Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : P.S. 234

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q234

PRINCIPAL: THEA C. PALLOS EMAIL: TPALLOS@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. P. COMPOSTO

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
Thea C. Pallos	*Principal or Designee	
Sonya Gimondo	*UFT Chapter Leader or Designee	
Eve Avramovic	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Peggy P. Mouzakitis	Member/CSA Member	
Effie Papadopoulos	Member/Teacher	
Frances Papadimitropoulos	Member/Teacher	
Nusreta Mrkulic	Member/Parent	
Florentina Dima	Member/Parent	
Sharon Gaumond	Member/Parent	
Rachel Karalekas	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

1.By June 2012, all students with disabilities will improve performance in Literacy by increasing at least 2 levels on the E-Class 2 assessment.

Comprehensive needs assessment
Trends have been identified across grades using running records, Reading Street benchmark tests and EClass 2, These trends include lack of main idea and inference skills due to limited progress in reading fluency from grade to grade. Also, our students with disabilities subgroup did not make AYP in ELA and we have made this a priority goal for this year.

Instructional strategies/activities :
Current instructional initiatives for literacy include the continuation of Scott Foresman Reading Street Balanced Literacy Program, the inclusion of the ELA "bundles" into thematic planning, independent/ paired reading, shared reading, guided reading, writer's workshop, interactive read alouds, word study, vocabulary word focus, text complexity, teacher and student reading/writing conferences and the infusion of CCLS. Classroom libraries, academic support personnel, and CFN staff developers will further support literacy instruction.
Teachers are included in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities during the following:

- Inquiry team meetings
- Instructional Leaders meetings
- Assistant Principal's sixth period prep/ professional development meetings
- Grade and Staff conferences
- Round Table Lunch with the administration

All goals are monitored for progress and revisited several times throughout the school year during Inquiry meetings and teacher team meetings (ie: Extended cabinet, instructional leader meetings, grade leader meetings, Common Planning and Curriculum Mapping Meetings) . Progress is monitored by analyzing running records, student work samples and portfolios, and benchmark assessments every 6 weeks.

Strategies to increase parental involvement
Several parent workshops are offered monthly, On the First Thursday of every month parents have the opportunity to visit their child's classroom and observe teaching/learning. Student planners have been purchased for all students in grades 1-5; These planners go home daily to inform parents of events, updates and assignments. A detailed Unit Theme letter is sent home every 6 weeks outlining the current unit being studied; this letter is inclusive of specific activities and CCLS connections. Students Individualized Goals and Progress Reports are also sent home every 6 weeks.

Strategies for attracting Highly Qualified Teachers (HQT)
All teachers receive a 50 minute Professional development workshop weekly to ensure highly effective teaching. Professional Development is also offered during 6 half days a year, on Election Day and on Brooklyn Queens Day. Informal observations are conducted monthly and administrators serve as coaches for teachers as part of their individualized professional development plans.

- When looking for new teachers, the following are utilized:
    1. Job Fairs
    2. Colleague Recommendations/ Referrals

3. Interviewing candidates from open markets
4. Resumes sent by colleges and universities

Service and program coordination

- Resolution A Grant has been used to purchase laptops and Promethean boards for every classroom to enhance instruction through technology.
- SES programs are offered to target populations for ELA support.
- Partnerships have been made with New York Historical Society to support teaching social studies through ELA.

Service providers will collaborate with classroom teachers to address the ELA needs of target population, utilizing activities to support these weaknesses during their sessions with students.

Budget and resources alignment

Title I, FSF, Title III will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIII, SIIG Funds, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below:

- ✓ Purchase of textbooks,
- ✓ Materials and supplies
- ✓ library books
- ✓ per diem and per session monies for personnel

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

2. By June 2012, 7% of students in grades 3-5 will improve the strand of Number Sense and Operations in Mathematics , as indicated on the NYS Math exam item analysis report.

Comprehensive needs assessment

Trends have been identified across grades using Math State exam item analysis and Envisions Benchmark tests. These trends include lack of progress in number sense and operations from grade to grade.

Instructional strategies/activities

Current instructional initiatives for math include the implementation of Scott Foresman Envisions Program for grades K-5, the inclusion of math “bundles” into thematic planning, use of manipulatives and math games, focus on vocabulary and problem solving , integration of technology, immersing students in real life connections, teacher/ student math conferences and the infusion of CCLS. Academic support personnel will further support math instruction.

Teachers are included in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities during the following:

- Inquiry team meetings
- Instructional Leaders meetings
- Assistant Principal's sixth period prep/ professional development meetings
- Grade and Staff conferences
- Round Table Lunch with the administration

All goals are monitored for progress and revisited several times throughout the school year during Inquiry meetings and teacher team meetings (ie: Extended cabinet, instructional leader meetings, grade leader meetings, Common Planning and Curriculum Mapping Meetings) . Progress is monitored by analyzing running records, student work samples and portfolios, and benchmark assessments every 6 weeks.

Strategies to increase parental involvement

Several parent workshops are offered monthly, On the First Thursday of every month parents have the opportunity to visit their child's classroom and observe teaching/learning. Student planners have been purchased for all students in grades 1-5; These planners go home daily to inform parents of events, updates and assignments. A detailed Unit Theme letter is sent home every 6 weeks outlining the current unit being studied; this letter is inclusive of specific activities and CCLS connections. Students Individualized Goals and Progress Reports are also sent home every 6 weeks.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers receive a 50 minute Professional development workshop weekly to ensure highly effective teaching. Professional Development is also offered during 6 half days a year, on Election Day and on Brooklyn Queens Day. Informal observations are conducted monthly and administrators serve as coaches for teachers as part of their individualized professional development plans.

- When looking for new teachers, the following are utilized:
    1. Job Fairs
    2. Colleague Recommendations/ Referrals
    3. Interviewing candidates from open markets
    4. Resumes sent by colleges and universities

Service and program coordination

Resolution A Grant has been used to purchase laptops and Promethean boards for every classroom to enhance instruction through technology.

Budget and resources alignment

Title I, FSF, Title III will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIII, SIIG Funds, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below:

- ✓ Purchase of textbooks,
- ✓ Materials and supplies
- ✓ library books
- ✓ per diem and per session monies for personnel

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

3. By June 2012, 80% of all ELL students in grades K-5 will move one level above their current level of performance as per NYSESLAT scale scores.

Comprehensive needs assessment

Based upon previous data taken from the NYSESLAT results, ELL students will receive additional support in reading and writing to ensure mastery of the current CEP goal.

Instructional strategies/activities

Current instructional initiatives for ESL students include Getting Ready for the NYSESLAT and Beyond test preparation, supplemental programs such as Treasures ESL Program, skill based instruction, focus on phonemic awareness, vocabulary, listening, and speaking, connection to real life, use of technology, excessive use of visuals and manipulatives, hands on experimentation, audio libraries, interactive read alouds, independent/ guided/ shared reading, text complexity, cooperative learning activities, differentiated groups, teacher and student reading/writing conferences and the infusion of CCLS. Classroom libraries, academic support personnel, and CFN staff developers will further support literacy instruction

Teachers are included in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities during the following:

- Inquiry team meetings
- Instructional Leaders meetings
- Assistant Principal's sixth period prep/ professional development meetings
- Grade and Staff conferences
- Round Table Lunch with the administration

All goals are monitored for progress and revisited several times throughout the school year during Inquiry meetings and teacher team meetings (ie: Extended cabinet, instructional leader meetings, grade leader meetings, Common Planning and Curriculum Mapping Meetings) . Progress is monitored by analyzing running records, student work samples and portfolios, and benchmark assessments every 6 weeks.

