



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P.S. 23Q

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75Q023

**PRINCIPAL:** JACKIE JONES      **EMAIL:** JJONES28@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GARY HECHT

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Jackie Jones	*Principal or Designee	
Mariann Giordano	*UFT Chapter Leader or Designee	
Verliene McClean	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tavia Trusch	Member/ Assistant Principal	
Robin Perlstein	Member/ Teacher	
Christopher Fullwood	Member/Teacher	
Lisa Marulli	Member/Paraprofessional	
Don LaMere	Member/Teacher	
Douglas Grant	Member/Parent	
Margo DeJesus	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

***By June 2012, students in Grades 3 through 8 who are continuously enrolled in our Day Treatment Programs at Lifeline Center and QCC, will increase their English Language Arts proficiency as measured by a 100 point scale score increase on the Performance Series Assessment.***

### Comprehensive needs assessment

- P.S. 23Q's overall New York City School Progress Report grade is a "B". It highlighted the need for improvement in the areas of "Student Performance" and "Student Progress." These two areas are based upon standardized test grades, which is where a majority of our students struggle due to their disabilities.
- In the area of ELA Standardized testing, during the school year 2008-2009, out of 127 students tested, 16% scored Level 1; 53% scored Level 2; 29% scored Level 3 and 1% scored Level 4.
- In the area of ELA Standardized testing, during the school year 2009-2010, out of 152 students tested, 61% scored Level 1; 29% scored Level 2; 8% scored Level 3 and 2% scored Level 4.
- In the area of ELA Standardized testing, during the school year 2010-2011, out of 150 students tested, 46% scored Level 1; 46% scored Level 2; 8% scored Level 3 and <1% scored Level 4.
- The students at P.S. 23 Q are transient and their length of stay at our school can be as short as 2 days. This can pose a major barrier to demonstrating our school's continuous academic performance trends in that we are unable to review data for the same child from year to year.

### Instructional strategies/activities

- Utilize ARIS to review standardized English Language Arts assessment data from previous years (September 2011)
- All students in grades 3-8 will be administered the Performance Series to obtain baseline data. (3x a year October 2011 (baseline), February 2012 – 50 point increase, May 2012 – 100 point increase)
- Teachers will identify the deficit areas as identified by the results of Performance Series Assessments for all students in grades 3-8 in the area of English Language Arts (Fall 2011)
- Standardized test preparation built into the school day (daily) and during extended school day (Tuesday – Thursday)
- On-going review of portfolios (grade specific indicators in English Language Arts) by administration starting in October 2011 – Monthly writing samples. Feedback given to teachers
- AIS – teacher will provide push-in small group/individualized instruction (September 2011 – June 2012)
- School-based Literacy Teacher will provide Professional Development on differentiated instruction and strategies for test prep (September 2011-June 2012)
- District-based Writing Coach will provide assistance in developing school-based units of study (September 2011 – June 2012)

- Instructional updates from Principal (November 2011, February 2012, April 2012, June 2012)
- Utilize Grades 3-8 English Language Arts Test Preparation materials, September-April/May-June.
- Teachers to utilize “Curriculum Maps” developed: Treasures Reading Program K-5; Pearson Reading Program 6-8 and School Wide Writing Program 6-8

**Strategies to increase parental involvement**

- Communication with parents via letters, school messenger and website for Parent/Teacher Conferences, IEP conferences and Parent Workshops.
- Review home language survey to ensure that both written and verbal conferences provide adequate translation services.
- Provide workshops on various topics as determined by parent needs assessment.
- Parent Coordinator reaches out via telephone to individual parents.
- Parent Support Breakfasts (10/11, 11/11, 1/12, 3/12, 5/12, 6/12) throughout the 2011-2012 school year
- Parent Resource Fair

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Monthly faculty conferences and “lunch & learns” to facilitate the rollout and understanding of the city-wide instructional expectations (9/11, 10/11, 11/11, 12/11, 1/12, 2/12, 3/12, 4/12, 5/12, 6/12).
- Weekly Collaborative Learning Communities scheduled for teachers to meet during administrative periods to increase teacher dialogue for instructional best practices.
- Online professional development resources via Teachscape (Framework for Teaching Proficiency System utilized during administrative walkthroughs)
- Use of Teacher Selection Competencies developed by the Office of Teacher Recruitment & Quality (TRQ)

**Service and program coordination**

- School-based AIS program
- Overcoming Obstacles: Life Skills Program
- Uptown Education

**Budget and resources alignment**

- Tax Levy Funding 2011-2012 School Year
  - Book of the Month (Object Code 130 - \$2,500)
  - Core Curriculum
  - Coach Books (Object Code 130 - \$10,000)
  - School Wide Writing Program (NYSTL – \$8,000)
  - Pearson Middle School Reading Program (Object Code 130- \$1,500)
  - Handwriting Without Tears (\$1000)
  - NYSTL software (\$3,000)
  - Treasures (K-5) (\$1,500)
  - Literacy Fair (Object Code 130 - \$2,500)

- Writing Teacher (*approximately \$75,150*)
- AIS Teacher (*approximately \$75,150*)
- District software bundle: World Book, BrainPOP (*\$500*)

## ANNUAL GOAL #2 AND ACTION PLAN

### Annual Goal #2

***By June 2012, students in Grades 3 through 8 who are continuously enrolled in our Day Treatment Programs at Lifeline Center and QCC, will increase their Mathematics proficiency as measured by a 100 point scale score increase on the Performance Series Assessment.***

