



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P4Q

DBN (DISTRICT/ BOROUGH/ NUMBER(I.E. 01M000): 75Q004

PRINCIPAL: MARCY BERGER

EMAIL: MBERGER3@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Marcy Berger	*Principal or Designee	
Paula Thomas	*UFT Chapter Leader or Designee	
Tishawne Henderson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Raquel Mays	Member/Parent	
Angela Diaz	Member/Parent	
Jeanette Kinstel	Member/Parent	
Tamika Edwards	Member/Parent	
Eddie Olivares	Member/Parent	
Michele Khodai	Member/Teacher	
Jacqueline Berman	Member/Teacher	
Caroline Barry	Member/Teacher	
Alison Fernandez	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

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

By June 2013, students with autism in alternate assessment programs (Grades 3-8), will improve mathematic proficiency by demonstrating a 10% increase in skill mastery as evidenced by completion of unit assessments.

Comprehensive needs assessment

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

Standard assessment at P4Q has involved State and City exams and specific assessments and curriculums. With the increased number of students in alternate assessment in various P4Q sites, the need for common assessments and curriculum became apparent. Brigance and ABLLS have been used throughout the years but have not been sufficient in providing necessary criterion referenced data. Comparisons among sites, student groups and subgroups were impossible. With the implementation of Citywide Expectations and Common Core Standards, a new math assessment, "Equals" was used with all alternate assessment students with autism, classes (33 in total).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- A) All 6:1:1 alternate assessment students will be assessed using Equals and/or Brigance/ABLLS/SANDI to determine the current level of functioning and identify sub groups within the class. Teachers are able to divide their classes into smaller groups to facilitate differentiated lessons. Paraprofessionals also work with these smaller groups. Use of varied manipulatives and "High," "Medium" and "Low" strategies within Equals is incorporated into each lesson.
- B) Instructional funds were used to purchase the "Equals" program. Staff has been trained in the assessments and the program at either or both the District level and the school level. Coordinators at each site work individually and in teacher groups. In school coach travels among sites to ensure teacher understanding, implementation and continuity.
- C) Teachers, where possible are planning their own departmentalization for their math period and grouping students in a homogenous manner based upon assessments. Administration, school-based coach and coordinators will meet with the staff to determine effectiveness of program, issues arising, rubric creation and next steps to be taken.
- D) Implementation begins in September 2012 and continues through June 2013. Monthly calendar is as follows:

September 2012- June 2013 – Teachers in alternate assessment Grades 3-8 will continue to use "Equals" as both a program and as a math assessment.

- Teachers will continue to be trained to connect lessons to the Common Core Standards, targeting the 2012-2013 math focus.
- Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet, develop curriculum maps and pacing calendars with grade and cluster teachers.
- Grade conferences will focus on evaluating student growth over time.
- Benchmark #1 will be completed and baseline data generated.
- On-going professional development will be given to the staff.
- School-based coach, administrative support, and mentors will model instruction.

February 2013 – Benchmark #2 will be completed.

- Assess student progress and re-teach skills needed for students.
- Additional training and support given to staff as needed.

March 2013 - June 2013 – Benchmark #3 will be completed. Student data will be analyzed.

Grade conferences, faculty conferences, and professional development will be arranged for all staff members to support Common Core Standards, including analysis of genuine student work. Conversations with groups of teachers will detail benchmark analysis and next steps.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

All Parents, including parents/guardians of English Language Learners, are encouraged to actively participate in all aspects of the P4Q organization including School Leadership Team, PTA, IEP meetings, assemblies and celebrations, Parent Teas, etc. P4Q is committed to fostering a caring and effective home-school partnership. Workshops are given by the Parent Coordinator, with collaboration between other District 75 schools and P4Q staff. The Parent Coordinator, acting as a liaison between home and school, maintains logs of events and activities for each month and files this with the Parent office. Computers are available for parents to use for the completion of the Learning Environment Surveys with incentives provided upon completion. PTA meetings and SLT meetings are planned at the start of the school year with notifications sent home on brightly colored paper. Translations are done as needed. Interpretation and translations are available for all events. Behavior sheets and communication books are sent home daily detailing homework assignments, accomplishments, concerns, etc. IEP meetings, Parent Teacher Conferences and report card distribution are times taken to discuss academic goals and achievements, promotion policy, assessments taken and their results. Additionally, related service personnel work closely with families, providing assistance in connecting with outside agencies, afterschool programs, respite and/or tutoring.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA x Title III x Grants x Other