Strategies to increase parental involvement

Several parent workshops are offered monthly, On the First Thursday of every month parents have the opportunity to visit their child's classroom and observe teaching/learning. Student planners have been purchased for all students in grades 1-5; These planners go home daily to inform parents of events, updates and assignments. A detailed Unit Theme letter is sent home every 6 weeks outlining the current unit being studied; this letter is inclusive of specific activities and CCLS connections. Students Individualized Goals and Progress Reports are also sent home every 6 weeks.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers receive a 50 minute Professional development workshop weekly to ensure highly effective teaching. Professional Development is also offered during 6 half days a year, on Election Day and on Brooklyn Queens Day. Informal observations are conducted monthly and administrators serve as coaches for teachers as part of their individualized professional development plans.

- When looking for new teachers, the following are utilized:
    1. Job Fairs

2. Colleague Recommendations/ Referrals
3. Interviewing candidates from open markets
4. Resumes sent by colleges and universities

Service and program coordination

- Resolution A Grant has been used to purchase laptops and Promethean boards for every classroom to enhance instruction through technology.
- SES programs are offered to target populations for ELA support.
- Partnerships have been made with New York Historical Society to support teaching social studies through ELA.

Service providers will collaborate with classroom teachers to address the ELA needs of target population, utilizing activities to support these weaknesses during their sessions with students.

Budget and resources alignment

Title I, FSF, Title III will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIII, SIIG Funds, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below:

- ✓ Purchase of textbooks,
- ✓ Materials and supplies
- ✓ library books
- ✓ per diem and per session monies for personnel

ANNUAL GOAL #4 AND 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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	36	33	**N/A**	**N/A**	4			
1	47	45	**N/A**	**N/A**	2			
2	26	26	**N/A**	**N/A**	3			
3	26	26	**N/A**	**N/A**	1			
4	39	39	**21**		2			
5	41	41			3			
6								
7								
8								
9								
10								
11								
12								

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	To provide opportunities for all students to meet the state's proficient and advanced levels of students' academic achievement, effective methods and instructional strategies based on scientific research are provided in ELA, Mathematics, Science, and Social Studies. To enrich and accelerate our program, our teachers collaborate with one another to develop thematic projects. Technological resources are amplified through research and Promethean Active Classroom usage. Moreover, we not only track our accelerated groups, but we work arduously towards meeting the educational needs of specifically identified populations, (ie. ELL, special needs children.) In addressing the needs of all children, with emphasis on the low academic achieving students, or those at-risk of not meeting the state academic content standards the following is done: • In grades 2-5, teachers work with all students in groups of not more than 10 students during 50 minutes on ELA skill based inquiry/intervention two times per week on an Vocabulary development and usage each month. In addition, Grade 1 was targeted with an Intervention teacher who collaborates with classroom teachers. Teacher selects children who need additional supports in sounds, decoding, etc • Intervention specialists work with small groups of students in grade 1 using "Open Court" to enlist the use of ELA strategies (phonics, listening skills, text comprehension) during the school day. • Academic Intervention Service teachers push in and work with small groups of students in grades 2-5 using Authentic literature to increase fluency, comprehension and application of skills. • Our Academic Intervention Team targets students in need of intervention in ELA and Mathematics based on Reading Street assessments, Previous State Exams, Acuity, Performance Series and IRI (Informal Reading Inventory) results. These assessments allow teachers to track students' strengths and needs. • An ELA after-school program has been implemented for ELL students in need of ELA intervention services. • Students are invited to after school support systems provided by SES. These services provide parents opportunities for tutoring during or after school, as well as at home tutoring.

	• Students are sent to summer school if they do not meet state standards in ELA.
Mathematics	At P.S. 234Q, we have fully immersed ourselves in our Mathematics Academic Intervention Services for the 2010-11 school year. • All students in grades K-5 participate in 50 minutes where they work in small groups of 10 with a teacher using Measuring Up, NYS Coach, CAMS and STAMS twice per week on an assigned skill per month. • Academic Intervention Service teachers push in /pull out and work with small groups of students in grades 1-5 using Kaplan Test Taking Strategies. • Students are invited to after school support systems provided by SES. These services provide parents opportunities for tutoring during or after school, as well as at home tutoring. Students are also sent to summer school if they do not meet state standards in Mathematics.
Science	• At P.S. 234Q, we have created a Science cluster teacher, who service mainly students of grades 2-4. • An after-school Science program has been implemented, providing Academic Intervention services for students in groups of 20. Teachers and clusters collaborate on developing thematic, project-based, hands-on activities to enhance applied Science learning.
Social Studies	• At P.S. 234Q, we have created a Social Studies cluster teacher, who services mainly students of grades K-5. • Teachers and clusters collaborate on developing thematic, project-based, hands-on activities to enhance applied Social Studies learning • An after-school Social Studies program has been mandated and implemented to provide Academic Intervention services for all students in grades 5. During the after-school program teachers use Kaplan Advantage and Harcourt to enhance and strengthen social studies skills.
At-risk Services provided by the Guidance Counselor	**N/A**
At-risk Services provided by the School Psychologist	**N/A**

At-risk Services provided by the Social Worker	**N/A**
At-risk Health-related Services	**N/A**

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

Public School 234
30-15 29th Street
Astoria, NY 11102
Telephone- 718-932-5650
Fax-718-932-5398

Thea C. Pallos	**Peggy Mouzakitis**	**Michele Feuerstein**	**Panayiota Karaiskos**
Principal	**A.P.**	**A.P.**	**A.P.**

P.S.234 Queens
School Parent Involvement Policy
2011-2012
*** * * * * * * ***

PART 1. GENERAL EXPECTATIONS

P.S.234 Queens agrees to implement the following statutory requirements:

- The school will put into operation, programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(b) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of

migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, and including alternative formats upon request, and , to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **P.S.234 Queens** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Provide copies of policy/compact to all parents
- Solicit opinions/interest of parents at PTA Meetings
- Surveys to help in planning, review and improvement of the schools programs

2. **P.S.234 Queens** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be involved in reviewing and modifying the parent policy through monthly PTA & SLT Meetings
- Select participation in the Learning Walkthrough

3. **P.S.234 Queens** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance:

- Parents will be informed of all parent workshops and activities by:
    - Parent Coordinator flyers, letters, emails
    - Principal letters
    - School calendars
    - Parent/Teacher Association monthly meetings
    - Reminder letters and phone calls

4. **P.S.234 Queens** will coordinate and integrate Title I parental involvement strategies
under the following other programs:

- Translation Services
- First Thursdays
- ESL Workshops
- ESL Parent English Classes
- Parent Coordinator Workshops
- Talent Shows

- School Plays
- Dinner & Dessert Nights
- Movie Afternoons

5. **P.S234 Queens** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic background). The school will use the findings of the evaluation about the parent involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Solicit opinions of parents at PTA and SLT meetings
- Parent Workshops/Activity Surveys

6. **P.S.234 Queens** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective parent involvement of parents to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in the understanding of topics such as the following, by undertaking the actions described in this paragraph:

i. The State's academic content standards

ii. The State's student academic achievement standards

iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

- Signing School Compact
- First Thursdays
- Parent Orientation - Meet the Teacher
- Open House
- November/March Parent-Teacher Conferences
- Open School Week
- Parent Educational Workshops
- Student Recognition Programs
- Website Links
- Community Education Council Meetings
- President Council Meetings