### Comprehensive needs assessment

- P.S. 23Q's overall New York City School Progress Report grade is a "B" on the New York City School Progress Report. It highlighted the need for improvement in the areas of "Student Performance" and "Student Progress." These two areas are based upon standardized test grades, which is where a majority of our students struggle due to their disabilities.
- In the area of Math Standardized testing in 2008-2009, out of 124 students tested, 34% scored Level 1; 36% scored Level 2; 27% scored Level 3 and 3% scored Level 4.
- In the area of Math Standardized testing in 2009-2010, out of 149 students tested, 54% scored Level 1; 34% scored Level 2; 7% scored Level 3 and 5% scored Level 4.
- In the area of Math Standardized testing, during the school year 2010-2011, out of 145 students tested, 54% scored Level 1; 32% scored Level 2; 14% scored Level 3 and 0% scored Level 4.
- The students at P.S. 23 Q are transient and their length of stay at our school can be as short as 2 days. This can pose a major barrier to demonstrating our school's continuous academic performance trends in that we are unable to review data for the same child from year to year.

### Instructional strategies/activities

- Utilize ARIS to review standardized Mathematics assessment data from previous years (September 2011)
- All students in grades 3-8 will be administered the Performance Series to obtain baseline data. (3x a year October 2011 (baseline), February 2012 – 50 point increase, May 2012 – 100 point increase)
- Teachers will identify the deficit areas as identified by the results of Performance Series Assessments for all students in grades 3-8 in the area of Mathematics. (Fall 2011)
- Standardized test preparation built into the school day (daily) and during extended school day (Tuesday – Thursday)
- On-going review of portfolios (grade specific indicators in Mathematics) by administration starting in October 2011. Feedback given to teachers.
- AIS – teacher will provide push-in small group/individualized instruction (September 2011 – June 2012)
- Instructional updates from Principal (November 2011, February 2012, April 2012, June 2012)

- Utilize Grades 3-8 Mathematics Test Preparation materials, September-April/May-June

**Strategies to increase parental involvement**

- Communication with parents via letters, school messenger and website for Parent/Teacher Conferences, IEP conferences and Parent Workshops.
- Review home language survey to ensure that both written and verbal conferences provide adequate translation services.
- Provide workshops on various topics as determined by parent needs assessment.
- Parent Coordinator reaches out via telephone to individual parents. Parent Support Breakfasts (10/11, 11/11, 1/12, 3/12, 5/12, 6/12) throughout the 2011-2012 school year
- Parent Resource Fair

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Monthly faculty conferences and “lunch & learns” to facilitate the rollout and understanding of the city-wide instructional expectations (9/11, 10/11, 11/11, 12/11, 1/12, 2/12, 3/12, 4/12, 5/12, 6/12).
- Weekly Collaborative Learning Communities scheduled for teachers to meet during administrative periods to increase teacher dialogue for instructional best practices.
- Online professional development resources via Teachscape (Framework for Teaching Proficiency System utilized during administrative walkthroughs)
- Use of Teacher Selection Competencies developed by the Office of Teacher Recruitment & Quality (TRQ)

**Service and program coordination**

- School-based AIS program
- Overcoming Obstacles: Life Skills Program
- Uptown Education

**Budget and resources alignment**

- Tax Levy Funding 2011-2012 School Year
  - Book of the Month (Object Code 130 - \$2,500)
  - Core Curriculum
  - Coach Books (Object Code 130 - \$10,000)
  - Math Steps (\$1500)
  - Everyday Math/Impact Math (\$2,000)
  - NYSTL software (\$3,000)
  - AIS Teacher (approximately \$75,150)
  - District software bundle: World Book, BrainPOP (\$500)

### ANNUAL GOAL #3 AND ACTION PLAN

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

**By June 2012, there will be a 10% increase in the number of students with IEPs moving to a less restrictive environment as measured by the data represented in the ATS Admission Discharge Report.**

#### **Comprehensive needs assessment**

- P.S. 23Q is the most restrictive setting in the New York City Department of Education; most of our sites are locked facilities.
- According to the ATS report "RADP," P.S. 23Q admitted 1,429 students between July 2, 2010 and June 29, 2011.
- During the 2010-2011 school year, 17% of students moved from P.S. 23Q to a more restrictive environment.

#### **Instructional strategies/activities**

- Maintain a log to track changes made to student placement/environment on the IEP during EPCs and Annual Reviews (Type IIIs), to be reviewed by Assistant Principals, May 2012
- Travel training for students transitioning to other schools/and or work (Fall 2011 and Spring 2012)
- Transition planning group with guidance counselor/clinicians weekly (April-June 2012)
- Visits to possible new school placement for students and parents with guidance counselor and/or clinician prior to actual placement (on-going as needed)
- Treatment team meetings to assess student readiness to leave, weekly/monthly
- Vocational Training Program
- Monthly Team Treatment meetings: goal setting for students going to LRE (teacher, primary therapist, parent/guardian, related service provider)
- Type III for any student having a CMP or STP on their IEP
- Modification of FBAs demonstrating improvement in student's behavior

#### **Strategies to increase parental involvement**

- Communication with parents via letters, school messenger and website for Parent/Teacher Conferences, IEP conferences and Parent Workshops.
- Review home language survey to ensure that both written and verbal conferences provide adequate translation services.
- Provide workshops on various topics as determined by parent needs assessment.
- Parent Coordinator reaches out via telephone to individual parents.
- Parent Support Breakfasts (10/11, 11/11, 1/12, 3/12, 5/12, 6/12) throughout the 2011-2012 school year
- Parent Resource Fair

