



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.233Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75Q233

PRINCIPAL: DEBBIE EDMONDS **EMAIL:** DEDMOND@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
Debbie Edmonds	*Principal or Designee	
William Doyle	*UFT Chapter Leader or Designee	
Mary Butters	*PA/PTA President or Designated Co-President	
Elaine Bila	DC 37 Representative, if applicable	
Isiash Reyes	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Luis Almonte		
	CBO Representative, if applicable	
Pamela Gaynor	Member/Teacher	
Phyllis Carre	Member/Teacher	
Nancy Newman	Member/Parent	
Mohammed Husain	Member/Parent	
Aliya Rasool	Member/Parent	
Yves Alexandre	Member/Parent	
	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

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

Annual Goal #1

By June 2012, middle school and high school students in Alternate Assessment classes will demonstrate increased independence in showing progress towards mastery of individual goals as evidenced by a 17% decrease in individualized support services as reflected on the student's Individualized Education Plan.

Comprehensive needs assessment

A review of school data for the 2010-2011 school year, indicates an overall reduction of 15.6% in support services throughout the P233Q organization.

- 12% of students mandated for speech services have been reduced from individual to group size mandates.
- 0.4% of students mandated for OT services were reduced from individual to group
- 0.2% of students mandated for PT services were reduced from individual to group
- 3% of students mandated for supplementary paraprofessional support services were terminated or reduced from full time 1:1 to .5 part-time.

Instructional strategies/activities

- Throughout the school year, IEP teams will review documentation to appropriately assess the needs of all students mandated for support services and make recommendations at scheduled IEP conferences
- By June 2012, students with 1:1 crisis management paraprofessionals will have a Functional Behavioral Assessment completed so that behavior intervention plans can accurately target challenging behaviors
- Social skills will be infused throughout the P233 curriculum to promote appropriate decision making skills and self regulatory behavior
- Behavior management specialist, guidance counselors, district and school coaches, school administrators, the SBST, related service providers, parents and classroom staff will work together to increase students' independence
- Recommended changes in student mandates updated at IEP annual review meetings

Strategies to increase parental involvement

- Parent Association Meetings and workshops scheduled throughout the year.
- Parent schedules are considered when planning IEP conference dates.
- Continue to send written progress reports to parents to keep them informed of their child's progress three times per year
- Continue to send site based newsletter home once per month and school wide newspaper three times per year
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Teachers will communicate daily progress via a communication notebook

Strategies for attracting Highly Qualified Teachers (HQT)

- Designated staff members will attend professional development workshops that address issues related to positive behavior supports and increasing student independence

Service and program coordination

- Power of Choice Program
- Therapeutic Crisis Intervention
- Speech Standards of Practice
- Continuum of Service
- OT/PT Standards of Practice
- Community Based Instruction

Budget and resources alignment

- Instructional funds will be used to provide coverage for staff members who attend professional development workshops during the instructional day.
- Instructional funds will be used to purchase attendance and behavior incentive awards.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, Alternate Assessment students in high school classes, will show an increase in their reading skills in the area of reading and analyzing informational text as evidenced by moving up five indicator points on the Student Annual Needs Determination Inventory (SANDI) which is aligned to the Common Core Standards.

Comprehensive needs assessment:

Data from the Scantron Performance Assessment, the Brigance Inventory, Assessment of Basic Language Learning Skills Revised (ABLLS R), the New York State Alternate Assessment (NYSAA), teacher observation and the June 2011 Needs Assessment survey, and parent feedback via the SLT indicates that students in Alternate Assessment classes demonstrate difficulty with reading and analyzing informational text.

Instructional strategies/activities

- By October 2011, students in 12:1:1 alternate assessment classes will be assessed using the Student Annual Needs Determination Inventory (SANDI) to determine a baseline reading level.
- By December 2011, the P.233Q Data Inquiry Team will analyze the assessment results and review prescribed strategies
- Throughout the 2011-2012 school year, the P.233Q Inquiry Team will consolidate information learned from the inquiry process and share their work with other staff members and the school community via faculty meetings, and ARIS postings.
- On-going support will be provided to teachers in need of assistance by the school based coach and/ or District 75 coaches.
- Common planning time will be built into the 2011-2012 schedules to allow opportunities for teachers to exchange ideas/information, looking at student work, review common core reading standards, assessing and analyzing data collection.
- Instructional funds from the fiscal year 2011-2012, will be used to support professional development and classroom materials. Instructional funds will also be used to pay for coverage when staff members are engaged in professional development activities and inter-visitation at the school level and other identified District 75 schools with best practices.
- Common Core Reading Standards will be infused into the P.233Q Curriculum.
- Collaborative Inquiry Team Meetings will be built into the 2011-2012 schedules for staff members
- Review SANDI Assessment results in May 2012 as a way to identify patterns and highlight student progress towards June mastery.

Strategies to increase parental involvement

- Provide workshops for parents to support their understanding of Federal, State and City standards and assessments.
- Provide workshops on curriculum and literacy materials to help parents work with their children to improve their academic skill levels.
- Continue to send home written progress reports to parents to keep them informed of their child's progress three times per year
- Continue to send site based newsletter home to once per month and school wide newspaper two times per year
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Teachers will communicate daily progress via a communication notebook

Strategies for attracting Highly Qualified Teachers (HQT)

- Designated staff members will attend Student Annual Needs Determination Inventory professional development training
- Staff members will attend Common Core Standards professional development training
- Common planning time will be built into the 2011-2012 schedules to allow opportunities for teachers to exchange ideas/information, looking at student work,

review common core reading standards, analyzing and assessing data collection.

- Informal walk through with feed back as well as informal and formal observations with feedback to support positive outcomes for students

Service and program coordination

- Instructional Technology
- Small group tutorials
- 1:1 tutoring
- Cooperative Learning
- Peer assisted learning strategies
- Quick Reads
- Best Practice Literacy Fair

Budget and resources alignment

- Instructional funds from the 2011-2012 school year will be used to support professional development and classroom materials
- Instructional funds will also be used to pay for coverage when staff members are engaged in professional development activities and inter-visitations

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, Alternate Assessment students in middle school 12:1:4 and 6:1:1 classes will improve in math skills in the targeted areas of Attending/Exploring, Numbers and Operations in Base 10 as evidenced by moving up one indicator point in one or more of the two targeted areas using the Equals Assessment Tool which is aligned to the Common Core Math Standards.

By June 2012, Alternate Assessment students in high school 12:1:4 and 6:1:1 classes will improve math skills in targeted areas of Attending/Exploring, Numbers and Operations in Base 10 and Measurement as evidenced by moving up one indicator point in one or more of the three targeted areas using the Equals Assessment Tool which is aligned to the Common Core Math Standards

Comprehensive needs assessment

Data from various assessment tools including Scantron, Brigance, Equals, Touch Math, NYSAA, the 2011 Needs Assessment survey and parent feedback via the SLT indicates that Alternate Assessment students in middle school classes demonstrate difficulty in functional math skills in the areas of attending/exploring and numbers and operations in base 10. Alternate Assessment students in high school classes demonstrate difficulty in functional math skills in the areas of attending/exploring, numbers and operations in base 10 and measurement.