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement by:

- Parent Coordinator Information and Resources
- Websites, emails, pamphlets, flyers, reports),School Messenger, etc.
- Parent State Testing Workshops
- Parent Workshops within Curriculum Areas
- Parent English Classes

c. The school will, with the assistance of its parents, educate its teachers, pupil personnel services, principal, and other staff, in how to reach out to, communicate with, work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Faculty Conferences
- Grade Conferences
- Professional Development Trainings
- School Leadership Team Meetings

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Art and Music Programs, public preschool, and other programs. It will support activities such as parent resource meetings that encourage and support parents in more fully participating in the education of their children by:

- Parent Workshops
- Trips to cultural events; museums, plays, exhibits, etc.
- Talent shows
- Implementatiion of Serious Fun
- School Plays
- Student Performances

e. The school will take the following actions to ensure that information related to the school, and parent programs, meetings and other activities, is sent to the parents of participating children. It is sent in an understandable and uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand:

- Translate important documents
- Notices, calendars, reminders, etc sent by email and backpack
- Phone calls to hard to reach parents
- Mailed letters
- Use of translation devices or interpreters at meetings

PART III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times
- Adopting and implementing model approaches to improving parental involvement

- Developing appropriate roles for community- based organizations and businesses, including faith-based organizations, in parental involvement activities
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

PART IV. ADOPTION

This School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A Programs as evidenced by Title I Parent Council on May 16. 2006

This policy was adopted by **P.S.234 QUEENS** on **November 4, 2011** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2012. In May 2012, the school's Parent Involvement Policy will be evaluated.

_____ _____
(Signature of Authorized Official) (Date)

P.S. 234

30-15 29th Street

Astoria, NY 11102
Telephone (718) 932-5650 Fax (718) 932-5398

Mrs. Thea Pallos, Principal
Mrs. Michele Feuerstein, Assistant Principal
Mrs. Peggy Mouzakitis, Assistant Principal
Ms. Panayiota Karaiskos, Assistant Principal

P.S. 234 Queens
School – Parent – Student
Compact
2011-2012

P.S. 234 Queens, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school – parent compact is in effect during school year 2011 – 2012.

School Responsibilities

P.S. 234 Queens will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
   - Provide teachers with professional development.
   - Provide parents with training workshops on content.
   - Create classroom environments conducive to the workshop model.
   - Provide leveled libraries in each classroom.
   - Provide word walls for student reference.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be:
   - Parent Teacher conferences held in November and March.

3. Provide parents with frequent reports (every 6 weeks) on their children's progress. Specifically, the school will provide reports as follows:
   - Phone conferences as needed.
   - Parent conferences with classroom teacher.
   - Parent conferences with teachers, guidance, principal and grade supervisors
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
   - Phone conferences as needed.
   - Parent conferences with classroom teacher.
   - Parent conferences with teachers, guidance, principal, and grade supervisor.

5. Provide parents opportunities to participate in their child's class and to observe classroom activities, as follows:
   - Open House
   - Orientations
   - Meet the Teacher
   - Class Trips, projects

- Join and volunteer in the Parent-Teacher Association
- First Thursdays

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.

7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely fashion.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, and English Language Arts .

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and punctuality.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extend possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Being present at and participating in P.T.A. meetings and events.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give parents or guardians notices and information received from school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 30Q234 **School Name:** P.S. 234

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 X Improvement Year 2 ☐ Corrective Action Year 1 ☐ Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 ☐ Restructuring Advanced

Category: x Basic ☐ Focused ☐ Comprehensive

Intervention: ☐ School Quality Review (SQR) ☐ External School Curriculum Audit (ESCA)
☐ Joint Intervention Team visit (JIT) x Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Grade 3-5 students with disabilities did not meet the AYP for the state ELA exam for school year 2010-2011. The areas of challenge for those students in each grade are as follows:

The Standards that were not met in 3rd grade were as follows:

What students do for Information / Understanding and Literary Response and Expression, both with 50% of the population scoring below target range. Within these standards, the Performance Indicators that were the challenge were: 1- Determine Meaning from Unknown words with only 6% of the students answering correctly and 2- Using Graphic Organizers to Record Significant Details with only 17% answering correctly.

The Standards that were not met in 4th grade were as follows:

What students do for Information and / Understanding with 84% scoring below target range and Literary Response and Expression with 85% scoring below target range. Within these standards, the Performance Indicators, that were the challenge were 1- Generalizing Causes, Effects and other relationships, with 27% of students answering correctly and 2- Determining meaning from Unknown Words, with only 26% answering correctly.

The Standards that were not met in 5th grade were as follows:

What students do for Information and Understanding and Critical Analysis and Evaluation with 75% scoring below target range and Literary Response and Expression with 81% of students scoring below target range. Within these standards, the Performance Indicators that were the challenges we: 1- Identify Missing and Relevant Information with 44% answering correct, 2- Recognize Organizational Formats with 41% answering correctly, and 3- Identify Information that is Implicit Rather than Stated , with 48% answering correctly.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In order to support the implementation of the Common Core State Standards (CCLS) in our self contained classes housing our students with disabilities, we are giving direct instructional support to

the teachers of these classes four times a week to reduce teacher to student ratio allowing for ongoing small group instruction and team teaching while elevating the level of rigor.

An afterschool program will be available for students with disabilities to provide differentiated instruction to students with disabilities using small group instruction with a focus on elevating students reading level and skills.

Teachers have been provided three common prep periods a week where they can meet as a grade for curriculum planning and alignment of instruction to the Common Core Learning Standards. During this time, teachers collaborate to ensure curriculum alignment.

Teachers are also provided a sixth prep weekly. During this sixth prep, teachers are provided with a vast array of professional development opportunities with a focus on literacy development. In addition, teachers are provided 50 minutes a week to meet with their inquiry team. During this time, teachers share best practices on elevating the level of instruction with an ELA/vocabulary focus.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

10% of Title I funds are used to budget an Assistant Principal's salary. All Assistant Principals provide a minimum of one professional development workshop to all classroom teachers weekly. These workshop topics include but are not limited to CCLS, creating rigorous tasks across all curriculum areas with a focus on ELA, successfully modeling ELA specific tasks, curriculum planning, interactive read alouds, best practices in ELA, improving student reading levels using Fountas and Pinnell, writing effective goals and using data to drive instruction. Assistant Principals also provide teachers with differentiated professional development based on teacher's individualized needs.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Instructional Leaders have been assigned to each grade. These teachers are experienced professionals that provide instructional support and guidance to the other teachers on their grade. Support from the CFN has also been provided to all grade 4 and 5 teachers, with weekly visits made to each classroom to improve instruction in ELA. In addition, Intervention specialists push into classrooms across all grades to team or co-teach with teachers during ELA instruction, reducing the teacher/ student ratio. They also further differentiate instruction according to student needs.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parent notification letters were sent home with translation on the importance of the letter. Also, a parent meeting was held on December 14, 2012 at 6:00 pm. During this meeting, parents will be notified about the school's identification for school improvement in an understandable and uniform format. Translators will be available for parents whose English is not their primary language. Our parent coordinator in conjunction with the guidance counselor will be available and host a meeting for further clarification on our SINI status.