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Monthly faculty conferences and “lunch & learns” to facilitate the rollout and understanding of the Overcoming Obstacles: Life Skills Program and agency-based behavior modification programs (9/11, 10/11, 11/11, 12/11, 1/12, 2/12, 3/12, 4/12, 5/12, 6/12).
- Weekly Collaborative Learning Communities scheduled for teachers to meet during administrative periods to increase teacher dialogue for instructional best practices and classroom management.
- Online professional development resources via Teachscape (Framework for Teaching Proficiency System utilized during administrative walkthroughs)
- Use of Teacher Selection Competencies developed by the Office of Teacher Recruitment & Quality (TRQ)

**Service and program coordination**

- Overcoming Obstacles: Life Skills Program
- High School After School Program: Vocational Training classes
- High School After School Program: Credit Recovery Program

**Budget and resources alignment**

- Guidance Counselor – on-going tracking of students throughout the 2011-2012 school year
- Parent Coordinator – Parent Support Breakfasts (10/11, 11/11, 1/12, 3/12, 5/12, 6/12) throughout the 2011-2012 school year (Parent Coordinator Stipend - \$500)
- Monthly team meetings with clinicians
- Parent/Teacher Conferences – formal (November 2011; March 2012) and as needed throughout 2011-2012 school year
- Annual Review Updates as mandated
- Purchase of metro cards for training and transitioning (Object Code 400 - \$200)
- Afterschool Vocation Program staffing (\$4000)
- Afterschool Credit Recovery Program staffing (\$12,000)

**ANNUAL GOAL #4 AND ACTION PLAN**

**Annual Goal #4**

***By June 2012, there will be an increase in appropriate student behaviors as evidenced by a 10% decrease in negative anecdotal log reports from the 2010-2011 school year.***

**Comprehensive needs assessment**

- Students who attend P.S. 23 Q are admitted after all other options for school placement have been exhausted. We are the most restrictive placement within hospitalized or being truant. Many students have learning deficits due to the amount of time not spent in class. District 75, Citywide Programs. Students entering our program have spent much of their previous school time in crisis, out of the classroom, in detention,

**Instructional strategies/activities**

- Review 2010-2011 anecdotal data to establish baseline.
- Data specialist to chart the number of anecdotes written.
- Weekly team meetings to discuss student behavior.
- Monthly Faculty conferences & Collaborative Learning Communities to discuss student behavior.
- Professional development opportunities for staff to learn and implement the following strategies to help decrease negative student behavior: Therapeutic Crisis Intervention (TCI), FBA/BIP development and utilization.
- Student performances on tolerance and diversity
- Overcoming Obstacles: Life Skills Curriculum. This program helps teach over 20 important life lessons beginning with communication, decision making, and goal setting. It also touches on bullying, respect, conflict resolution and responsibility.
- Teachers to maintain anecdotal logs to be reviewed by Assistant Principals (October 2011, January 2012, March 2012, June 2012).
- Crisis Management Paraprofessionals and Special Transportation Paraprofessionals maintain daily behavior journals.
- Crisis Intervention Teacher maintains crisis room logs/data.

**Strategies to increase parental involvement**

- Communication with parents via letters, school messenger and website for Parent/Teacher Conferences, IEP conferences and Parent Workshops.
- Review home language survey to ensure that both written and verbal conferences provide adequate translation services.
- Provide workshops on various topics as determined by parent needs assessment.
- Parent Coordinator reaches out via telephone to individual parents.
- Parent Support Breakfasts (10/11, 11/11, 1/12, 3/12, 5/12, 6/12) throughout the 2011-2012 school year
- Parent Resource Fair

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Monthly faculty conferences and “lunch & learns” to facilitate the rollout and understanding of the Overcoming Obstacles: Life Skills Program and agency-based behavior modification programs (9/11, 10/11, 11/11, 12/11, 1/12, 2/12, 3/12, 4/12, 5/12, 6/12).
- Weekly Collaborative Learning Communities scheduled for teachers to meet during administrative periods to increase teacher dialogue for instructional best practices and classroom management.
- Online professional development resources via Teachscape (Framework for Teaching Proficiency System utilized during administrative walkthroughs)
- Use of Teacher Selection Competencies developed by the Office of Teacher Recruitment & Quality (TRQ)

**Service and program coordination**

- Overcoming Obstacles: Life Skills Program
- High School After School Program: Vocational Training classes
- High School After School Program: Credit Recovery Program
- Middle School CHAMPS program
- High School Basketball program
- School-based “Choices” program
- DBT & Anger Management programs
- Behavior Modification Programs
  - Positive Behavior Intervention & Support Program
  - Psycho-Educational Model (PEM)
  - Crisis Intervention Program & Plan (CIPP)

**Budget and resources alignment**

- Reassessment of CIPP (January 2011, April 2011, June 2011)
- Anecdotal logs to reviewed and tracked by unit coordinators monthly.
- Principal to review CIT logs (12/10, 5/11).
- Data specialist to review data compiled from each site to contrast baseline (October 2010, January 2011, March 2011, June 2011).
- Crisis Intervention Teacher (*approximately \$75,150*)

**ANNUAL GOAL #5 AND ACTION PLAN**

**Annual Goal #5**

***Throughout the 2011-2012 school year parental involvement within P.S. 23Q will increase by 10% as evidenced by attendance logs from parent workshops, parent/teacher conferences, resource fair, etc.***

**Comprehensive needs assessment**

- Our school sites are not conveniently located to any train station therefore parent involvement needs to be encouraged.
- All of our sites are housed within an agency building, which creates difficulty in planning events.

**Instructional strategies/activities**

- Communication with parents via letters, school messenger and website for Parent/Teacher Conferences, IEP conferences and Parent Workshops.
- Parent Needs Assessment Survey (October 2011)
- Review home language survey to ensure that both written and verbal conferences provide adequate translation services.
- Provide workshops on various topics as determined by parent needs assessment.
- Written invitation to student performances at assembly programs throughout the school year.
- Parent Coordinator reaches out via telephone to individual parents and organizations.
- Parent Resource Fair (December 2011)
- Administrative/teacher/support staff contact with parent via telephone, memos/notes, letters.