Instructional strategies/activities

- By October 2011, students in 12:1:4 and 6:1:1 classes will be assessed using the Equals Math Assessment tool to determine a baseline math level.
- Provide professional development for staff on the use of the Equals Math Assessment tool.
- By December 2011, the P.233Q Data Inquiry Team will analyze the assessment results and review prescribed strategies
- Throughout the 2011-2012 school year, the P.233Q Inquiry Team will consolidate information learned from the inquiry process and share their work with other staff members and the school community via faculty meetings, and ARIS postings.
- On-going support will be provided to teachers in need of assistance by the school based coach and/ or District 75 coaches.
- Common planning time will be built into the 2011-2012 schedules to allow opportunities for teachers to exchange ideas/information, look at student work, review common core math standards, assess and analyze data collection.
- Instructional funds from the fiscal year 2011-2012, will be used to support professional development and classroom materials. Instructional funds will also be used to pay for coverage when staff members are engaged in professional development activities including workshops and inter-class, inter-site and inter-school visitations.
- Common Core Math Standards will be infused into the P.233Q Curriculum.
- Collaborative Inquiry Team Meetings will be built into the 2011-2012 schedules
- Administration of the Equals Math Assessment in May 2012 to demonstrate student progress

Strategies to increase parental involvement

- Provide workshops for parents to support their understanding of Federal, State and City standards and assessments.
- Provide workshops on curriculum and math materials to help parents work with their children to improve their academic skill levels.
- Continue to send home written progress reports to parents to keep them informed of their child's progress three times per year
- Continue to send site based newsletter home to once per month and school wide newspaper two times per year

- Translate all critical school documents and provide interpretation during meetings and events as needed
- Teachers will communicate daily progress via a communication notebook

Strategies for attracting Highly Qualified Teachers (HQT)

- . Designated staff members will attend Equals Math Assessment professional development training
- Staff members will attend Common Core Standards professional development training
- Common planning time will be built into the 2011-2012 schedules to allow opportunities for teachers to exchange ideas/information, looking at student work, review common core math standards, analyzing and assessing data collection.
- Informal walk through with feed back as well as informal and formal observations with feedback to support positive outcomes for students

Service and program coordination

- Equals Math Curriculum
- Community Based Instruction
- Vocational Skills Training
- Best Practice Math and Technology Fair

Budget and resources alignment

- Instructional funds from the fiscal year 2011-2012, will be used to support professional development and classroom materials.
- Instructional funds will also be used to pay for coverage when staff members are engaged in professional development activities and inter-visitation at the school level and other identified District 75 schools with best practices.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012, students nearing age 21 will receive appropriate transition support as evidenced by a 90% placement of eligible students in appropriate “Over 21” Programs.

Comprehensive needs assessment

Data from various assessment tools including Level 1 Vocational Assessments, Brigance, ABLLS, the 2011 Needs Assessment survey and parent feedback via the SLT indicates a need for vocational training to support placement in “Over 21” programs.

Instructional strategies/activities

- Throughout the 2011-2012 school year, Level 1 Vocational Assessments will be created and/or reviewed to help design IEP Transition Goals for students preparing to graduate from P233Q
- Identify eligible students for “Over 21 Programs”
- Individualized transition plans will be created for all 14-21 year old students
- Continue to work with the Queens Transition Center and Co-op Tech to target vocational and career opportunities for identified 12:1:1 students
- Representatives from various “Over 21” agencies will be invited to meet with 18-21 year old students.
- Identify appropriate 12:1:4 high school students who will be participating in work study opportunities
- Create in-house jobs and community service opportunities for 12:1:4, 6:1:1 and 12:1:1 middle/high school students
- Transition coordinator will attend professional development (district and school based) throughout the year.
- Transition Coordinator will contact “Over 21” agencies and VESID to obtain information about possible placement opportunities at the school level.
- Representatives from “Over 21” agencies will be invited to come to the school to provide an overview of their programs and address concerns and answer the questions of our high school age students and their parents.

Strategies to increase parental involvement

- By January 2012, transition coordinators will schedule opportunities for parents of graduating students to visit “over 21” programs. Transition Coordinator and school guidance counselor(s) will join parents as they visit the programs to answer questions and address parent concerns. Parents will be given a checklist to help them evaluate the different programs they visit.
- By April 2012, the P233Q Parent Coordinator and Transition Coordinator will host the annual Transition Fair for all parents/guardians to support the transition from school to post school life.
- By June 2012, 100% of the eligible 18-21 year old students and families will be given an opportunity to visit “Over 21 Programs” to ensure continued success after ageing out of the Department of Education.

Strategies for attracting Highly Qualified Teachers (HQT)

- Designated staff members will attend professional development training and/or workshops on transition planning and vocational skills development.

Service and program coordination

- Community Based Instruction
- Site based vocational skill training
- Inter-site based vocational skill training
- Community based vocational skill training

Budget and resources alignment

- Parent Coordinator, Transition Coordinator, guidance counselors, administration and classroom staff will work together to insure successful placement at “Over 21” programs and VESID after graduation. Transition coordinator will attend professional development
- Instructional funds will be used to support the position of a transition coordinator
- VATEA funds will be used to provide stipends for designated students who participate in community based vocational experiences.
- VATEA funds will be used to develop an on-site vocational workshop for students

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	As Per IEP Mandate	As Per IEP Mandate	As Per IEP Mandate	As Per IEP Mandate
1	1	1	N/A	N/A				
2	0	0	N/A	N/A				
3	2	2	N/A	N/A				
4	2	2	2	2				
5	6	6	6	6				
6	29	29	29	29				
7	53	53	53	53				
8	35	35	35	35				
9	36	36	36	36				
10	81	81	81	81				
11	26	26	26	26				
12	127	127	127	127				

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
ELA <ul style="list-style-type: none"> • SMILE • Quick Reads 	<p>Small Group Instruction *5x weekly* during the literacy block SMILE-is a phonics-based reading program designed for students with significant cognitive disabilities. Quick Reads-uses non-fiction, high frequency print to develop vocabulary and improve fluency and expand content knowledge.</p>
Mathematics <ul style="list-style-type: none"> • Math Games • Equals Math Program • Touch Math • Scantron • Attainment Math 	<p>Small Group Instruction *4x weekly* during the math block Math Games are designed to address functional math skills in the area of numeration cooking, calendar use, time and measurement. Touch Math is a multisensory program that uses Touch Points to engage students of all abilities and learning styles. Equals Math Program encompasses pre-readiness math skills such as attending cause and effect fundamental math skills such as measurement and number operations and higher order math skills such as data analysis and problem solving. Scantron is a computer-adaptive test that lets you quickly pinpoint proficiency level of your students across a range of subjects. Attainment Math introduces students to everyday math skills such as telling time and counting money.</p>
Science <ul style="list-style-type: none"> • Star Reporter 	<p>Small Group Instruction *3x weekly* during science period Star Reporter creates materials for thematic units (nutrition, horticulture, weather, and ocean life, etc)</p>
Social Studies <ul style="list-style-type: none"> • Action Magazine • Star Reporter 	<p>Small Group Instruction *5x weekly* during the day Action Magazine is a periodical that offers high interest topics with regard to current issues specific to social studies. Star Reporter is a theme-based curriculum for creating a school or classroom newspaper using assistive technology services.</p>
At-risk Services provided by the Guidance Counselor	<p>One to one tutoring *during the day* As needed Therapeutic Crisis Intervention (TCI) Students develop new coping skills and learn self-regulation techniques.</p>
At-risk Services provided by the School Psychologist	<p>One to one *during the day* As needed Testing and Assessment of students to identify strengths and weaknesses</p>
At-risk Services provided by the Social Worker	<p>Small group *1x monthly* during the day Students learn and practice social skills such as empathy, emotion management, problem solving and cooperation</p>
At-risk Health-related Services	<p>During the school day *1x weekly* Students participate in basketball, cooking, etc.</p>

**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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- 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 N752/ Stephanie McCaskill	District 75	Borough Queens	School Number 233
School Name P233			

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

Principal Debbie Edmonds	Assistant Principal Elizabeth DeFrancisco
Coach Louise Delap	Coach type here
ESL Teacher Farida Jhaveri/Shan Gu	Guidance Counselor John Hamilton/Sandy Park
Teacher/Subject Area Luz Baena/TBE/Spanish	Parent Ana Almonte
Teacher/Subject Area Henry Feder/Crisis Int. Teach.	Parent Coordinator Nelly Gutierrez
Related Service Provider type here	Other type here
Network Leader Stephanie McCaskill	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	401	Total Number of ELLs	112	ELLs as share of total student population (%)	27.93%
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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. 