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 Altagracia Santana	District 30	Borough Queens	School Number 234
School Name PS 234Q			

B. Language Allocation Policy Team Composition ⓘ

Principal Mrs. Thea Pallos	Assistant Principal Mrs. Peggy Mouzakitis
Coach type here	Coach type here
ESL Teacher Shakila Ahmed	Guidance Counselor Mrs. Olga Papadapoulos
Teacher/Subject Area Mr. Jose Guerrero	Parent Ms. Eve Avramovic
Teacher/Subject Area type here	Parent Coordinator Mrs. Anita O,Brian
Related Service Provider Mr. Petros Chalkitis	Other type here
Network Leader type here	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	9	Number of certified bilingual teachers	2	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	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	6		

D. School Demographics

Total number of students in school	677	Total Number of ELLs	140	ELLs as share of total student population (%)	20.68%

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.

PII. ELL Identification Process.

At PS 234Q the registration process, of incoming students, is conducted by trained school personnel including a certified teacher. The parents are provided with all the proper documentation which includes a Home Language Identification Survey, to be completed. In the process of HLIS completion our licensed professional, Shakila Ahmed or Jose Guerrero, conducts an interview with the parent in order to insure the correct completion of this document. Mrs. Ahmed is a certified ESL teacher who speaks Bengali as well as Urdu. Mr. Guerrero is a certified ESL teacher who speaks spanish. The HLIS is provided in English and most of the major languages spoken by our school population. The interviewer is preferably a professional who is able to speak the language of the parent being interviewed. Either Mr. Guerrero or Mrs Ahmed are present to conduct the interview or to assist in the process. If such a professional is not available the school makes all the efforts to provide the parent with proper and correct translation. This assures, the parent has a clear understanding of what the HLIS is and how it must be completed.

After the completion of the HLIS, the ESL coordinator, Mr. Jose Guerrero or Mrs. Shakila Ahmed, makes a determination if the child requires assessment in English. If the determination is positive, the child is then tested utilizing the LAB-R exam which determines English proficiency. This initial assessment determines the placement of the students and is conducted within 10 days of the students' registration. The students that are determined not to be proficient in English are then identified as eligible for placement in one of the three program choices provided the New York City Department of Education.

PasVI. Planning for ELLs

Mandated Time Allocations:

The NYSESLAT test eligibility, for continuing students, is confirmed by utilizing ATS(RLER report) as the guiding tool to identify and assure the students ELL status and determined their eligibility for NYSESLAT testing or any other required assessment. This determination is made by Mr. Guerrero and Mrs. Ahmed who are both ESL licensed pedagogues. The students eligible for testing are identified and then tested by licensed pedagogues in each grade and accordance with test modification procedures for each individual ELL student.

The Speaking component of NYSESLAT is administered individually for each ELL student in a separate location.

The Reading, Writing and Listening components are administered to group of students that meet the same critiria for testing modifications when required. All the necessary tools for testing such as cd players and other equipment are provided to all classrooms to assure that the proper procedures for testing are implemented. Arrangements are made to assure that all students not in attendance on the testing they are identify and then tested at a later date within the designated testing period.

IV. Parent Program Choice

The ELL Program at PS 234 (with the NYSESLAT scores at hand and including the incoming Kindergarten) consists of approximately 140 students for the 2011-2012 school year. Program selection for the incoming students was based on the Home Language Identification Surveys and the results of the LAB-R assessment for incoming students. The students identified as speakers of other

languages and who are not yet proficient in English were selected for placement. The rest of the students, who are currently in the program and did not achieve a proficiency level in NYSESLAT were also selected for placement. The parents of these students are contacted and then provided with a letter giving them the opportunity to have their children continue in the current program or select another option. The surveys and parents data are reviewed every year in order to identify the need for other programs such as Bilingual, Dual Language and Free Standing ESL to aide and enrich the needs of the students. The first parent orientation takes place within the first10 school days to insure an early and proper placement of the ELL students. At this orientation the parents determine which program they would like to place their children in.

1. At the parent orientation, the parents are informed of the different program models available in the school district. In this workshop parents are asked to complete a form where they indicate their choices, in order of preference, the program that they deem appropriate for their child. A video is shown to the parents to clarify the choices they have and what their rights are. This video is presented in the major languages spoken by our school population and translation is provided to parents that request it. The ESL coordinator also provides time for one on one interviews, with parents, to further explain the process. Translation is also provided when requested by the parents. The program selection forms are provided in the language the parent is most familiar with and understands. After the parents make their selection, the ESL department tallies the choices made by the parents.
2. The parent orientation is offered a second time and parents, who did not attend orientation, are sent 2nd and 3rd notices indicating the importance of these orientations. The letters are translated to the most dominant languages to assure full understanding by the parents of how important their input is in selecting the correct program for their children. In P.S.234Q the majority of parents indicated the ESL program model as their first choice. A nominal number of parents requested the Spanish, Arabic, and Bengali bilingual education program model, yet this number does not meet the legal criteria to create a bilingual class. Follow up orientations a conducted to insure parent participation. Additionally, parents are contacted by phone to inform them about the importance of program selection, for their children, and their attendance to the orientation.

3. Once the parents select the model they prefer, those selecting bilingual are invited to meet with the ESL coordinator. The ESL coordinator informs them about the options available to them. They could opt to transfer the child to a school where the selected model is available. They are also informed that they could sign a transfer option letter where they can opt to keep the child within one of the programs available in the school. This, however, is procedure only until the number of parents selecting their program of choice reaches the number necessary to create a class utilizing the requested model.

4. If after the school makes all efforts to contact the parents and they still do not attend the orientations. Their failure to contact the school within the allotted period of time results in the placement of these students in a Transitional Bilingual Program. The parents are informed of this placement in writing and through phone calls. Parents of ELL students who are currently enrolled in the ESL program and who do not reach proficiency level in the NYSESLAT, are contacted through a letter informing of them of the results. They are then instructed on what their choices are in the entitlement letter. The parents could request to have the student continue in the current program. They also have the option of meeting with the ESL coordinators to discuss a change of program. The students, whose parents fail to return the entitlement letters and who fail to contact the school, will place in the default program. The default program for ELL students is the Transitional Bilingual Program. The parents are then informed of this decision through the mail and or phone contact.
5. The same procedure is followed with the entitlement letters distributed to the parents of ELL students deemed ELLs as per their NYSESLAT score for that particular year. The parents are given the opportunity to switch the program their child is in or to have the child continue in the same program offerred the previous year. The letters are collected, tallied to assure proper placement of all ELL students.The letters are then filed within the ESL department's files binder.
6. The programs at P.S. 234 Q have been aligned with parents' requests. The program selection forms and entitlement letters were tallied and the results concluded that the ESL model was selected by the majority of the parents. This resulted in the establishment of ESL classes in grades K – 5. This continues to be the trend at PS 234Q. In the past few years over, 90% of the parents have made the ESL program the requested method for instructing the ELL population of PS 234Q. The 10 % requesting other programs have been informed of their rights and choices. Most of these parents have elected to sign a transfer option letter after meeting with the ESL coordinator and receiving the proper information in the language they understand.