**Strategies to increase parental involvement**

- Communication with parents via letters, school messenger and website for Parent/Teacher Conferences, IEP conferences and Parent Workshops.
- Review home language survey to ensure that both written and verbal conferences provide adequate translation services.
- Provide workshops on various topics as determined by parent needs assessment.
- Parent Coordinator reaches out via telephone to individual parents.
- Parent Support Breakfasts (10/11, 11/11, 1/12, 3/12, 5/12, 6/12) throughout the 2011-2012 school year
- Parent Resource Fair

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Monthly faculty conferences and “lunch & learns” to facilitate & improve communication with parents (9/11, 10/11, 11/11, 12/11, 1/12, 2/12, 3/12, 4/12, 5/12, 6/12).
- Online professional development resources via Teachscape (Framework for Teaching Proficiency System utilized during administrative walkthroughs)
- Use of Teacher Selection Competencies developed by the Office of Teacher Recruitment & Quality (TRQ)

**Service and program coordination**

- Common Sense Parenting Training
- Resources for Children
- Volunteers of America program

**Budget and resources alignment**

- OTPS 2010-2011 School Year
- Parent Coordinator Budget (\$500)
- Lifeline Board of Directors (quarterly meeting throughout the 2011-2012 school year)
- Friends of Iris Hill (quarterly meeting throughout the 2011-2012 school year)
- Parent Coordinator (\$44,011)

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	15	15	N/A	N/A				
<b>1</b>	24	24	N/A	N/A				
<b>2</b>	25	25	N/A	N/A				
<b>3</b>	26	26	N/A	N/A				
<b>4</b>	29	29	29	29				
<b>5</b>	28	28	28	28				
<b>6</b>	28	28	28	28				
<b>7</b>	33	33	33	33	33			33
<b>8</b>	48	48	48	48	48			48
<b>9</b>	45	45	45	45	45			45
<b>10</b>	43	43	43	43	43			43
<b>11</b>	22	22	22	22	22			22
<b>12</b>	20	20	20	20	20			20

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Foundations</li> <li>• Uptown Education</li> <li>• ELA Test Prep Coach Books</li> <li>• High school extended school day</li> <li>• Options “Focus” Books</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Foundations</u> – Small group instruction during the school day (Grades K-3). Skills addressed include phonemic awareness and decoding skills.</li> <li>• <u>Uptown Education</u> – One to one instruction during the school (Grades 3-12). Differentiated instruction to address skill deficits of each student using non-fiction. These skills include, but are not limited to: decoding, fluency, reading and writing comprehension, reading strategies (i.e. identifying main idea and details, cause and effect, sequencing, point of view, author’s purpose, fact and opinion, making predictions, recalling prior knowledge, and vocabulary), test preparation.</li> <li>• <u>Coach Books</u> – One to one or small group instruction during school day (Grades 3-8). Addresses the skills assessed on the NYS ELA Exam (Reading, Writing, Listening, and Speaking for Information and Understanding; Reading, Writing, Listening, and Speaking for Literacy Response and Expression; Reading, Writing, Listening, and Speaking for Critical Analysis and Evaluation).</li> <li>• <u>Extended School Day High School</u> – Small group instruction and/or one to one instruction based on review of credits by guidance counselor. Addresses the skills assessed on the NYS English Regents and RCT in English.</li> <li>• <u>Options “Focus” Books</u> – One to one or small group instruction. Skills addressed include basic mathematical computation and problem solving steps and strategies for all mathematical strands.</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Great Leaps</li> <li>• Everyday Math Games</li> <li>• Math Steps</li> <li>• High School Extended School Day</li> <li>• Math Test Prep Coach Books</li> <li>• Options “Focus” Books</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Great Leaps</u> – One to one or small group instruction (Grades 2-12). Skills addressed include basic mathematical computation.</li> <li>• <u>Everyday Math Games</u> – One to one or one to two during the school day (Grades K-5). Reinforces skills taught during unit of instruction.</li> <li>• <u>Math Steps</u> – One to one during the school day (Grades K-5). Reinforces basic math computation and problem solving skills</li> <li>• <u>High School Extended School Day</u> - Small group instruction and/or one to one instruction based on review of credits by guidance counselor. Addresses the skills assessed on the NYS</li> </ul>

	<p>Integrated Algebra Regents and RCT in Mathematics.</p> <ul style="list-style-type: none"> <li>• <u>Coach Books</u> – One to one or small group instruction during school day (Grades 3-8). Addresses the strands assessed on the NYS Math Exam (Number Sense and Operations; Algebra; Geometry; Measurement; Probability and Statistics).</li> <li>• <u>Options “Focus” Books</u> – One to one or small group instruction. Skills addressed include basic mathematical computation and problem solving steps and strategies for all mathematical strands.</li> </ul>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Test Prep Books</li> <li>• Extended School Day</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Test Prep</u> – One to one or small group instruction during or after school day. (Grades 4, 8 and high school) - 8<sup>th</sup> Grade only (Addresses skills necessary to pass State Exams and Regents in the content area, including reading and writing comprehension and content-based vocabulary).</li> </ul>
<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Test Prep Books</li> <li>• Extended School Day</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Test Prep</u> – One to one or small group instruction during school day (Grade 5, 8) - 8<sup>th</sup> Grade only (Addresses skills necessary to pass State Exams, Regents and RCTs in the content area, including reading and writing comprehension and content-based vocabulary).</li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Promotion criteria and credits reviewed.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>N/A</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>N/A</p>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• Psychiatric/Medical Intervention Supports</li> <li>• Therapeutic Crisis Intervention Counseling/Intervention with agency therapist – scheduled daily and on an as need basis (Grades K-12)</li> </ul>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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.