Paste response to questions 1-6 herePart II: ELL Identification Process

1 - ELLs who attend P233Q are identified as ELLs at the CSE level, through the completion of the Home Language Identification Survey. If the HLIS indicates that a child uses a language other than English, the student is administered the Language Assessment Battery-Revised Test. If the HLIS results show that a student is an ELL and Spanish is used in the home, the child must also take a Spanish LAB to determine language dominance. Initially the LAB-R is administered in English. If the student cannot speak, read, or write in English, then the Spanish Lab is administered. If the CSE fails to administer the HLIS or the LAB-R, the ESL teachers at P233Q will perform these operations within the first 10 school days that the student is in school. The 2 ELL teachers who administer the HLIS and the LAB-R, if the CSE fails to do so, are both permanently certified as ESL teachers. One teacher, Shan Gu, speaks English and Chinese and the other teacher, Farida Jhaveri, speaks English, Urdu, Hindi, Punjabi, and Gujarati. If the parent does not speak, read, or write English, the ESL teachers get the support of a pedagogue that speaks the same language as the parent.

All ELLs within P233Q participate in the New York State English as a Second Language Achievement Test (NYSESLAT). This includes students receiving ESL as per their IEP and students who receive bilingual instruction. In addition we use the following ATS screens to clarify who is eligible to take the NYSESLAT; RLER, RLAT, and RMSR. The NYSESLAT is administered by Shan Gu, Farida Jhaveri, and Luz Baena. The test is administered every year to determine how well ELLs are learning English. This test consists of four modalities; speaking, listening, reading, and writing. Scores from the NYSESLAT are divided into 4 performance levels. The 4 levels are Proficient, Advanced, Intermediate, and Beginning. Based on the RLAT screen in ATS, 0% of our students are at the proficient level 1% of our students are at the advanced level, 3% of our students are functioning at the intermediate level, and 96% are at the beginning level. One student @P233Q takes standardized tests. The rest of our students are alternate assessment.

2 – There are no Dual Language programs in District 75 at this time. When ELLs enter P233Q the Transitional Bilingual program and the Freestanding ESL are explained to the parents at a parent meeting. Interpreters are employed when necessary. The meetings are chaired by the 2 ESL teachers and the Bilingual teacher. The Parent Coordinator, who is also bilingual (Spanish), always attends. This meeting takes place within the first 4 weeks of school. For those parents who are unable to attend due to family commitments, alternative meeting dates are arranged. These meetings are chaired by Shan Gu and Farida Jhaveri who are permanently certified in ESL. Luz Baena is permanently certified in Bilingual education.

3 - Every new student who first time enters the P233Q school, the ESL teachers interview the parents on the HLIS form. Based on the responses by parents at the completion of HLIS, LAB-R is administered to determine his/her level of English Proficiency. Our school then sends home an Entitlement letter for parents to select the right program for their child and return to school. Parents are then invited to an orientation session to attend at school. At the orientation session, parents of ELL are given a Parent Survey and Program Selection form to fill. This whole process is chaired by the 2 ESL teachers Shan Gu, Farida Jhaveri, and Luz Baena our Bilingual Spanish teacher, and our parent co-ordinator Nelly Guiterrez, who also speaks Spanish. A Non Entitlement Letter is also sent to parents whose

child was not entitled for ESL, based on HLIS or the LAB-R scores.

4 - As mentionrd above when the parent returns the Entitlement and Non Entitlement Letter , this letter is then stored at the school. At the parent orientation session, parents are explained the different ELL programs. P233 has a Freestanding English as a Second Language program at all seven sites and a Transitional Bilingual program/Spanish at only one site. After the orientation ,parents are asked to fill out the Parent Survey and Program selection form. Based on the information provided by the parent, P233 makes evry effort to respond to parents need. However if the parent is unable to attend the scheduled orientation, our parent co-ordinator Nelly Guterrez , calls the parent to discuss program over the phone.The Parent survey Program is still sent home to be completed and returned to school

5 - Based on the parent responses to the Parent Survey and Program selection form, only 11 students were placed in the Transitional Bilingual program at P233 @ 875 site, and the remaining 101 students are receiving the Freestanding English as a Second language Program, at all the seven sites.

6 – Program models offered at P233Q have, for the most part, been aligned with parent requests. Some parents have requested the Transitional Bilingual Education Program. In some instances we have not been able to fulfill this request. P233Q has one TBE class at our 875 High School site. There is a certified bilingual teacher in that class. P233Q has 7 different sites in Queens. Three are high school sites, three middle school sites, and one elementary inclusion program. There are not enough ELLs in each respective language to justify opening up a bilingual class. For those students who are mandated for a Transitional Bilingual Ed. Program that we cannot provide, the student is given an alternate placement para (if we have an employee who speaks the language), and the services of an ESL teacher. If we don't have a paraprofessional who speaks the child's language, we will move staff from another site to accommodate the needs of 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): Spanish
Dual language program	Yes <input type="radio"/>	No <input checked="" 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	112
SIFE	14	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	50

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	3	2	3	8	0	8	11
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	31	8	31	28	3	28	42	1	42	101
Total	31	8	31	31	5	31	50	1	50	112

Number of ELLs in a TBE program who are in alternate placement: 15

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	0	0	0	0	0	0	0	0	0	0	0	11	11
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	11	11											

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	2	5	1	11	5	11	6	13	54
Chinese	0	0	0	0	0	0	1	0	1	0	2	1	1	6
Russian	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Bengali	0	0	0	0	0	0	1	1	1	0	3	1	4	11
Urdu	0	0	0	0	0	0	0	1	1	0	0	2	3	7
Arabic	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	1	0	1	1	3
French	0	0	0	0	0	0	0	0	0	0	2	0	1	3

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
Korean	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Punjabi	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Polish	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	2	0	0	1	2	0	4	9
TOTAL	0	0	0	0	0	2	9	4	14	7	24	13	29	102

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?

PaPaste responseto questions 1-7

1 – The ESL teachers use the instructional model of push-in/pull-out. The Bilingual instructor teaches in a self-contained environment. The program model for ELLS is ungraded (all students regardless of grade are in one class) and the proficiency level is generally homogeneous. 97% of our ELLS are beginners. Instruction is delivered using both pus-in and pull-out models. Pull out service is provided during 45 minutes sessions. In groups of 3-5 students, the co-operative learning approach is used. Depending on the students needs the push in model is used to assist students and allow the students to remain in the classroom with their English speaking peers.