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 ⊙	No ❄	If yes, indicate language(s):
Dual language program	Yes ⊙	No ❄	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	1	1	1	1									6
Push-In	1	1	1			2								5
Total	3	2	2	1	1	2	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	**Newcomers (ELLs receiving service 0-3 years)**	108	**Special Education**	9
SIFE		**ELLs receiving service 4-6 years**	28	**Long-Term (completed 6 years)**	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	108	5	7	32	0	2	0	0	0	140
Total	**108**	**5**	**7**	**32**	**0**	**2**	**0**	**0**	**0**	140

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

C. Home Language Breakdown and ELL Programs

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	11	20	18	13	12	8								**82**
Chinese	1	0	0	0	0	0								**1**
Russian	0	0	0	0	0	0								**0**
Bengali	8	3	3	2	2	2								**20**
Urdu	2	1	2	1	1	0								**7**
Arabic	8	3	3	3	5	1								**23**
Haitian	0	0	0	0	0	0								**0**
French	0	0	0	0	0	0								**0**
Korean	0	0	0	0	0	0								**0**
Punjabi	0	0	0	0	0	0								**0**
Polish	0	1	0	0	0	0								**1**
Albanian	0	0	0	0	0	0								**0**
Other	0	2	2	1	1	0								**6**
TOTAL	**30**	**30**	**28**	**20**	**21**	**11**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**140**

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1. The programs at P.S. 234 Q have been aligned to a stand alone esl program with the models implemented being the self-contained and the push-in models.
In the self contained classes the students are grouped heterogeneously and are instructed by a dually certified common branch/ESL teachers. The students are then provided with allotted time of 360 minutes of ESL instruction, within the classroom, for students reaching a beginning and intermediate level. The students reaching an advanced level receive 180 minutes of ESL instruction. These students receive instruction within their grade levels and in accordance with the New York State mandates.

In the Push-In model, the classes are serviced in both heterogeneous and homogeneous groups. In the grades where the numbers allow for advanced students to be homogeneously grouped, a dually certified common branches/ ESL teacher pushes in for 180 minutes of ESL instruction. In the groups that are heterogeneously grouped, a dually certified common branches/ESL teacher pushes in to provide 360 minutes of ESL instruction allotted for beginners and intermediate students as per the Mandated Time Allocations.

2. To assure that the mandated number of instructional minutes is provided according to proficiency level P.S. 234 Q carefully analyzes the LAB-R and the NYSESLAT scores. The scores are used to identify the beginners, intermediate, and advanced students. Then, the number of minutes of ESL instruction is allotted as required by the New York State mandates.The student are then placed in classes that comply with the individual needs of each ELL student. Certified pedaguodes are then assigned to teach these classes and instruct the students according to the determination made for placement and time allocation.
The Push-In Program and self-contained model are the primary models for instructing ELL students at P.S. 234 Q. There are 6 self-contained ESL classes in grades K – 5th. Otherwise, students are serviced by push in teachers for the duration of time required based on their English proficiency levels. At P.S. 234Q, 85% of the ELL population is serviced through the Self contained model while the remaining 15% are serviced through the ESL push-in model.

3. PS 234Q establishes instructional programs that are based on sound research and have the characteristics of successful programs. The goal of the ESL program is to develop students' listening, speaking, reading, and writing proficiency so that ESL student performance is equivalent to that of their comparable native English-speaking peers in all the content areas. Test score distributions of ESL students and native English speakers, initially quite different at the beginning of their school years, should be equivalent by the end of their school years as measured by on-grade-level tests of all school subjects administered. Furthermore the ESL program delivered, at PS 234Q, is tailored to students' levels and needs. A variety of ESL strategies are implemented in all ESL models used at P.S. 234 Q. Among the

strategies are scaffolding, Total Physical Response, strategic grouping, the use of visual and audio aides, the use of graphic organizers, labeling objects, opportunities for oral language development, hands-on activities, and modeling writing and reading. These strategies are also incorpated in teaching content areas to the ELL population of students by the same certified professional providing the ESL services. The ELL students are also afforded the instruction in ELA as the rest of the student population. This include all the components being taught to general education classes. ELL students are immersed in literacy to assure a balanced education and followed the mandated allocated units of ELA intruction.

4. The ELL students identified as spanish speakers are provided with the Spanish LAB-R to determine their level of proficiency in their native language. The ELL population of students is also provided with native language libraries in all the classrooms at PS 234. This to provide the academic support the ELL students need as they work to achieve proficiency in english. During testing the students are provided with glossaries in their native language as well as translation services when required.

5.Plan for Sub-groups intructional differentiation.

A. Our plan for SIFE ELLS ensures proper placement and additional support in order to ease their transition. The SIFE students are informally assessed in order to identify their current proficiency level. Once a student's level has been determined, they are placed in a class accordingly. Support is given through either a self contained ESL classroom, or through the help of the ESL push-in teacher. These teachers use a variety of strategies which includes but is not limited to the use of the Open Court phonic series, vocabulary building, grammar and comprehension skills through the Reading for Concepts series, the Treasure Chest Reading series which provides the ELL students with additional support to master the English language and SRA for the development of specific reading and language skills. The ELL population is also supported through the use of the ESL component of Reading Streets which is the current reading program utilized at PS 234Q. ELL students are exposed to a variety of learning materials that include listening, speaking, reading and writing through the use of the Language/Learning LAB. SIFE students are given priority consideration for placement in the after school program. The ELL students will be attending an extra 50 minutes Tuesday and Wednesdays, which will be utilized to provide extra instructional support.

B. Plan for Newcomers(ELLs).

The ELL newcomers are given the opportunity to participate in the after school programs and Inquiry program. This provides them with more exposure to the English language. While receiving more individualized attention by the teachers, as the groups are smaller. In addition, these children will continue attending an extra 37½ minutes, which will be utilized to provide extra instructional support. Within the regular schedule, the teachers provide the students with individualized instruction to help the student with lessons that address their level of proficiency. The newcomers are placed within ESL classrooms that provide the proper setting for language development. Students are able to interact with other students of different English proficiency levels. The variance of levels in the classroom allows the teacher to group the students strategically. These students are also provided with books and other necessary materials to scaffold their learning. These include the Avenues series, Language Patterns and Usage series, Write Away Skills Book and the Treasure Chest Reading Series. Through the use of these series, the students develop vocabulary, grammar and other language skills. These students are also given the opportunity to read books and respond to them in their native languages (when available). The classroom libraries are being enhanced with books in languages other than English. This allows the newcomers to continue developing their skills in the native language which will eventually be transferred to the second language. At the same time, this methodology keeps their interest level high and builds their self-esteem.

The ESL licensed teachers provide professional development to teachers working with the ELLs. They are provided with information on how to make the transition of the newcomers into a new culture and language smoother.

C. Plan for 4-6 years ELLS.

The population of ELLs in the program for 4-6 years is identified and provided with the necessary support to aide in reaching their goal of English language proficiency. Once identified, these students are provided with intervention services designed to differentiate instruction to their individual needs. Intervention specialists conduct pre-testing for the diagnosis of the students needs which are then addressed through small group settings and goal based instruction of these needs. The specialists then conduct post testing to determine achievement of the goal and the course to be followed for further intervention. These students are also giving ample opportunities to participate in enrichment activities such as music, art and drama during and after school. This provides the setting students to interact with the general

A. Programming and Scheduling Information

population of students and receive additional support in language development.

D. Plan for Long Term ELLs.

The number of students in the long term ELL category at P.S. 234 Q is minimal. Our plan for these students is to provide them with extra support in the classroom. They are provided with intervention services which include extra practice in reading, writing and test taking skills. They are exposed to higher learning critical thinking activities through project based team teaching by ESL and mainstream classroom teachers. They are also invited to the After School Program and Saturday Academy for ELLs. Within these programs they are provided with reinforcement in the four modalities of learning. The ESL teachers utilize computers and other forms of technology to provide the students with different language practice materials. The use of technology enhances the strategies use and also increases the interest level of the ELL students. Long term ELLs will also be included in the extra 37½ minutes, which will be utilized to provide extra instructional support.