If other is selected describe here:

Tax Levy monies was used to purchase “Equals” for 6:1:1 K-5 alternate assessment classes. P4Q school-based coach, technology cluster teacher, coordinators, mentors and classroom teachers. Professional development will be offered through district and in-house. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet. Per session and per diem money is used to provide substitutes for professional development. Title III money will incorporate families of English Language Learners with cultural activities. Project Arts money is used to implement end year celebrations, trips, and materials to be

used throughout the year following the Blueprint for the Arts and including Very Special Arts Festival. P4Q participates in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE), across the sites. EASE is designed to increase special education students’ communication, socialization and academic skills through integrated, arts-based approaches.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Food Services provides breakfast to all students, enabling them to focus and learn. Title III monies are used to provide supplementary programs through the Arts during evening or after school hours to enhance language skills for English Language Learners. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts and including Very Special Arts Festival. P4Q participates in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE) , across the sites. EASE is designed to increase special education students’ communication, socialization and academic skills through integrated, arts-based approaches.

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

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

By June 2013, there will be a 5% increase in staff collaborative practice focusing on ELA instructional goals leading to improved student mastery of ELA skills evidenced by successful completion of Common Core bundle activities.

Comprehensive needs assessment

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

The 2011-2012 Learning Environment Survey, reflected that approximately 20 staff members disagreed with the statement regarding school leaders providing adequate time for collaboration. Having assessed the varied responses from staff, it was determined that more time was needed for staff to work together. During that same school year, gains from Level 1 to Level 2 on NYS ELA, on average, was 10.3% across grade levels. However, a 6.6% drop in Level 3 ELA scores across all grades (3-6) was determined as well. The decrease in scores can be attributed to the implementation of the Common Core Learning Standards – based new State ELA test. With reflection upon the need for more collaboration among teachers, our focus was to increase the collaborative practice with regard to ELA, focusing on improving student test scores.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- A) All standard assessment, Grades 3 -6 students will be assessed using Performance Series and/or Acuity, to determine the current level of functioning and identify sub groups within the class. Teachers are able to divide their classes into smaller groups to facilitate differentiated lessons. Paraprofessionals also work with these smaller groups.
- B) Instructional funds and Citywide Expectation dollars are used to provide substitute teachers and per session hours to allow for collaborative meetings and participation in professional development. Coordinators at each site work individually and in teacher groups. In school coach travels among sites to ensure teacher understanding, implementation and continuity.
- C) Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet, discuss the assessment results in order to become more proficient to the benefit of the students. Teachers, where possible are planning their own departmentalization for their ELA period and grouping students in a homogenous manner based upon assessments. Administration, school-based coach and coordinators will meet with the staff to determine issues arising and next steps to be taken.
- D) Implementation begins in September 2012 and continues through June 2013. Monthly calendar is as follows:

September 2012- June 2013 –Student baseline and benchmarks (varying times depending upon assessment schedule) will be administered and analyzed including Acuity, Performance Series, ELA/Math City and State exams, Brigance or ABLLS, E-CLAS, SANDI and RDI. Schedules will be created and posted of all faculty, grade, cabinet, SLT, collaborative and Instructional Team meetings. Teacher leaders will begin to run the meetings. Agendas and minutes will be maintained by teachers.