2 – There is no Dual language program in District 75 at this time. Students in our TBE class receive the number of units of ESL instruction as required by CR Part 154. P233Q is comprised of 7 different sites spread over the borough of Queens. P233Q employs 2 certified ESL teachers. Based on the number of students mandated for ESL services and students who have alternate placement paras, who also have to be served, we cannot provide the mandated number of instructional minutes to our ELL students.

Sixty percent of the shool day in the TBE class is devoted to NLA instruction. Forty percent of the day is devoted to ESL instruction.

A. Programming and Scheduling Information

All of our students in the TBE program receive the mandated number of minutes per week. The ELLs at P233Q receive on average 180 minutes per week of ESL and ELA instruction. Based on the number of teachers, the number of sites that need to be served, and the number of children that require ESL services, P233 cannot meet the requirements of CR Part 154. The instruction is provided through the push-in/pull-out model. Students receive approximately 189 minutes per day of NLA and 126 minutes per day of English. All students in the TBE program are beginners.

3 – All students in the TBE class receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and cooperative learning in conjunction with augmentative communication devices and pictorial/symbolic representations. The use of technology is incorporated to give students additional instructional support.

In terms of the ELLs, instruction follows the NYC's Balanced Literacy Program, which is supported by multicultural library books, the use of technology and the adaptation of literacy materials to meet the individual needs of students with severe disabilities. Included in this, is the use of voice output devices. Classroom libraries are in both students' native language as well as English. The stories read connect to student's cultural needs and prior experiences. The school library specifically purchased books for ESL learners. Purchased books include pages that are not too busy; language that can be bridged for ESL; learners content that is of interest and age appropriate to the students; language that can be extended to real work situations; and the use of a repetitive structure to reduce the comprehension load of the students.

At a minimum, students will listen and speak on a daily basis. Over the course of the year, students will read a minimum of 25 books or the equivalent (using adapted books). Also, students will write on a daily basis in all content areas using the school curriculum and following the methodologies of Dr. Caroline Musselwhite, AGLI's and books in English, including commercially written trade books (e.g. Spring Summer, Autumn, and Winter by G. Smith, Polar Bears by Emily Townsend; and The Pilgrims First Thanksgiving by Anne McGovern) as well as books written and/or adapted by classroom staff to meet the needs of students with severe disabilities. In terms of math, students are taught measurement, weights, numeration, and currency. Science curriculum emphasizes human anatomy and how to take care of one's body. Topics covered in social studies include school elections, debates, and school newspaper. The TBE class is made up of students whose native language is Spanish. ESL students are provided the same curriculum.

4 - All students in the TBE class are beginners. They are all assessed in Spanish, using teacher made materials.

5a – There are currently 14 SIFE students attending P233Q. SIFE students receive small group and individualized instruction, when possible. Areas of emphasis are literacy, math, vocational, and technology skills.

5b - Currently, newcomers who attend P233Q are moderately to profoundly developmentally disabled. Using ESL modalities and keeping in mind the ESL standards, all instruction is adapted to the individual needs of the students. Students are given an opportunity to hear English spoken throughout the day so that they have the opportunity to strengthen their English language skills. Since many of our students are non-verbal, all classrooms, including our TBE class, use picture symbols and communication devices (PECS, TEACH, DYNAVOX, etc.) to help our students communicate with each other, the staff, their families, and the community at large. In some instances, newcomers are supported by paraprofessionals who speak their native language.

5c & d - Every ELL student at P233 is administered the NYSESLAT. However many of our students are severely disabled and their scores are either very low or invalid. Therefore, we need to continue their ELL services. There are seven P 233 ELL students who require the Extension of services. The providers of the extension are our two ESL teachers Shan Gu and Farida Jhaveri. Based on our monthly school curriculum, and following the ESL methodologies students either read books or books are read to them.

6. Based on our students level /grade and disability, our ESL teachers choose either published or adapted books. For example, under the science curriculum students read the book "FALL" by Tanya Thayer, "SEEDS" by Vijaya Khisty Bodach, and a book concerning the seasons was converted to the smart board and VIZZLE format. Under the ELA curriculum students also learn how to write letters and send e-mails via computers. Students are also given the opportunity to research different career opportunities in preparation for when they

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.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

A. Programming and Scheduling Information

leave the school. The 12:1:4 classes are provided with concrete objects, items they can touch hear, and smell. The instruction is provided with intermittent reinforcement. Instruction is also supported by the VIZZLE PILOT PROGRAM and smart board. This makes the lessons

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?

Paste response to questions 8-17 here

8 - For ELLs in our 12:1:4 and 6:1:1 program the following intervention programs are being utilized;

ELA – S.M.I.L.E. (Structured Methods in Language Education) and CASTA

MATH – Equals Math; Touch Math, and word problems.

SOCIAL STUDIES - Emphasizes being a responsible citizen in school and in the community. Emphasis is on social skills and following rules during school elections, debates, and publishing the school newspaper. Students relate to prior knowledge to bridge new experiences.

SCIENCE - Human anatomy and the circulatory system.

For ELLs in our 12:1:1 program, the emphasis is on ELA/Writing, Reading, and Math. In terms of ELA/Writing the concentration is on expository writing, letter writing, descriptive, and persuasive writing; in terms of reading, the ELLs will be engaged in the Huckleberry Finn (adapted); and in terms of math, the emphasis will be on Attainment Math.

For all of our ELLs, lessons are multisensory and address the learning styles of each student. Life skills are infused into each lesson (social skills, fundamental math skills, and reading skills). All lessons reflect/mention NYS Standards.

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-Communication symbols (bilingual-spanish)

-Communication devices

B. Programming and Scheduling Information--Continued

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

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MATH – Equals Math; Touch Math, and word problems.

SOCIAL STUDIES - Emphasizes being a responsible citizen in school and in the community. Emphasis is on social skills and following rules during school elections, debates, and publishing the school newspaper. Students relate to prior knowledge to bridge new experiences.
SCIENCE - Human anatomy and the circulatory system.

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- Communication symbols (bilingual-spanish)
- Communication devices
- Pictures
- Tactile objects
- Olfactory materials – scented markers, sprays, etc.

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

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)?

Paste response to questions 1-5 here

Science:	Sp./En.			
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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.

Paste response to questions 1-3 here D.

1 - ELL personnel are sent to the Compliance, BESIS, and NYSESLAT workshops. In addition ELL personnel will attend instructional workshops offered by the ELL division. Classroom teachers with the exception of the ESL teachers are required to take the Jose P. training, which is a 10 hour workshop. One of our AP's this school year has attended Danielson's Framework of Teaching, LAP training, and SESIS training. Paraprofessionals have attended the SESIS, Bloodborne Pathogen and Behavior management workshops. Our speech teacher have attended the SESIS and their on going monthly meetings with their peers and supervisors.

2 - As ELLs transition from elementary to middle and middle to high school, ESL teachers communicate with each other to facilitate a smooth passage from one site to the other. The ESL teachers collaborate with the content area teachers on instruction, socialization, assessment, and IEP goals and standards to ensure that the individual needs of the ELLs are addressed during the transition period. Guidance Counselors reassure students that their transition to the new school will be smooth; that they will feel comfortable in their new location; and that the counselors will be there to support them if any problems should arise.