6. Instructional support in the content areas is provided for ELLs through the use of different resources. For math the Envision curriculum is used from grades K-5. Math manipulative and hands on lessons are used to scaffold ELL's learning. In each lesson vocabulary is simplified and lessons are modified to ensure students' understanding. For literacy, we have adopted the Teachers College Writing Workshop Model and the Reading Street reading series. Included within the reading street series are an ESL component along with spelling, grammar and practice workbooks that support the students learning. Each classroom also maintains leveled libraries and native language libraries. In addition, we have other literacy supplies such as the Avenues series, the Skills books series, Practice Basic Skills in English series, Language Patterns and Usage series, and SRA series. To supplement the Treasure Chest reading series is maintain and implemented during the 371/2 minutes period. The ELL students are also provided the opportunity of participating in a Social Studies and Science test preparation program as well as a Math test preparation program. Additionally the ELL population is supported through after school programs design to enhance their language skills as well as their content area skills.
7. The English as a Second Language (ESL) program, at PS 234Q, has been designed to meet these unique language needs of ELL students. By addressing the unique language needs of ESL students, the program enables these students to have the same opportunity to attain the academic success as their native English-speaking peers. The ESL program has been designed to provide a comprehensive

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)
100%	English speakers by the time they reach the end of their school career.
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50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

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

speak. Do not include:

B. Programming and Scheduling Information--Continued

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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?

8. All English Language Learner's at PS 234 are afforded the opportunity and accessibility to grade level academic content (i.e. science, social studies, math) while promoting their language development. We begin intervention services in kindergarten through the Inquiry process where teachers select students in need of smaller group instruction in skills inclusive of identifying letters and sounds and learning basic sight words. Our K-2 English Language Learners are continually exposed to the explicit intensive instruction of phonemic awareness and phonics. It is through these intervention services that opportunities are given to develop vocabulary knowledge and strategies to comprehend and analyze challenging text. These opportunities also consist of structured academic talk, fluency instruction that focuses on vocabulary with an increased exposure to print and using independent reading only when it is purposeful and there is a good reader-text match. Intervention becomes more formalized in the first grade. However, in both the first and second grades, interventions are targeted based on student needs and classroom teachers collect data inclusive of their performance in each strand of the NYSESLAT. Teachers in grades K-5, implement comprehension strategies and skills using various research based models such as the SIOP Method where vocabulary is isolated and scaffolding procedures are used to fortify the Common Core State Standards. Intensive intervention is implemented for grades 3 to 5 and delivered by trained English as a Second Language Teachers, Special Education Teachers and Reading Specialists. Each provider consults with the classroom teachers and they develop a plan tailored to each students needs. The ELL subgroups targeted are based on student level of proficiency: Beginner, Intermediate and Advanced. All proficient F-ELL's continue to be supported through high quality content instruction that is made more comprehensible to them and with an emphasis on promoting oral interaction and extended academic talk. These programs are inclusive of small group instruction, which consist of 45-60 minutes of instruction daily and weekly progress monitoring and lots of opportunities for response and feedback.

9. PS 234Q is consistent in efforts to support the transition of former ELL students to the general population. In order to accomplish this PS 234Q has designed a program where former ELLs are placed into classrooms where they continue to receive ESL support but are also integrated with the general population of students. These classes are instructed by ESL certified teachers or receive the support of an ESL certified push-in teacher. During the two years transitional period the following plan of action is enacted:

A) Students are integrated and immersed into general population.
B) Students continue to receive ESL support from certified providers.
C) Students continue to receive instruction utilizing ESL strategies.
D) Students are targeted by the intervention department to receive additional support in their areas of need (English Language Arts, Reading or Math). This within a small group setting.

10. At PS 234Q we are constantly seeking new methodologies, resources and materials to further enhance our student development. This year we targeted the special needs sub-group and purchased several kits from continental press for ELA and a new math curriculum (EqualsAble.net). These programs and or materials were purchased only after careful consideration was made that they were aligned to the core standards and that differentiated instruction is included. In addition they must have an ESL component incorporating ESL strategies and appropriate resources for the particulars sub-groups.

11. PS 234Q is pleased with the consistent progress and movement in proficiency of our ELL students population. We will continue to add resources as they deemed necessary but at this point the program has yield great results and will continue without the discontinuation of any programs or parts of the program.

12. The ELL population of students at PS 234Q is afforded equal access to the entire range of programs and services available in our school. The ELL students are schedule to participate in all the activities alongside their general education peers. This includes but is not limited to Gymnasium classes, Open Access Library, Lunch periods, Trips among others. This model is designed for the maximization of the interaction among ELL students and general population students. The goal is to bring forth communication that leads towards language

B. Programming and Scheduling Information--Continued

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

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

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

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.

Professional Development

The ESL department offers Professional development to school's staff. During this training the staff is provided with information on how ELL students are identified and placed. ESL teachers will also conduct training, for teachers working with ELLs to provide them with the knowledge of implementing ESL strategies in their classroom. In addition they will be trained in utilizing the ESL components of the Reading Street and the Treasure Chest series. During these professional development sessions, additional training is provided to teachers to enhance teaching the content areas to ELL students.

P.S.234 Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. A tremendous focus will be placed on techniques best used to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards as well as increasing achievement scores on city and statewide tests. The ESL teachers in the After School Program, as well as monolingual teachers will receive the training necessary to ensure the use of ESL strategies within the programs and all areas of interaction with ELL students. Participating teachers will be paid the trainee rate and teacher trainers will be paid at the per session rate. These sessions will be facilitated by ELL licensed personnel and administrators. The teachers will receive 12 hours of ESL training and will meet and exceed the 7.5 hours mandated by the NYS Education Department.
Teachers will receive 6 sessions of professional development during days of allocated in the school calendar.

Topics that will be addressed during these professional development sessions are as follow:
1. Two 2-hour professional development sessions will be devoted to Scaffolding across the Disciplines: Types of Scaffolding.
2. One 2-hour professional development session will be devoted to Differentiated Instructional Strategies.
3. One 2-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT.
4. One 2-hour professional development session will be devoted to the instructional strategies needed to increase Native Language literacy skills and to prepare for the ELE.
5. One 2-hour professional development session will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments.Paste response to questions 1-3 here

Additionally our teachers will be instructed to focus and increase the cognitive language skills of ELL students. This along with vocabulary development in english and the content areas. The aim of this approach being the smooth transition of these students to the higher level of education in Junior high school as well as high school. The ELL students then be able to function without any difficulties in the new setting.
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100%	
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50%	
25%	

	Dual Language
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75%	
50%	
25%	

	Freestanding ESL
100%	

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?