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Gary Hecht</b>	District <b>75</b>	Borough <b>Queens</b>	School Number <b>023</b>
School Name <b>PS23Q</b>			

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

Principal <b>Jacqueline Jones</b>	Assistant Principal <b>Scott LoPresti</b>
Coach	Coach
ESL Teacher <b>Babita Hiralall/ESL</b>	Guidance Counselor <b>Iolanda Fox</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Debbie Hamburger</b>
Related Service Provider	Other <b>Nicole Zito/Test Coordinator</b>
Network Leader <b>Arthur Fusco</b>	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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<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>		

### D. School Demographics

Total number of students in school	<b>393</b>	Total Number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>4.58%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Prior to admission to our school, students must participate in a collaborative process between the Department of Education and the Office of Mental Health. Screening appointments are set up, and the need for translation services is identified shortly thereafter. Once students are newly enrolled, an initial interview with all parents or guardians is conducted and a Home Language Identification Survey (HLIS) is completed. The HLIS (including the informal oral interview) is conducted in English by a licensed pedagogue, our ESL-certified teacher, Babita Hiralall, and in the native language by an interpreter. This survey lets the school staff and teachers know what language is spoken in the student's home. If the HLIS indicates that a language other than English is used by the child, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) by our ESL-certified teacher, Babita Hiralall. LAB-R eligible students are tested within the first ten days of initial enrollment. The LAB-R measures language proficiency in English and is used to determine if a student is entitled to ESL/Bilingual programs.

If a student is entitled to services, the school will then inform his/her parents or guardians and provide them with a copy of the "Guide for Parents of English Language Learners" in their native language with information on the three ESL/Bilingual programs: Freestanding ESL (ESL), Transitional Bilingual Education (TBE), or Dual Language (DL). The school utilizes the Department of Education's Translation Unit, to facilitate parent communication in their native language. The Parent Coordinator, and School Counselor, and/or the ESL teacher work together with the school to provide parental documents in communication/participation by parents from different cultural background.

Upon student entry, the certified ESL Teacher, will discuss the home language identification survey (HLIS) with the parents and also discuss the evaluation that will determine their child's eligibility into the program. This trained pedagogue will then review IEPs, SESIS/CAP mandates, and ATS reports in order to identify our Limited English Proficient (LEP) students who are eligible to receive ESL and/or Alternate Placement services.

Once school staff collect the HLIS from parents and determine that a language other than English is spoken in the child's home, then the child is administered the Language Assessment Battery- Revised (LAB-R), which is a test that establishes English proficiency level. The students that score below proficiency in the LAB-R, will become eligible for state-mandated services for ELLs. In the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. The NYSESLAT exam include the four modalities: speaking, listening, reading, and writing. First, we administer the speaking portion to each child individually. The other three parts are administered at another date in groups of students depending on their grade level and proficiency level. In order to determine whether students continue to take the NYSESLAT exam, the ESL teacher reviews ATS reports, such as RLAT and REXH, to check the previous scoring and provide information on each ELL's current level of proficiency. This test determines whether or not the students continue to be eligible for English language services.

Students whose home language is not English as determined by HLIS and who have scored below the appropriate cut score on the LAB-R or have scored at the appropriate level on the NYSESLAT are considered to be English Language Learners. The results

obtained from the NYSESLAT are reviewed annually to identify changes in the proficiency levels as well as progress within each modality.

Students who have been identified as English Language Learners either through Parent Survey and/or Program Selection forms will be placed in the program choice that the parents have requested. New students whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores are administered the Spanish LAB. The Spanish LAB is administered during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. Spanish LAB scores are not used to determine entitlement under CR Part 154. P23Q has observed more students placed in ESL classes as a result of CSE meetings with the parents compared to the results of Parent Survey and Program Selection forms. The NYC Department of Education offers English Language Learners Transitional Bilingual Education, Dual Language, and Freestanding ESL. However, based on current CSE recommendations, P23Q is only able to provide Freestanding ESL at present. If parents choose to have their children placed in a Bilingual program in addition to ESL classes, we will provide students with alternate placement paraprofessionals who speak the students' native languages and work in close collaboration with classroom teachers. The ESL teacher will evaluate English Language Learners (ELL) annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The score on the NYSESLAT will indicate if the students have gained sufficient proficiency in English to participate in a non-ESL program. In addition, the ESL teacher will review the Individual Education Plan (IEP) and will get information from SESIS/CAP and ATS to verify that all documents recommend the same service for the student.

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2			1	1		2	1	2	2	4	1	2	18
<b>Total</b>	2	0	0	1	1	0	2	1	2	2	4	1	2	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	18
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	0	9	5	0	5	4	0	4	18
Total	9	0	9	5	0	5	4	0	4	18

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish							0		0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							1	1	2	2			2	8
Chinese	2			1	1						2			6
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0

## 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
Albanian														0
Other							1				1			2
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>18</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

We are following a Freestanding ESL Program and the organizational models are Push-In and Pull-Out. Our ELLs are in a variety of classrooms including; 12:1:4, 8:1:1, 12:1:1, and Pull-Out groups are formed according to students' grade level and levels of proficiency; sessions are 45-50 minutes long. Students are instructed in homogeneous groups according to their continuum classification, age range and proficiency level. The language of instruction is English. Our ESL teacher is a NYS certified ESL teacher.