3 - The minimum 10 hours of ELL training for all staff as per Jose P., include ESL methodologies, the Natural Approach, the Whole Language Approach, graphic organizers, and multisensory approaches. These are supported by augmentative communication devices and Mayer-Johnson picture symbols.

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?

Paste response to questions 1-4 here E.

1 -The P233Q Parent Coordinator is bilingual and offers parents of all ELL students support throughout the year. She helps parents become more involved in their child's educational program by providing information about available services. She is available to answer questions and meet with parents at school or at home. We invite parents to attend ELL meetings during the school year at the District level. Meetings are held at the school level with translation services. All information sent to parents is translated into their language. In addition an orientation session for newly enrolled ELLs took place on October 5th, 2011. The orientation program discussed ELL methodologies that are employed at P233Q and hands on materials that are utilized with all the students. The parent coordinator speaks english and spanish. Topics discussed at parent meetings, with translation services, include transition services, ESL and Bilingual education, Behavior management needs of our students, and visitations to post DOE facilities. Parent teacher conferences, that are held twice a year, also help to encourage communication between home and school. Also, there will be a parental instructional component added to the Saturday program

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2 - P233Q partners with a number of Community Based Organizations to assist all parents (including ELLs) in their child's transition from public school to over 21 programs. Queens Parent Resource Center and ANIBEC have played an integral part in this process. Heavenly Hands has assisted us in the area of behavior management. All information transmitted, be it oral or written is translated into the parent's native language by P233 staff. WE have also developed partnerships with businesses that serve as our job sites. Some of these organizations are Staples, CVS, and JASA, Carter Burden, Creedmore (meal Program), QCP(pilot program),Nursing Home and Food Pantry at the church.

3 - ELL teachers communicate with parents via parent meetings, telephone conferences, and written communication. Needs are evaluated by the ELL teachers and specific concerns are addressed. Our ESL teachers are multi- lingual. For parents that speak a language other than what the ESL teachers know, we employ other P233 staff to provide translation services.

4. Parents receive suggested activities by the ESL teachers. These suggested curriculum ideas are individualized to meet the needs of the students and can be carried out in the home environment. The parent coordinator makes certain that there is communication with the families and guardians of ELLs by providing translated school documents and any other information that needs to be sent home. Parent outreach shall include opportunities for orientation meetings and other meetings throughout the school year. Parents of ELLs are always invited to parent teacher conferences, IEP meetings and the Saturday Title III program. At these gatherings, parents are always asked by the ESL teacher if they have questions or concerns about their child's progress in the ESL program.

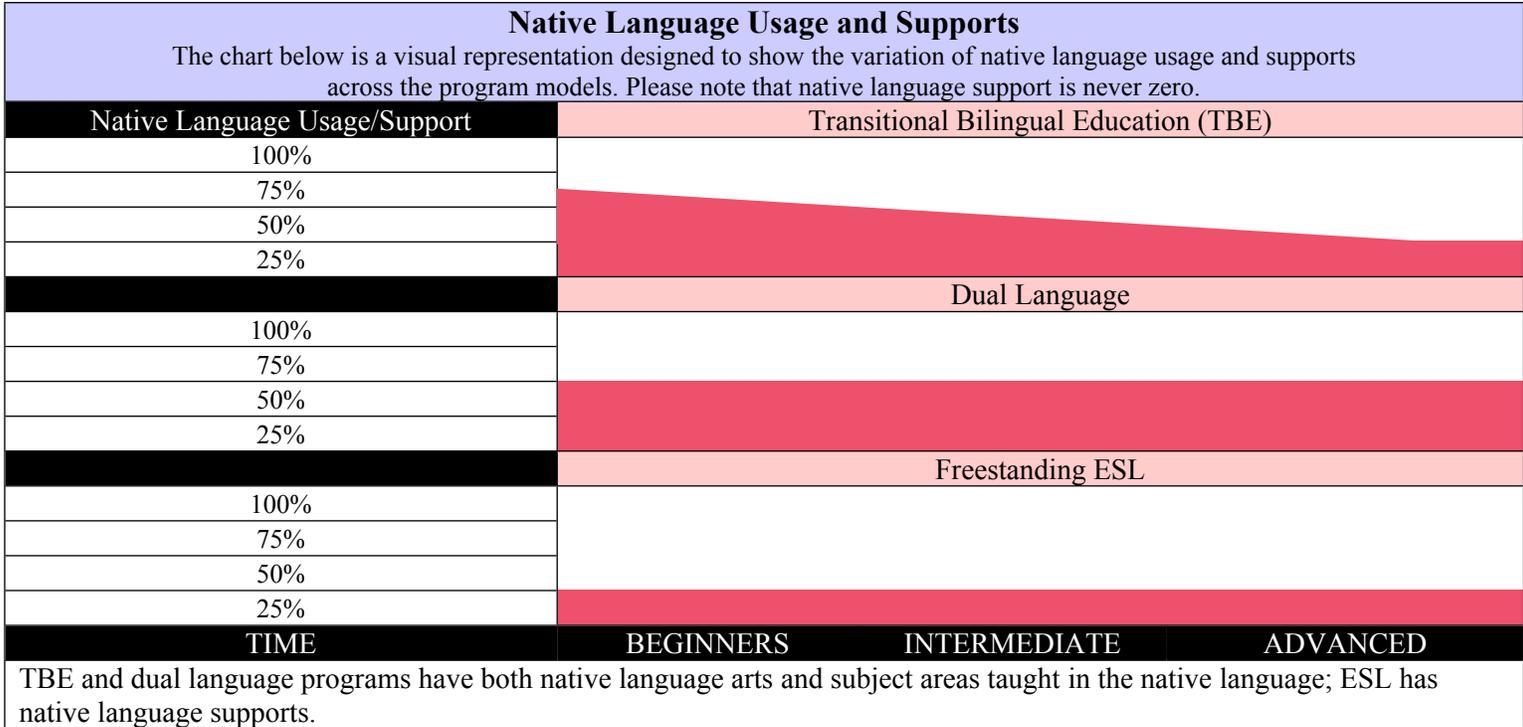
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
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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
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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.
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 SCIENCE - Human anatomy and the circulatory system.

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B. Programming and Scheduling Information--Continued

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C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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E. Parental Involvement

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

Paste response to questions 1-4 here E.

1 -The P233Q Parent Coordinator is bilingual and offers parents of all ELL students support throughout the year. She helps parents become more involved in their child's educational program by providing information about available services. She is available to answer questions and meet with parents at school or at home. We invite parents to attend ELL meetings during the school year at the District level. Meetings are held at the school level with translation services. All information sent to parents is translated into their language. In addition an orientation session for newly enrolled ELLs took place on October 5th, 2011. The orientation program discussed ELL methodologies that are employed at P233Q and hands on materials that are utilized with all the students. The parent coordinator speaks english and spanish. Topics discussed at parent meetings, with translation services, include transition services, ESL and Bilingual education, Behavior management needs of our students, and visitations to post DOE facilities. Parent teacher conferences, that are held twice a year, also help to encourage communication between home and school. Also, there will be a parental instructional component added to the Saturday program as part of the Title III grant.