Parent/community involvement:

PS 234 begins parent participation with a parent orientation meeting. For this meeting we send out letters in different languages. During the meeting videos are shown in different languages to the parents to facilitate discussion of different program options offered. Pamphlets, in different languages outlining the program options including Bilingual, Accelerated Academic English Model and Dual Language/Two-Way Model, are distributed. Translators are provided to assist the parents to better understand the program options and any other questions needing to be answered. Orientations for parents are held twice a year. One is held in the fall and another is held in the spring. During the year the parents of new comers are also provided with similar information and orientation in English and the native language as identified in the home language survey. Most of the translations are done by certified teachers in our school who speak a second language or by translators provided by the Department of Education. Translation services are provided to parents during the registration process in order to have them understand and complete the necessary forms including the home language survey.
ESL classes for parents and adult members of the community are offered, during the school week, throughout the year. Parent-teacher conferences are scheduled and conducted twice a year. Additional individual conferences are held according to student needs in order to collaborate in enhancing children's language acquisition needs. Parents are also able to visit their children's classrooms and teachers during the first Thursday of the month. Parents are able to observe lessons and their children's participation within the classroom setting.
The parent coordinator in collaboration with the ESL department, conduct a series of workshops geared towards giving them an understanding on how to help their children become better learners. They also provide the parents with knowledge about the testing procedures and how their children can become better at taking tests. All the workshop notices are distributed in different languages and translation is also provided at the workshops. Community Based Organizations hold workshops throughout the year to provide fire safety, health insurance coverage and library use instruction to the parents and children. The parent coordinator also holds PTA meetings monthly. Within these meetings ELL students are able to participate and receive awards such as student of the month among others. Multicultural activities such as Dessert Night and Family Night Dinner are held every year to enable the ELL community to come in contact with the other communities in the neighborhood.
Boys and Girls Club offers homework assistance and provide child-care and recreation to the students. Math and Literacy workshops are offered where the ELL parents are invited to attend to learn how to assist their children and be actively involved with their child's learning process. With these efforts, the school, parents and the community are able to work together towards increasing the enhancement and well being of the student population.

B. Programming and Scheduling Information--Continued

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11. PS 234Q is pleased with the consistent progress and movement in proficiency of our ELL students population. We will continue to add resources as they deemed necessary but at this point the program has yield great results and will continue without the discontinuation of any programs or parts of the program.

12. The ELL population of students at PS 234Q is afforded equal access to the entire range of programs and services available in our school. The ELL students are schedule to participate in all the activities alongside their general education peers. This includes but is not limited to Gymnasium classes, Open Access Library, Lunch periods, Trips among others. This model is designed for the maximization of the interaction among ELL students and general population students. The goal is to bring forth communication that leads towards language

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?

8. All English Language Learner's at PS 234 are afforded the opportunity and accessibility to grade level academic content (i.e. science, social studies, math) while promoting their language development. We begin intervention services in kindergarten through the Inquiry process where teachers select students in need of smaller group instruction in skills inclusive of identifying letters and sounds and learning basic sight words. Our K-2 English Language Learners are continually exposed to the explicit intensive instruction of phonemic awareness and phonics. It is through these intervention services that opportunities are given to develop vocabulary knowledge and strategies to comprehend and analyze challenging text. These opportunities also consist of structured academic talk, fluency instruction that focuses on vocabulary with an increased exposure to print and using independent reading only when it is purposeful and there is a good reader-text match. Intervention becomes more formalized in the first grade. However, in both the first and second grades, interventions are targeted based on student needs and classroom teachers collect data inclusive of their performance in each strand of the NYSESLAT. Teachers in grades K-5, implement comprehension strategies and skills using various research based models such as the SIOP Method where vocabulary is isolated and scaffolding procedures are used to fortify the Common Core State Standards. Intensive intervention is implemented for grades 3 to 5 and delivered by trained English as a Second Language Teachers, Special Education Teachers and Reading Specialists. Each provider consults with the classroom teachers and they develop a plan tailored to each students needs. The ELL subgroups targeted are based on student level of proficiency: Beginner, Intermediate and Advanced. All proficient F-ELL's continue to be supported through high quality content instruction that is made more comprehensible to them and with an emphasis on promoting oral interaction and extended academic talk. These programs are inclusive of small group instruction, which consist of 45-60 minutes of instruction daily and weekly progress monitoring and lots of opportunities for response and feedback.

9. PS 234Q is consistent in efforts to support the transition of former ELL students to the general population. In order to accomplish this PS 234Q has designed a program where former ELLs are placed into classrooms where they continue to receive ESL support but are also integrated with the general population of students. These classes are instructed by ESL certified teachers or receive the support of an ESL certified push-in teacher. During the two years transitional period the following plan of action is enacted:

A) Students are integrated and immersed into general population.
B) Students continue to receive ESL support from certified providers.
C) Students continue to receive instruction utilizing ESL strategies.
D) Students are targeted by the intervention department to receive additional support in their areas of need (English Language Arts, Reading or Math). This within a small group setting.

10. At PS 234Q we are constantly seeking new methodologies, resources and materials to further enhance our student development. This year we targeted the special needs sub-group and purchased several kits from continental press for ELA and a new math curriculum (EqualsAble.net). These programs and or materials were purchased only after careful consideration was made that they were aligned to the core standards and that differentiated instruction is included. In addition they must have an ESL component incorporating ESL strategies and appropriate resources for the particulars sub-groups.

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Additional Information

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

Paste additional information here

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

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.

Professional Development

The ESL department offers Professional development to school's staff. During this training the staff is provided with information on how ELL students are identified and placed. ESL teachers will also conduct training, for teachers working with ELLs to provide them with the knowledge of implementing ESL strategies in their classroom. In addition they will be trained in utilizing the ESL components of the Reading Street and the Treasure Chest series. During these professional development sessions, additional training is provided to teachers to enhance teaching the content areas to ELL students.

P.S.234 Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. A tremendous focus will be placed on techniques best used to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards as well as increasing achievement scores on city and statewide tests. The ESL teachers in the After School Program, as well as monolingual teachers will receive the training necessary to ensure the use of ESL strategies within the programs and all areas of interaction with ELL students. Participating teachers will be paid the trainee rate and teacher trainers will be paid at the per session rate. These sessions will be facilitated by ELL licensed personnel and administrators. The teachers will receive 12 hours of ESL training and will meet and exceed the 7.5 hours mandated by the NYS Education Department.
Teachers will receive 6 sessions of professional development during days of allocated in the school calendar.

Topics that will be addressed during these professional development sessions are as follow:
1. Two 2-hour professional development sessions will be devoted to Scaffolding across the Disciplines: Types of Scaffolding.
2. One 2-hour professional development session will be devoted to Differentiated Instructional Strategies.
3. One 2-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT.
4. One 2-hour professional development session will be devoted to the instructional strategies needed to increase Native Language literacy skills and to prepare for the ELE.
5. One 2-hour professional development session will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments.Paste response to questions 1-3 here

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Additionally our teachers will be instructed to focus and increase the cognitive language skills of ELL students. This along with vocabulary development in english and the content areas. The aim of this approach being the smooth transition of these students to the higher level of education in Junior high school as well as high school. The ELL students then be able to function without any difficulties in the new setting.
The teachers participating in these professional development are provided with certificates indicating their participation and the number of hours of PD received. The provider of the PD also maintains records of the participating teachers and the hours accumulated by each individual teacher in the ESL files binder.

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?

Parent/community involvement:

PS 234 begins parent participation with a parent orientation meeting. For this meeting we send out letters in different languages. During the meeting videos are shown in different languages to the parents to facilitate discussion of different program options offered. Pamphlets, in different languages outlining the program options including Bilingual, Accelerated Academic English Model and Dual Language/Two-Way Model, are distributed. Translators are provided to assist the parents to better understand the program options and any other questions needing to be answered. Orientations for parents are held twice a year. One is held in the fall and another is held in the spring. During the year the parents of new comers are also provided with similar information and orientation in English and the native language as identified

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ESL classes for parents and adult members of the community are offered, during the school week, throughout the year. Parent-teacher conferences are scheduled and conducted twice a year. Additional individual conferences are held according to student needs in order to collaborate in enhancing children's language acquisition needs. Parents are also able to visit their children's classrooms and teachers during the first Thursday of the month. Parents are able to observe lessons and their children's participation within the classroom setting.