Several elements combine to limit the school's ability to serve all of the P23Q LEP students. LEP students within three continuous grades needing the same language may not have the same continuum ratios (12:1:1/8:1:1/12:1:4). LEP students of varying grades are spread out over five sites within the organization. Therefore, limitation such as number of students/LEP students at a site would inhibit the ability to group students with the same language and/or grade span within any given site. The schools' sites at Holliswood Hospital, St. Mary's Hospital and Zucker Hillside Hospital/AP unit, and QCC-IDT program have transient populations. LEP students rarely stay in the hospital setting for more than one or two weeks before being released by the hospital and returned to their previous school placement. Ultimately, the placement of LEP students is decided by District 75 and its placement office. The school complies with the LEP and IEP mandates through the use of the ESL teacher.

All students in P23Q are categorized as special education students. Our students are placed in the least restrictive environment based on IEP mandates. This schools utilizes an itinerant ESL Teacher to service students throughout the five sites in the school organization. Students are given ESL services on a push in/pull out basis as part of their special placement due to their disabilities.

## A. Programming and Scheduling Information

Curriculum is enhanced with ESL programs designed to improve students second language skills. Students are grouped by functional abilities (proficiency levels) to maximize instructional focus. ESL Teacher schedule is adapted to maximize instructional time.

The mandated number of instructional minutes is provided according to students' proficiency levels in our ESL program. We will comply with CR Part 154 mandates of 360 minutes for beginner and intermediate students and 180 minutes of ESL and 180 minutes of ELA for advanced students in elementary and middle school (grades K-8). We will also comply with the mandate of 540 minutes for beginner students, 360 minutes for intermediate students, and 180 minutes of ESL and 180 minutes of ELA for advanced students in high school (grades 9-12). ELLs formerly referred to as "X-Coded" students are served as per their IEP.

Content area instruction is in English using ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR), Language Experience, Whole Language, Cooperative Learning and QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques. Multisensory approaches in conjunction with communication symbols will also be used. Content area teachers will work collaboratively with the ESL teacher and will use graphic organizers, text representation, modeling and bridging infused into instruction. Extensive English language exposure will be provided through explicit instruction in the areas of grammar, vocabulary development and oral expression. Visuals will be used to assist comprehension and multi-cultural materials will be infused throughout all aspects of instruction. Students' native languages and cultural backgrounds will be activated to facilitate second language acquisition and the use of technology, music and visual cues are all incorporated to give students additional instructional support. In addition, the ESL teacher together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing. Activities are also differentiated based on students' proficiency levels.

Students with Interrupted Formal Education (SIFE) will be encouraged to use skills they may have previously acquired in their home language to help them catch up on the knowledge they need to pass the grade, along with explicit instruction in the areas of grammar, vocabulary and oral expression. Visuals will be used to assist comprehension and AIS during extended day will also be provided. For our SIFE high school students our extended after school program provides test- prep, credit -recovery, and vocational training.

Newcomers (ELLs in schools less than three years) will be provided with tutoring and peer mentoring. A buddy system will be implemented and students will be paired to help each other. Students' native languages and cultural backgrounds will be activated to facilitate second language acquisition. Graphic organizers, text representation, book adaptations, modeling and visuals will be infused throughout instruction to facilitate comprehension and language development. A nurturing environment and AIS during the extended school day will also be provided.

ELLs who have received an extension of services (receiving services 4 to 6 years) will have the continuance of their ESL services, as per their IEP, in accordance with their proficiency levels indicated on the NYSESLAT. We will continue to provide ESL instruction that follows the NYS ESL standards and core curriculum. We will incorporate ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, Scaffolding, and Cooperative Learning. Extensive English language exposure will be provided through explicit instruction in the areas of grammar, vocabulary development and oral expression. Visuals will be used to assist comprehension and multi-cultural materials will be infused throughout all aspects of instruction. Our certified ESL teacher utilizes a Push-in/Pull out model of instruction and works with the classroom teachers to plan collaboratively in the development of lesson plans for the level of language proficiency and skills of listening, speaking, reading and writing. Students are also supported throughout the academic day.

Long-term ELL students will be given ESL services as per federal mandates and we will provide extra services such as extended tutoring times in addition to the services described above in order to bring them to grade level.

All of our ELLs have been identified as having special needs and instruction will be delivered according to each student's Individual Education Plan (IEP).

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Intervention services offered at P23 for ELLs in English Language Arts, Math and other content area instruction include technology-based hardware such as Smart Board, multimedia projectors, audio speakers, digital cameras, laptop computers, color printers and internet access in the classrooms. Additional materials that follow instructional materials and are used to support ELLs:

- Treasures- ESL component
- Flocabulary- ESL component
- Lessons in Literacy- ESL component
- Reading Advantage -ESL component
- Everyday Math - ESL component
- Math Steps - ESL component
- Great Leaps - ESL component
- Impact Math - ESL component
- The Living Environment – ESL component

Content Area Instruction is taught by content area teachers that work collaboratively with the ESL teacher and will use graphic organizers, text representation, modeling and bridging infused into instruction. Extensive English language exposure will be provided through explicit instruction in the areas of grammar, vocabulary development and oral expression, and visuals will be used to assist comprehension. Content area instructional programs will be explicitly aligned with mandated ESL and ELA standards, the New York State learning standards and the content-based learning standards.