2 - P233Q partners with a number of Community Based Organizations to assist all parents (including ELLS) in their child's transition from public school to over 21 programs. Queens Parent Resource Center and ANIBEC have played an integral part in this process. Heavenly Hands has assisted us in the area of behavior management. All information transmitted, be it oral or written is translated into the parent's native language by P233 staff. WE have also developed partnerships with businesses that serve as our job sites. Some of these organizations are Staples, CVS, and JASA, Carter Burden, Creedmore (meal Program), QCP(pilot program),Nursing Home and Food Pantry at the church.

3 - ELL teachers communicate with parents via parent meetings, telephone conferences, and written communication. Needs are evaluated by the ELL teachers and specific concerns are addressed. Our ESL teachers are multi- lingual. For parents that speak a language other than what the ESL teachers know, we employ other P233 staff to provide translation services.

4. Parents receive suggested activities by the ESL teachers. These suggested curriculum ideas are individualized to meet the needs of the students and can be carried out in the home environment. The parent coordinator makes certain that there is communication with the families and guardians of ELLS by providing translated school documents and any other information that needs to be sent home. Parent outreach shall include opportunities for orientation meetings and other meetings throughout the school year. Parents of ELLS are always invited to parent teacher conferences, IEP meetings and the Saturday Title III program. At these gatherings, parents are always asked by the ESL teacher if they have questions or concerns about their child's progress in the ESL program.

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
													L

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)	0	0	0	0	0	1	9	5	12	8	26	14	32	107
Intermediate(I)	0	0	0	0	0	1	0	0	1	1	0	1	0	4
Advanced (A)	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Total	0	0	0	0	0	2	9	5	13	9	27	15	32	112

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	2	12	3	12	12	19	9	38
	I	0	0	0	0	0	1	0	0	1	1	0	1	0
	A	0	0	0	0	0	0	0	0	0	0	1	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	2	12	3	12	12	19	9	38
	I	0	0	0	0	0	1	0	0	1	1	0	1	0
	A	0	0	0	0	0	0	0	0	0	0	1	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	5	6	11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	5	0	6	0	11

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	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
Comprehensive English				
Integrated Algebra	1	0	1	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	0	0	0	0
Living Environment				
Physics				
Global History and Geography	0	0	0	0
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	30			
NYSAA Mathematics	30			
NYSAA Social Studies				
NYSAA Science	5			

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

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

- 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:

Additional Information

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

Paste response to questions 1-6 here

Part VI: LAP Assurances

School Name:
P233

School DBN: 75Q233

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debbie Edmonds	Principal		11/1/11
Elizabeth DeFrancisco	Assistant Principal		11/1/11
Nelly Gutierrez	Parent Coordinator		11/1/11
Farida Jhaveri	ESL Teacher		11/1/11
Ana Almonte	Parent		11/1/11
Henry Feder/CIT	Teacher/Subject Area		11/1/11
Luz Baena/TBE	Teacher/Subject Area		11/1/11
Louise Delap	Coach		11/1/11
	Coach		11/1/11
John Hamilton	Guidance Counselor		11/1/11
Stephanie McCaskill	Network Leader		11/1/11
Sandy Park	Other <u>Guidance Counselor</u>		11/1/11
Shan Gu	Other <u>ESL Teacher</u>		11/1/11
	Other		11/1/11

School Name:

P233

School DBN: 75Q233

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		11/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q233 School Name: P.233Q

Cluster: 752 Network: 2

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

Part A: Needs Assessment Findings

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

Based on the Home Language Survey, P233 determines which families need translation and interpretation services in their language. P233Q then provides non-English speaking parents with appropriate and timely information in a language they can understand by employing the parent coordinator, the ESL teachers, the Bilingual teacher and the bilingual paras to translate and interpret information in the parent's native language. P233Q provides written translation and oral interpretation in the following languages; Spanish, Bengali, Urdu, Chinese, Russian, Haitian, Arabic, Punjabi, Korean, Portuguese, Hindi, and Gujrati. For languages not covered, the parent coordinator contacts the Translation and Intepretation unit of the DOE. This DOE unit in turn, translates all the requested information that is subitted to them.

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.

Based on the Home Language Survey, the findings were; 54 Spanish, 7 Urdu, 6 Chinese, 2 Russian, 11 Bengali, 1 Arabic, 3 Haitian, 3 French, 2 Korean, 3 Punjabi, 1 Polish, 1 Portuguses and 9 Others. Based on the language needs of families, teachers, paraprofessionals and staff were surveyed to see if they were fluent in any one of the mentioned languages. Once it was determined that a staff was able to speak a certain language, the staff was utilized to translate for parents whenever needed. If P233 staff could not provide the appropriate language, the Interpretation and Translation Unit of the DOE was contacted.

Part B: Strategies and Activities

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

The P233Q parent coordinator is bilingual and offers non English speaking parents full support throughout the year. She helps parents become more involved in their child's education through communication and providing translated school documents and other information that needs to be sent home. Parent outreach includes opportunities such as orientation meetings, parent-teacher conferences, open house, IEP meetings and Title III programs. At such gatherings parents concerns and questions are provided with translators in their native languages. If there is any language where we cannot provide assistance, we reach out to the Translation and Interpretation Unit of the DOE.

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

The P.233Q parent coordinator participated in 32 hours of training hosted by the Southern California School of Interpretation. In her role as translator for the school district, she has received a certificate of completion. In addition to addressing problems or concerns, she organized family events so designed to create relationships with parents. In a social setting, she was able to gain the trust of parents who in turn were more willing to go to her for information and assistance.

The written translation services provided by the school include flyers and documents in languages other than English. Emergencies cards will note the language used other than English for emergencies purposes. Aside from providing documents in a language other than English, teachers utilized alternate placement paraprofessionals to write daily messages including those sent home via the daily communication logs for non-verbal students.

The school will determine within 10 days of a student's enrollment, (or for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each child enrolled in the school. The emergency card will note the parent's primary language and such information will be maintained in ATS. Language assistance will be provided to parents via translation services including translated documents. When a parent partakes in a meeting, a translator will be provided.

When the school is unable to provide interpretation and translation services, it will provide a cover letter or notice on the face of the English document in the appropriate language. The Department of Education website will be used to provide information in various languages.

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>.

P.233Q will follow the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements specified in the Chancellor's Regulation A-663.

P.233Q will continue to reach out to non-English speaking parents by interpreting and translating documentation in their native language utilizing professional services of contracted vendors as well as translation services of our P.233Q staff. Distribute pre-made forms in various languages provided by the Department of Education and District 75 website. P.233Q Parent Coordinator will continue to share information with our Spanish speaking parents via flyers , phone calls and translation at various school events.

P.233Q will provide orientation to parents on programs for LEP students and Title III during and Spring and Fall ELL parent orientation meetings or conferences as well as during Annual Reviews. The Parent Coordinator will make written materials on bilingual and ESL programs and Title III available in various languages. P.233Q will pay per-session rate to bilingual staff to translate materials or to interpret for parents during parental involvement activities. P.233Q will also utilize interpreters from the Translation and Interpretation Unit to provide interpretation and written materials.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.233Q	DBN: 75Q233
Cluster Leader: Gary Hecht	Network Leader: Stephanie McCaskill
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 18 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: There are three ELL teachers at P.233Q serving seven different sites in Queens. The ELL population is comprised of students who attend classes in ratios of 12:1:4, 12:1:1 and 6:1:1. P.233Q serves a total of 112 ELL students all of whom are alternate assessment save for one. P.233Q has a total of 401 students in grades five through twelve of which 24.82% are ELLs. All ELLs that currently attend P.233Q participate in the New York State English as a Second Language Achievement Test (NYSESLAT). This includes students receiving ESL and students receiving bilingual instruction. The test is administered every year to determine how well ELLs are learning English. Scores from the NYSESLAT are divided into four performance levels. The four levels are Proficient, Advanced, Intermediate and Beginning. Based on the RLAT screen in ATS, 3% of our students are functioning at the intermediate level and 97% are at the beginning level. All ELLs in P.233Q are alternate assessment except for one student who is administered standardized assessments and exams.