The parent coordinator in collaboration with the ESL department, conduct a series of workshops geared towards giving them an understanding on how to help their children become better learners. They also provide the parents with knowledge about the testing procedures and how their children can become better at taking tests. All the workshop notices are distributed in different languages and translation is also provided at the workshops. Community Based Organizations hold workshops throughout the year to provide fire safety, health insurance coverage and library use instruction to the parents and children. The parent coordinator also holds PTA meetings monthly. Within these meetings ELL students are able to participate and receive awards such as student of the month among others. Multicultural activities such as Dessert Night and Family Night Dinner are held every year to enable the ELL community to come in contact with the other communities in the neighborhood.

Boys and Girls Club offers homework assistance and provide child-care and recreation to the students. Math and Literacy workshops are offered where the ELL parents are invited to attend to learn how to assist their children and be actively involved with their child's learning process. With these efforts, the school, parents and the community are able to work together towards increasing the enhancement and well being of the student population.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	8	2	5	2	2								36
Intermediate(I)	12	7	11	5	3	1								39

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	6	12	9	12	18	8								65
Total	35	27	22	22	23	11	0	0	0	0	0	0	0	140

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	0	0	0							
	I	0	4	1	2	1	1							
	A	11	10	3	9	3	12							
	P	15	20	18	18	18	10							
READING/ WRITING	B	3	1	0	0	0	0							
	I	6	8	4	3	4	3							
	A	9	10	13	18	13	13							
	P	11	15	5	9	5	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	17	9	0	29
4	1	10	3	0	14
5	2	7	13	0	22
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0		8		19		3		30
4	0		5		7		2		14
5	0		3		14		6		23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		9		4		14
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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 additional information here

Part VI: LAP Assurances

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Thea Pallos	Principal		1/1/01
Mrs. Peggy Mouzakitis	Assistant Principal		1/1/01
Mrs. Anita O,Brian	Parent Coordinator		1/1/01
Mrs. Shakila Ahmed	ESL Teacher		1/1/01
Ms. Eve Avramovic	Parent		1/1/01
Mr. Jose Guerrero	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mrs. Olga Papadapoulos	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q234 **School Name:** P.S. 234

Cluster: 4 **Network:** 410

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.

Home Language Surveys, Ethnic surveys, Emergency Blue Cards, and school made surveys are used to assess and determine P.S. 234's written translation and oral interpretation needs. Home Language surveys and Ethnic Surveys are completed and reviewed upon registration of students. Emergency blue cards are completed immediately at the start of every school year. Home Language surveys and Ethnic surveys are available in all necessary languages. All data is entered into ATS. Schools made surveys are also translated into all needed languages.

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.

According to our most current findings, translation services are needed for the majority of P.S. 234's parent community. Translation and interpretation services are needed in Spanish, Bengali and Arabic. An analysis of the Home Language Survey data, indicates that translation and interpretation needs are most necessary in Spanish followed by Bengali and Arabic. Our findings were reported to the school community through P.T.A. Meetings, Parent Involvement Plan, Language Allocation Policy, School Parent Compact and professional development workshops.

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.

Written translation needs for Spanish, Bengali, and Arabic are sent to the Translation Unit of the Department of Education. They translate all home correspondence. These letters inform parents of important testing dates, parent workshops, and school events and closures. To ensure the timely receipt of documents, letters will be sent home with an attached statement in the appropriate languages stating the importance of the document and its need to be translated.

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.

Oral translation needs will be met in a timely fashion by in house staff fluent in the major languages as determined by the home language survey statistics. Oral translation will be provided through the utilization of the "talk technologies" translation devices during parent workshops and PTA meetings. In addition, the ESL staff will provide person to person translation services during registration procedures, phone calls home, IEP meetings, Parent Teacher Conferences, and when immediate parental needs arise.

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.S. 234 Q plans to inform parents of the availability of translation and interpretation services by posting a notification on the school's main entrance, in the main office, in the parent coordinator's office and other conspicuous places. Parents will also receive letters notifying them of their rights to receive translation and interpretation services (provided that their primary levy constitutes 10-20 or more of the languages spoken at family homes). P.S 234's school safety plan will include a provision ensuring the parents in need of language assistance will not be prevented from reaching the schools administrative offices due to language barriers.

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: PS 234Q	DBN: 30Q234
Cluster Leader: Chris Groll	Network Leader: Altagracia Santana
This school is (check one): ❄conceptually consolidated (skip part E below) ✪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): ✪Before school ❄After school ✪Saturday academy ✪Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ✪K ✪1 ✪2 ✪3 ❄4 ❄5 ✪6 ✪7 ✪8 ✪9 ✪10 ✪11 ✪12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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: P.S.234Q provides English Language Learners with supplemental services in the after School Program. The additional after school programs will provide services for grade 4 and 5. P.S. 234Q has two ESL classes that will meet a total of 50 sessions each beginning in November through the middle of May 2012 from 3:15 to 4:45. Group size will be maintained at 24 students per teacher. A total of 2 certified teachers will provide instruction using the NYC and NYS content and performance standards. The focus of instruction will be Literacy and Mathematics using ESL strategies and techniques to guide and assist students in the acquisition of skills to achieve higher scores on the NYSESLAT as well as city and state tests. These two grades were selected in accordance with the NYSESLAT and ELA data indicating this two grades have the greatest need for support in order to achieve an increase in both NYSESLAT and ELA scores. The focus will also be placed on math, after a careful analysis of the data from the New York State Math Assessment which indicated the need to support our 4th and 5th grade students in math. This support will help them to achieve a better performance in the New York State Math Assessment. Supplemental materials and general instructional supplies will be purchased to support this program and assure high quality instruction provided by certified personnel.

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: P.S.234Q Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. A tremendous focus will be placed on techniques best used to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards as well as increasing achievement scores on city and statewide tests. The ESL

Part C: Professional Development

teachers in the After School Program, as well as monolingual teachers servicing the ELL population will receive the training necessary to ensure the use of ESL strategies within the programs. Participating teachers will receive credit towards completion of the seven hours of ESL training required of all teachers by New York State Department of Education.

Topics that will be addressed during these professional development sessions are as follow:

1. One 2-hour professional development session will be devoted to Scaffolding across the Disciplines: Types of Scaffolding.

2. One 2-hour professional development session will be devoted to Differentiated Instructional Strategies.

3. One 2-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT.

4. One 2-hour professional development session will be devoted to the instructional strategies needed to increase Native Language literacy skills and to prepare for the ELA.

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:

P.S. 234 Title III Program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home.

Also, parent workshops will be conducted during the AM hours of the school day by ESL personnel, coaches, and the Parent Coordinator to guide parents with the following:

- Using math strategies in problem solving.
- Familiarizing parents with ESL standards and testing
- The Balanced Literacy Approach

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $19784		
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) • Per session • Per diem	After School Program (Teachers)* (Sessions)*(Hours)*(Rate) 2 50 1.5 50.06 = $7,509. After School Program (Supervisor)*(Sessions)*(Hours)*(Rate) 1 50 1.5 52.38 = $3,929. Total cost of $ 11,438..	11,438
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	General Instructional Supplies for after school programs will include charts, paper, crayons, notebooks, folders, test preparation materials, ELL textbooks and workbooks, ELL classroom libraries, including audiovisual libraries for grades K-5 . Total cost of $8,346.	8,346
Educational Software		

Part E: Budget

(Object Code 199)		
Travel		
Other		
TOTAL	19,784	19,784