Targeted Intervention programs for ELLs in ELA, math and other content areas: English, Math, Social Studies and Science are taught by classroom teachers in English. Supplemental materials are utilized in the child's native language to promote learning and understanding of difficult concepts. The teachers at P23Q believe that language development and subject area teaching/learning are critical to the success of ELLs. ELLs are grouped by level of English language acquisition (beginning, intermediate, and advanced levels) to facilitate instruction. Content Area Instruction follows NYS Content Standards. The ESL teacher team with the classroom staff to focus on oral and written language development in English. All subject areas are taught in English, through ESL methodologies by special education teachers who have completed the mandated 10 hours of Jose P. ESL training. Scaffolding techniques are used in Content Area Instruction to elaborate and expand on students' language. In math, instructional activities promote second language development through a process that focuses on communicating the concepts and applications of mathematics. Our math teachers use the aid of manipulatives, graphics, and concrete materials to draw a link between language and the math lessons. Instructional activities build on students' real-life experiences as well as prior knowledge. Additional support is given with the aid of technology such as the Smartboard.

Use of Native Language in Intervention Programs: Native Language materials such as books in different languages, celebrating different holidays and lesson plans that incorporate native cultural and native language words are incorporated in the content area teachers' lessons and supported by the ESL teacher. Students are also encouraged to use the computer via the internet to look up lesson materials in their native language to help in the transfer of information from L1 to L2. By incorporating the students' native culture and language it helps to foster and develop a sense of pride in their native culture and language as well as help to build skills that are transferrable to English.

The Writing Process: Writing is an important process for ELL students. It helps in developing the cognitive process at all developmental

## B. Programming and Scheduling Information--Continued

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The Writing Process: Writing is an important process for ELL students. It helps in developing the cognitive process at all developmental stages of the students in language acquisition. Strategies will include studying different genres through reading and responsive writing. The use of technology will allow students to edit their work and address specific skills needed for writing in the content areas.

## B. Programming and Scheduling Information--Continued

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## E. Parental Involvement

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

Parents of students in special education have parent choice at the CSE level. Options for special education ELLs are discussed with parents during the Educational Planning Conference. In order to help us address the needs of the parents in the school, a Parent Interest Needs Survey is sent home. The Parent Coordinator at P.S.23Q offers all parents, including parents of ELLs, ongoing information and training on different aspects of their children's education such as home activities to support learning, as well as outside supports in their community. Periodically, we review the school program with parents of ELLs through the Parent Coordinator via parent orientation meetings, telephone outreach, and letters sent home in their native languages. Our goal is to increase parent outreach and participation by offering parent training through NYSABE Parent Institute and District 75 Parent Conferences with a translator (as is required).

## C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

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

School-based professional development will also be offered to all teachers of ELLs and school personnel throughout the year. School personnel involved in receiving professional development are Special Education Teachers, Subject Area Teachers, Paraprofessionals, Guidance Counselors, Psychologists, Occupational/Physical Therapists, Speech Therapists and Parent Coordinator. Future professional development workshops will discuss: ESL strategies, differentiated instruction, and scaffolding. Our ESL teacher will work collaboratively with classroom teachers and paraprofessional on an ongoing basis. The Guidance counselor will work collaboratively with ESL and content area teachers in order to help students as they transition from elementary to middle school and /or middle to high school. Our special education teachers have completed the minimum of 10 hours of ELL training as per Jose P. New teachers will receive training in the near future. Teachers who will receive Jose P. training in the near future will be exposed to theories of first and second language acquisition, ESL methodologies, approaches and strategies used to foster second language acquisition. The ESL teacher will be sent to professional developments that are offered through the Department of Education and the D75 ELL District Office.

- September 16, 2011 – ELL Compliance Professional Development Institute Series: Session#1: LAB-R, ATS, LAP, Title III and Compliance Binder Documents
- October 4, 2011 – New ELL Teacher Professional Development Institute Series: Session #1 Elements of a Good Lesson Plan for ELLs with Disabilities
- November 18, 2011-ELL Compliance Professional Development Institute Series: Session# 2A, 2B, 2C: How to complete the Bilingual Education Student Identification Survey (BESIS)
- December 1, 2011, and December 9, 2011 – Multi-Sensory Reading Instruction
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## E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents of students in special education have parent choice at the CSE level. Options for special education ELLs are discussed with parents during the Educational Planning Conference. In order to help us address the needs of the parents in the school, a Parent Interest Needs Survey is sent home. The Parent Coordinator at P.S.23Q offers all parents, including parents of ELLs, ongoing information and training on different aspects of their children's education such as home activities to support learning, as well as outside supports in their community. Periodically, we review the school program with parents of ELLs through the Parent Coordinator via parent orientation meetings, telephone outreach, and letters sent home in their native languages. Our goal is to increase parent outreach and participation by offering parent training through NYSABE Parent Institute and District 75 Parent Conferences with a translator (as is required).

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2				1			1			1		1	6
Intermediate(I)					2			1	1		1	1		6
Advanced (A)				1			1			1				3
Total	2	0	0	1	3	0	1	2	1	1	2	1	1	15

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

**NYS ELA**

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

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

P23Q uses ECLAS-2 to assess the early literacy skills of our students. The data help teachers determine the progress in literacy development and plan for instruction accordingly. Our school does not administer the ELL Periodic Assessment.

P23Q currently has two newly enrolled students in kindergarten, the LAB-R was administered to the students but was not scoreable, due to cognitive and physical delays.

Data patterns across proficiency levels and grades on the NYSESLAT reveal that one 3rd grader scored at the advanced level, one 6th grader scored at the advanced level, one 6th grader was at an intermediate level, one 7th grader scored at the beginner level, one 8th grader scored at the beginner level and one 8th grader scored at the intermediate level, one 9th grader scored at the advance level, and one 11th grader scored at the intermediate level, and one 12th grader scored at the beginning level.