- At all sites, a grade representative will be designated by other staff members to meet in small groups with administration.
- Professional development and mentoring will be teacher-guided.
- At grade conferences, teachers will analyze genuine student work; develop baseline, unit assessments and rubrics connected to CCLS.
- School-based coach and district coaches will work with staff within classrooms , during grade level meetings and professional development days.
- “Thinking Maps” were introduced to staff at meetings and on Professional development days.
- Summative student data will be analyzed, progress tracked and differentiated instructional strategies will be utilized.
- Teachers will brainstorm next steps and set goals.
- Common Core Learning Standards with focus on tasks and units will continue. Teachers will adapt pacing calendars aligned to CCLS units.
- Teachers will access the Common Core Library and utilize the diagnostic tasks provided by grade.
- Observations will be conducted using sections of Danielson’s Framework and Professional Teaching Standards.

April 2013- June 2013 - Learning Environment Survey will be completed and percentages and qualities of responses will be analyzed. Agendas and log sheets from district coaches and school based coach will demonstrate collaboration and school focus on Common Core Learning Standards to improve ELA skills.

By June 2013, there will be a 5% increase in staff collaborative practice focusing on ELA instructional goals leading to improved student mastery of ELA skills evidenced by successful completion of Common Core bundle activities.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

All Parents, including parents/guardians of English Language Learners, are encouraged to actively participate in all aspects of the P4Q organization including School Leadership Team, PTA, IEP meetings, assemblies and celebrations, Parent Teas, etc. P4Q is committed to fostering a caring and effective home-school partnership. Workshops are given by the Parent Coordinator, with collaboration between other District 75 schools and P4Q staff. The Parent Coordinator, acting as a liaison between home and school, maintains logs of events and activities for each month and files this with the Parent office. Computers are available for parents to use for the completion of the Learning Environment Surveys with incentives provided upon completion. PTA meetings and SLT meetings are planned at the start of the school year with notifications sent home on brightly colored paper. Translations are done as needed. Interpretation and translations are available for all events. Behavior sheets and communication books are sent home daily detailing homework assignments, accomplishments, concerns, etc. IEP meetings, Parent Teacher Conferences and report card distribution are times taken to discuss academic goals and achievements, promotion policy, assessments taken and their results. Additionally, related service personnel work closely with families, providing assistance in connecting with outside agencies, afterschool programs, respite and/or tutoring.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Tax Levy per session monies will be used as needed. Tax Levy dollars were also spent to purchase "Thinking Maps" curriculum for standard assessment teachers, Grades 3-6. Instructional teams will meet Professional development will be offered through district and in-house. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet with grade and with cluster teacher. Per session and per diem money is used to provide substitutes for professional development. Title III money will incorporate families of English Language Learners with cultural activities. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts and including Very Special Arts Festival. P4Q participates in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE) , across the sites. EASE is designed to increase special education students' communication, socialization and academic skills through integrated, arts-based approaches.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and

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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

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

By June 2013, standardized assessment students in Grades 5 and 6 will improve writing skills as evidenced by a 10% increase in Level 1 and 2 students' baseline scores following the Common Core for Writing rubric.

Comprehensive needs assessment

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

Common Core Learning Standards focus on the students' reading more informational texts and writing about central ideas and themes. On State tests, the written sections usually pertain to informational, non-fiction passages. In examining the results of the State and City standard tests from 2011-2012, approximately 62.5% of our 5th and 6th graders scored a Level 1 in these areas. While comprehension is not the overlying factor, writing rigor is the challenge for our students due to spelling, grammar, etc.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- A) All standard assessment, Grades 5 and 6 students will be assessed using Performance Series and/or Acuity, to determine the current level of functioning and identify sub groups within the class. Teachers are able to divide their classes into smaller groups to facilitate differentiated lessons. Lessons taught will demonstrate the shift in complexity, balancing informational and literary text and building knowledge in the disciplines. Paraprofessionals also work with these smaller groups.
- B) Instructional funds and Citywide Expectation dollars are used to provide substitute teachers and per session hours to allow for collaborative meetings and participation in professional development. Coordinators at each site work individually and in teacher groups. In school coach travels among sites to ensure teacher understanding, implementation and continuity.
- C) Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet, discuss the assessment results in order to integrate informational text and students' ability to write responses. Teachers, where possible are planning their own departmentalization for their ELA period and grouping students in a homogenous manner based upon assessments. Administration, school-based coach and coordinators will meet with the staff to determine issues arising with assessing student work, create rubrics and next steps to be taken.