The Bilingual Program is composed of one bilingual alternate assessment high school (12:1:4 multiple disabilities) class. The bilingual teacher communicates to the students in their native language (Spanish) as appropriate. The teacher is also able to communicate with parents and guardians to ensure a strong home/school partnership.

During the 2010-2011 school year, ELLs students performed as well as their monolingual peers on the NYSAA as reflected by the data folios in all content areas including ELA, Math, Science, and Social Studies. None of our ELL students are involved in standardized assessment (except for one). Using NYSAA data folios, our ELL students have received scores of 3 and 4 in both accuracy and independence. All of our 112 ELLs are administered NYSESLAT during the spring semester. P.233Q uses summative and formative assessments such as Scantron, Brigance, Attainment Math, SANDI, SMILE, Equals Math Program, ABLLS, Touch Math, CASTA, Get Ready to Learn and VIZZLE. 87 ELLs took the New York State Alternate Assessment. Eleven bilingual and 30 ELLs took the math and the english. Five ELLs took the science in NYSAA. Based on the NYSAA data folios, most of our ELLs are limited in terms of their receptive and expressive language (almost 97% of our ELLs are beginners). The vast majority of our ELLs do not read or write. Therefore, we are gearing our instruction towards increasing receptive and expressive language.

NLA instruction follows the tenets of Balanced Literacy and a uniform curriculum, emphasizing the development of phonics and comprehension skills through literature based and common core standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing pre-post test, rubrics and teacher designed assessment in native language literacy materials. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, and the use of technology tools. Products of student work reflect the identified goals and objectives as per their IEPs. Students are given opportunities to use language with different audiences including peers, teachers, paraprofessionals and other staff as well as in the community.

Students in our bilingual class are assessed through the alternate assessment process (none of our

Part B: Direct Instruction Supplemental Program Information

bilingual students take standardized tests). Student portfolios, Brigance, Equals Math Program and formal teacher observations, and teacher-made checklists and rubrics are used to assess the level of students' English language development and proficiency of ELLs.

Title III Supplemental Instructional Saturday Program

Research indicates that instruction is effective when it is: hands on, challenging, multi-sensory, thematic, is literacy focused, includes students' cultures, allows for exploration and provides multiple, challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English (Camboume, 1998, Orelove & Sobsey, 1993). Therefore, during the 2011- 2012 school year, P233Q will use Title III funds to implement a Saturday morning instructional program that incorporates the aforementioned research incorporating food and technology. A NYC/NYS certified ESL teacher (who speaks Chinese), a Learning through an Expanded Arts Program (LEAP) teaching artist and a certified bilingual special education teacher will provide an instructional Saturday morning program for 18 ELLs in a 12:1:4 and 6:1:1 ratios with the assistance of eight bilingual paraprofessionals (three of whom are 1:1 paraprofessionals who speak the students' languages in addition to the five paraprofessionals for the two aforementioned groups). We used two criteria in determining which ELL students we would target for the Saturday program; a beginner's score as per the NYSESLAT and the ability of parents to get them to the site where the program will take place. A LEAP artist will present a series of five 3 hour workshops for students. The workshop program is called "Cooking Your Way Around the World" and it will help ELL students use the internet to research indigenous foods and traditional dishes from the students' native countries. Using ESL methodologies, the students will identify the foods they are researching and will be encouraged to share what they have learned, via spoken language, communication books, augmentative communication devices, etc. The materials utilized will include but are not limited to: "Look N Cook" Cookbooks, "Look N Cook" DVDs, "Look N Cook" Microwave kit and "Look N Cook" lesson plans; adaptive books, kitchen tools and utensils, internet; poster boards; digital camera; and adaptive scissors. The students will look for pictures of the ingredients needed to prepare these foods to create an English language food dictionary. They will then use basic math skills, focusing on measurement and number skills, to prepare and eat the dishes they have researched. The program is designed to promote health and safety in the kitchen and will stress the need to use language to socially interact with classmates and peers. Students will be encouraged to document their participation in the program by developing a presentation board that illustrates the varied activities. The Title III Saturday Program will run from 9AM to 12 noon for five Saturdays. For the Saturday program, we will have paraprofessionals who speak Spanish, Hindi, Tamil, and English. The Saturday program will have both bilingual and ESL students, much of the instruction will be delivered in two distinct groups-Bilingual and ESL, using differentiated instruction, cooperative grouping, scaffolding strategies, and native language from the support bilingual paraprofessionals. The language of instruction for the title III program will be in English for the 6:1:1 group and Spanish for the 12:1:4 bilingual group. The program will provide rigorous and challenging content-based instruction. ESL standards will be used to design and assist the ESL and bilingual teachers with curriculum development using ESL methodologies in conjunction with augmentative communication devices, Brigance, Assessment of Basic Language and Learning Skills Revised (ABLLS)-R, NYSAA, NYSESLAT, data, true object pictures, and Mayer Johnson picture symbols. Performance data from the Brigance, ABLLS-R, the ELA NYSAA, and the NYSESLAT will be used to inform instruction. English Language Arts instruction will follow the NYC's Balanced Literacy Program, which is supported by multicultural books, use of technology and the adaptation of literacy materials to meet the individual needs of students with severe disabilities. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for math. Multi- sensory and multicultural materials will be infused throughout all aspects of instruction. ESL students will be given supports across the whole curriculum providing scaffolding that is sensitive to the needs of the ESL students. We will also be using Learning

Part B: Direct Instruction Supplemental Program Information

through an Expanded Arts Program (LEAP). A LEAP artist will work in conjunction with the ESL/Bilingual teachers to provide instructions on the visual elements of preparing food from around the world as well as their cultural and historical significance. Students will make delicious foods from the culture they have studied. Bilingual instruction will also emphasize Native Language Arts and English Language Arts. Students in the Title III Saturday program will be assessed through the alternate assessment process (none of our bilingual students in the Saturday program takes standardized tests). Formal teacher observations and teacher-made checklists and rubrics will be used during the Title III Saturday Program to assess the level of students' English language development and proficiency.

Schedule for the Saturday Program for Learning through an Expanded Arts Program (LEAP)

April 21, 2012

April 28, 2012

May 5, 2012

May 12, 2012

May 19, 2012

The Saturday program will be from 9-12 PM. All of our targeted ELL/Bilingual students are beginners. They represent grades 6-12; students will be grouped according to their IEPs' student to staff ratio within 3 contiguous grades; 6:1:1 will be grades 6-8; 12:1:4 will be grades 9-12.

Part C: Professional Development

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

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

Begin description here: Title III funds will be used to support the staff participating in Title III program. One of the main reasons to have professional development for staff working with ELLs is for them to be empowered— to have the opportunity and the confidence to act upon their ideas as well as to influence the way they perform in their profession. Empowerment is the process through which teachers and staff become capable of engaging in, sharing control of, and influencing events and institutions that affect their lives. Title III funds will be used to support and empower the bilingual teacher, the ESL teacher the administrator and the eight paraprofessionals in appropriate professional development sessions focusing on ELLs. The Title III staff will refer to the books and resource materials provided by Title III funds. ESL/Bilingual teachers will share information with staff during Professional Development sessions.