Patterns across NYSESLAT modalities reveal that in the Listening/Speaking modality students in the grades above scored at the intermediate, advanced and proficient level while in the Reading/Writing modality most students scored at the beginner and intermediate level, and only three students scored at the advanced level. In analyzing these results, it is evident that these ELLs improved their listening and speaking abilities while still performing at a beginner/intermediate level in the reading and writing modality. Future instructional decisions will be made based on these results in order to improve students' speaking, listening, reading and writing skills.

### Additional Information

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

Paste additional information here

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	1	0	0	0
NYSAA Mathematics	1	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

P23Q uses ECLAS-2 to assess the early literacy skills of our students. The data help teachers determine the progress in literacy development and plan for instruction accordingly. Our school does not administer the ELL Periodic Assessment. P23Q currently has two newly enrolled students in kindergarten, the LAB-R was administered to the students but was not scoreable, due to cognitive and physical delays.

Data patterns across proficiency levels and grades on the NYSESLAT reveal that one 3rd grader scored at the advanced level, one 6th grader scored at the advanced level, one 6<sup>th</sup> grader was at an intermediate level, one 7th grader scored at the beginner level, one 8th grader scored at the beginner level and one 8th grader scored at the intermediate level, one 9th grader scored at the advance level, and one 11th grader scored at the intermediate level, and one 12<sup>th</sup> grader scored at the beginning level.

Patterns across NYSESLAT modalities reveal that in the Listening/Speaking modality students in the grades above scored at the intermediate, advanced and proficient level while in the Reading/Writing modality most students scored at the beginner and intermediate level, and only three students scored at the advanced level. In analyzing these results, it is evident that these ELLs improved their listening and speaking abilities while still performing at a beginner/intermediate level in the reading and writing modality. Future instructional decisions will be made based on these results in order to improve students' speaking, listening, reading and writing skills.

A majority of our students are alternative assessment students and are not required to take the NYC and NYS standardized assessments test. Our teachers assess these students by NYSAA guidelines: Teachers use informal assessments, which provide an overview of students'

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>P 23</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Jones	Principal		11/21/11
Scott LoPresti	Assistant Principal		11/21/11
Debbie Hamburger	Parent Coordinator		11/21/11
Babita Hiralall	ESL Teacher		11/21/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Iolanda Fox	Guidance Counselor		11/21/11
	Network Leader		1/1/01
Nicole Zito	Other <u>Test Coordinator</u>		11/21/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75Q023 School Name: P.23Q

Cluster: \_\_\_\_\_ Network: 754

**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.

Prior to admission to our school, students must participate in a collaborative process between the Department of Education and the Office of Mental Health. Screening appointments are set up, and the need for translation services is identified shortly thereafter. Once students are newly enrolled, an initial interview with all parents or guardians is conducted and a Home Language Identification Survey (HLIS) is completed in their native language. On the HLIS document a parent is requested to indicate their home language in receiving oral communication or written communication from their school. This survey lets the school staff know what language is spoken in the students' home and what language is the preferred language of communication of the parent or guardian. This information is then shared with teachers, clinicians, and related service providers. Currently, there are two parents who require all school communication in their preferred language of Mandarin, two in Arabic, and one in Tagalog and ten in Spanish.

The parent coordinator and guidance counselor make certain that there is communication with parents or guardians by providing translated school documents and communication that needs to be sent home. In addition, interpretation services are provided as needed in the 15 foreign languages the Department of Education provides. Translators will be available to come to the school or be accessible by phone for any of the translation or interpretation needs of the parents.

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

The home language of our ELLs and their parents are Hebrew, Tagalog, Arabic, Haitian (French-Creole), Mandarin and Spanish. Our major finding is that at this time written translation and/or interpretation is required with two of our students' parents Mandarin, and Arabic and one in Tagalog and ten in Spanish. The schools written and/or translation and/or oral interpretation needs for the aforementioned parents and languages were found to be met. Therefore, we will contact the Translation and Interpretation Unit of the Department of Education, and obtain additional written translation services through one of the DOE-approved contracted vendors in the event of future needs of our ELL students. The school community was informed about the finds through the Language Allocation Policy and parent teacher conferences. Since our school is a psycho-educational milieu the clinicians are considered part of the school community and are also providing language services in the above mentioned languages to parents and students.

## **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.

The QCC written translation needs are provided in house by school staff, the certified ESL teacher is capable of doing translation in Hindu, Urdu, and Bengali. In addition, staff members that can provide this service consist of the guidance counselor, the school social workers, psychologist and paraprofessionals. Parents of English Language Learners are given a copy of "Guide for Parents of English Language Learners" and "Bill of Parental Rights and Responsibilities" in their native language upon enrollment. When the need arises, we have been able to accommodate parents of ELLs through access of our bilingual personnel. The Translation and Interpretation Unit of the Department of Education is contacted if necessary. Additional written translation services will be obtained through one of the DOE-approved contracted vendors when required. This service will translate the written notices to the parents in a most timely fashion.

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 provide oral interpretation services in-house by school staff (bilingual personnel). The Translation and Interpretation Unit of the Department of Education will be contacted if necessary. The additional staff who can provide this service consist of the guidance counselor, the school social workers, psychologist, bilingual related service providers and paraprofessionals. If no staff is available with knowledge of the students native language, the Translation and Interpretation office will be asked to provide this services. This action is available through three-way phone conversations for persons arriving at the school for oral interpretation needs.

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>.

In order to fulfill Section VII of Chancellor's Regulations of A-663 regarding parental notification requirements for translation and interpretation services, all parents will be informed about a website posting the availability for them to obtain translation and interpretation services as well as receiving a copy of the "Bill of Parental Rights and Responsibilities" in their native language. The "Bill of Parental Rights and Responsibilities" is available and posted at the school. In addition, our school provides a school safety plan for parental information.