the program requested by the parents and has been the preference of 100% of most of the parents of English Language Learners. During the course of the year, both the ESL and classroom teachers meet with parents during Parent Teacher Conference time as well as other scheduled times to evaluate their needs. Bilingual staff are available to translate during the meetings. Students are given ESL instruction based on their performance on the LAB-R and NYSESLAT tests. Parents are informed in their native language that their children are enrolled in the ESL program.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
All the parents of our 58 ESL students have chosen a Free-Standing ESL program. Our program model is aligned with parental requests. If a minimum of 15 parents who speak the same language in contiguous grades request a bilingual or dual language program, then we will open one based on their requests.

## A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

employed is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

We differentiate instruction for all of our English Language Learners.

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

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

knowledge, promoting language development through cooperative learning groups, and using native language support .

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

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

### 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

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

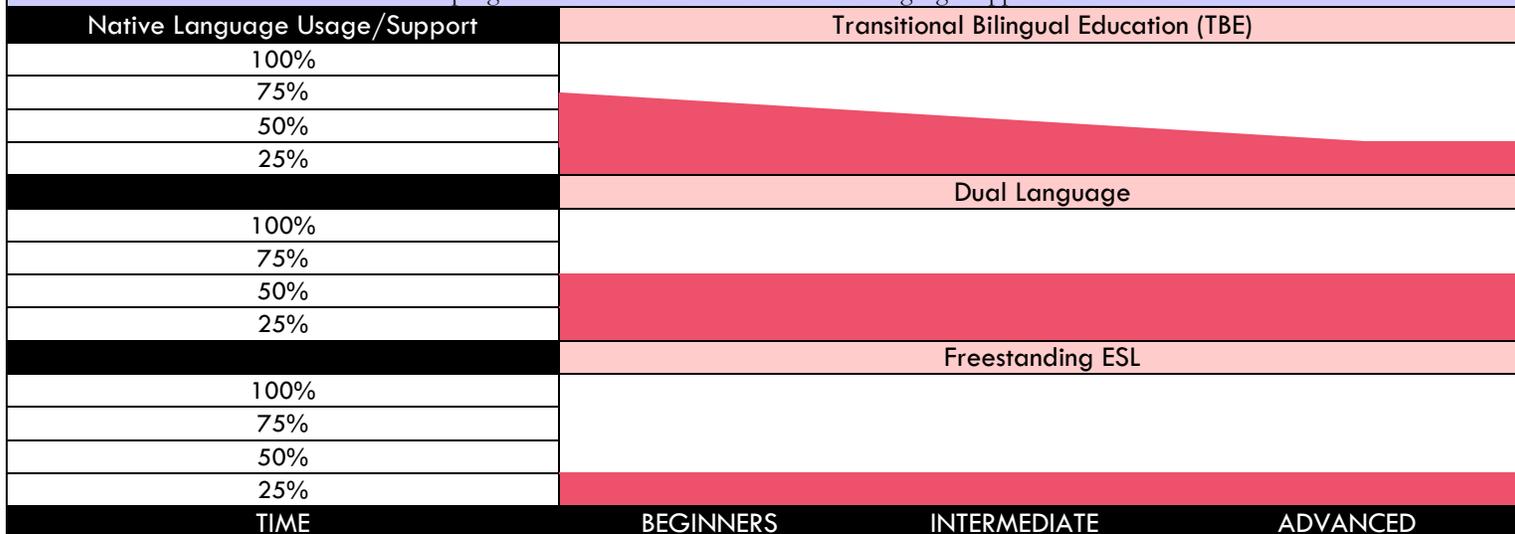
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English language needs as well as their curriculum needs towards meeting the Common Core Learning Standards. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Foundations (K-2), SETSS, Rtl, and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials. These interventions are in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Each year administration as well as our ESL teachers review the data of our ELLs. We look for patterns and trends that may need to be addressed. We order, develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Learning Standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT testing as well as other SED tests. Our ESL program at PS 46 is successful for the following reasons: we tap into student's prior knowledge, we give individual support, scaffolding and differentiation techniques are used, collaborative learning, thematic instruction is utilized, and meaningful and standards based language use across curriculum at student's instructional level.
11. What new programs or improvements will be considered for the upcoming school year?
- Our Title 3 morning program will be offered for a longer period of time.
12. What programs/services for ELLs will be discontinued and why?
- Our ELLs have shown progress on the NYSESLAT and other SED tests over the years so we will continue to do what works.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs and they participate in all of them. All ELLs are greatly encouraged to attend our Title III after school program. They are also invited to our district wide Title III summer school program. In addition, they have the opportunity to participate in our after school self sustaining program. There is equity amongst all of our student population. ELLs are given given the same opportunities as the rest of the PS 46Q students. They participate in the after school music program, Suzuki violin, basketball, art, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used in the school are Ready Gen and Envision Math. Each classroom has a Smart Board that is used with all of our students including our ELLs. In addition, we have two mobile carts with laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including Rosetta Stone, Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use. At PS 46 we have respect for and celebrate the linguistic and cultural diversity of students. There is always collaboration between school, home and community. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology, bilingual staff, peers, native language materials and flexible groups.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They

are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We have a district wide Title III summer school program for ELLs in grades 2-5. We also have a self sustaining summer camp program for grades K-5. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both PS 46Q as well as provide them with educational opportunities during the summer months.

18. What language electives are offered to ELLs?

We do not offer any language electives at PS 46.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teachers attend professional development through our CFN 205 and OELL. They turnkey the information to our classroom and cluster teachers, sharing pertinent information on working with ELLs in all content areas and ensuring continuity across the ESL program and the classroom. They attend training in Common Core and ESL methodologies as well as continuously being updated regarding NYSESLAT and LAB-R training and policies. School secretaries also attend pertinent workshops. The ESL teachers work closely with the secretaries to review all important information.

2. The ESL teachers attend CFN 205 meetings and OELL workshops addressing academic rigor and the Common Core Learning Standards and this information for ELL support is presented to classroom and cluster teachers.

3. As our ELLs transition from elementary to middle school, they are given further assistance from our fifth grade support group who meets weekly with a guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise. At the end of each school year, our fifth graders visit their prospective middle schools in order to familiarize them with their new surroundings, ease their transition and lessen their anxiety.

4. ESL teachers conduct professional development activities for the school pedagogical staff during monthly congruence meetings. An ESL workshop is planned during the month of January for all staff to attend. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Lesson support and modeling is provided by ESL teachers on an as needed basis. When the ESL teacher pushes in, ESL techniques and strategies to support the Common Core Learning Standards are modeled for the classroom teachers. Teachers keep record of their attendance and pertinent information received during the workshop. Administration keeps copies of all ELL training attendance sheets.

### D. Parental Involvement

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

## **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

## Part VI: LAP Assurances

School Name: The Alley Pond School

School DBN: 26Q046

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

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

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

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

DBN: 26Q46      School Name: The Alley Pond School

Cluster: 02      Network: CFN:205

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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