During the 2011-2012 school year, P 233's Professional Development focus of study will be working with educators on how to learn a second language, to facilitate the Cooking Around the World program. P 233Q will use the book written by Pauline Gibbons, Learning to Learn in a Second Language as a resource. The ESL methodologies gleaned from the text will be utilized throughout the Title III program

Part C: Professional Development

by the ESL teacher, the Bilingual teacher, and the paraprofessionals, in their delivery of instruction as seen through the lens of ESL methodology. This book includes topics pertaining to the education of ELLs, such as: Strategies and Materials for Native Language instruction, the NYS ESL standards, Balanced Literacy in bilingual and ESL classes, The Teaching of ESL through Content Areas: Math, Standardized Assessment and Alternate Assessment Methods for ELLs, the Use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for the education of ELLs with severe disabilities. They will also explore push in, team models, and the classroom environment to maximize delivery of ESL services. P233Q will also use the Benchmark Education Series for ELL Early Explorers. Staff will be trained to use assessment handbooks, leveled books on tape, and educational CDs for the Saturday program. ESL and bilingual staff who work in the Title III supplemental Saturday instructional program will participate in professional development sessions that will be held on Saturday mornings and afternoons, two hours per session for a total of four sessions.

The Saturday Professional Development will be on-going and the dates will coincide with the dates students attend. Professional Development will take place from 8 am to 9 am and 12 noon to 1 pm, the first 4 Saturdays of the program. The schedule will be as follows;

April 21, 2012 - Instructor - Luz Baena

Topic - Strategies and Materials for Native Language Instruction with a focus on Cooking- AM Session

NYS ESL Standards - PM Session

April 28, 2012 - Instructor - Shan Gu

Topics - Push-in/ Pull-out Method of Instruction and How to Alter the Classroom Environment to Maximize the Delivery of ESL Services - AM Session

The Teaching of ESL through the Content Areas of Math, Science, and Social Studies - PM Session

May 5, 2012 - Instructor - Luz Baena

Topic - The Use of Technology in Bilingual and ESL Education with a focus on cooking- AM Session

Balanced Literacy in ESL and Bilingual Classes - PM Session

May 12, 2012 - Instructor - Shan Gu

Topic - Adapting ESL Materials for Beginner ELL's with Severe Disabilities with a Focus on Cooking- AM Session

Using Alternate Assessment Methods with ELL's - PM Session

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Title III funds will be used to provide three 2 ½ hour workshops for the families of ELLs participating in the Title III Saturday program. The workshops “Adult Literacy Skills for ELL/Bilingual Adults”, will be presented by “Learning through and Expanded Arts Program” (LEAP) teachers. LEAP will use drama, movement, cooking, and games to make English language learners feel more comfortable and confident when they read, write, and speak English. Topics will include: "Drama and Adult Literacy Skills"; "Movement and Cooking for ELL/Bilingual Adults"; "Games and other Techniques for Adult Literacy for ELLs". Hands-on activities help adults develop strong vocabulary and grammar in order to better support their children in school and in the community. Parents of students with a disability often experience a sense of isolation which can be further complicated if English is not their native language. This parent engagement workshop will encourage parents to reach out to the school and each other to meet the educational, social and physical needs of their children.

The Saturday parental engagement program will be held from 9-11:30 am for parents via Learning through an Expanded Arts Program (LEAP) on the following dates:

April 21, 2012

April 28, 2012

May 5, 2012

P.233Q will continue to reach out to non-English speaking parents by interpreting translating documentations in their native language utilizing pre-made forms in various languages. Flyers will be created in parents’ native language relating to information about Title III and other available services and activities. Refreshments for parents will be served at every workshop. Translation services will be provided. All information sent to parents is translated into their native language. The preferred languages of parents are Spanish, Punjabi, Korean, Urdu, Bengali, Haitian Creole, Philipino, Chinese, and Hindi.

The parent coordinator will assist in facilitating a smooth transition from the regular school program to the supplemental school program (i.e. interpretive services, coordinating parent workshops, encouraging ELL parents to send their children to the supplemental program, etc.

P.233Q Parent Coordinator is bilingual and offers parents of ELL students support throughout the year. She helps parents become more involved in their child’s educational program by providing information about available services. She is available to answer questions and meet with parents at school or at home. We invite parents to attend ELL meetings during the school year at the District level. Meetings are held at the school level with translation services. All information sent to parents is translated into

Part D: Parental Engagement Activities

their language

Part E: Budget

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

Allocation Amount: \$14332

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8934.15	Instructional Saturday Program 2 Teachers (1 bilingual teacher/1 ESL teacher) x5 Saturdays x 3 hours per Saturday at \$50.06 per hour = \$1, 501.80 8 paraprofessionals x3 hours per Saturday x 120 hours per Saturday at 29.00 per hour= \$3,480.00 1 Supervisor x5 Saturdays x3 hours per Saturday at \$52.39 per hour = \$785.85 1 Secretary (to handle payroll and purchases) 10 hours x30.85 per hour = \$308.50 Professional Development 1 Teacher Instructor of PD x 4 Saturdays x 2 hours per Saturday at \$50.06 per hour = \$400.48 1 Teacher x4 Saturdays x 2 traninee hours per Saturday at \$22.80 per hour = \$182.40 8 paraprofessionals, x4 Saturdays x 2 hours per Saturday at 29.00 per hour x 64 hours total = \$1, 856.00 1 Supervisor x 4 Saturdays x 2 hours per Saturday at 52.39 per hour = \$419.12
Purchased services	3,325.00	LEAP--Learning through an Expanded

Part E: Budget

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

Allocation Amount: \$14332

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		<p>Arts Program For students =Five 3 hour workshops (Cooking Around the World) provided by LEAP (\$395 X 5 = \$1,975.00)</p> <p>For parents -three 2 and a half hour workshops (Adult Literacy Skills for ELL/Bilingual Adults) provided by LEAP (\$450 X3 =\$1350)</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	1,899.62	Look N Cook Cookbook - \$45.57 Adapted Scissors - \$277.60 Look N Cook Lesson Plans - \$45.57 Look N Cook DVD Set - \$82.77 Colored Poster Board - \$39.54 Presentation Boards - \$19.70 Kitchen Aprons - \$59.10 White Card Stock - \$6.79 Xerox Paper - \$37.60 Markers - \$64.47 Digital Camera - \$99.00 Printer Ink - \$72.09 Notebooks - \$38.60 Spatula/Spoon Set - \$28.80 Disposable Foam Bowl - \$6.00 Mixer - \$298.00 Look N Cook Microwave Kit - \$73.47 Microwave Oven - \$79.99 Cookie Sheet - \$34.38 Jelly Roll Pan - \$17.19 Set of Cookware - \$150.00 Mixing Set Bowl - \$60.00 Set of Flatware - \$40.00 Bakeware Set - \$70.00 Cooking Utensil Unit - \$45.00 Collander - \$13.62 Salad Spinner - \$40.00 Waffle Maker - \$54.77
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$14332

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other	<u>\$ 173.23</u>	Refreshments for parents attending 3 Saturday workshops \$173.23
TOTAL	\$14, 332.00	