September 2012 – October 2012 – Teachers will use previous tests (State and City) and assessments and IEPs to form differentiated instruction groups within classes. These groupings will be reflected in lesson plans. Teams of teachers will be working as groups to look closely at students' current work, understand the steps needed to reach the level of performance that the Common Core demands.

October 2012 – June 2013 – Results from Performance Series/Acuity will be printed out from each class and student. Instructional Team and administrators will participate in grade conferences to ensure classroom teachers are teaching sub-skills to generate appropriate differentiated instruction. Sub skills will be assigned by teacher to individual students based upon their results with the focus on areas needing improvement. With a focus on increasing rigor, teachers will work with groups of students to voice and back their opinions with evidence from the text. District and school based coaches will guide teachers in using graphic organizers (“Thinking Maps’) and test taking strategies. Teachers’ questioning skills will help students to develop higher order of thinking. CCLS units of study will be adapted to appropriate functioning levels.

February 2013- June 2013 – Instructional teams will work with classroom teachers to compare results of Fall and Winter Performance Series results. The teacher teams will look closely at resulting student work to continue the cycle of Inquiry, make future instructional adjustments with specific next and communicate lessons learned to other school staff.

June 2013 - By June 2013, standardized assessment students in Grades 5 and 6 will improve writing skills as evidenced by a 10% increase in Level 1 and 2 students’ baseline scores following the Common Core for Writing rubric.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA x Title III x Grants x Other

If other is selected describe here:

Tax Levy per session monies will be used as needed. Tax Levy dollars were also spent to purchase “Thinking Maps” curriculum for standard assessment teachers, Grades 3-6. Instructional teams will meet Professional development will be offered through district and in-house. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet with grade and with cluster teacher. Per session and per diem money is used to provide substitutes for professional development. Title III money will incorporate families of English Language Learners with cultural activities. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts and including Very Special Arts Festival. P4Q

participates in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE) , across the sites. EASE is designed to increase special education students' communication, socialization and academic skills through integrated, arts-based approaches.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA Wilson Wilson’s Foundations Leap Pads Aim Higher Reading Comp. Word games Voyager Passport Edmark SMILE Unique Sight Words by Sampson Ready – NYS CCLS ELA	An AIS school based coach will be integrated to assist teachers and students alike. Teachers, during professional periods, tutored students scoring less than Level 2 on State and City exams in accordance with NCLB/SED. On the elementary level, use of Wilson’s Foundations (both used to address decoding, encoding sight word fluency, vocabulary, phonemic awareness and print knowledge), Voyager Passport (addresses reading comprehension, fluency, critical thinking and vocabulary development), and Leap Pads (phonics, phonological awareness, decoding and vocabulary). Additionally, Strategies to Achieve Reading and Aim Higher Reading Comprehension and Ready – NYS CCLS ELA workbooks will be utilized. Acuity (assessment test which provide longitudinal studies, item skills analysis to determine individual skills needed by students) is being used to differentiate tutoring. Smartboards and laptop carts	Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.	Academic Intervention Services will be provided to students during the school day.

	<p>were used at all sites. During Chapter 683 summer program, Summer Success in Reading (using articles in a student'-style magazine to improve reading comprehension) is used for all elementary grades. Alternate assessment, 6:1:1, students with autism are also receiving AIS on an individual basis and use Unique and Edmark (focuses on beginning reading and language development for non-readers), word games, Picture Exchange Communication System (PECS) and Discrete Trial Instruction (DTI). At the Elementary and Junior High School level, 6:1:1 students, SMILE (Structured Methods in Language Education) will be used to teach reading to nonverbal students. For students in K-2 early childhood classes, Sight Words by Sampson are used to teach letter recognition and phonemic awareness.</p>		
<p>Mathematics</p> <p>Everyday Math games Strategies for Mathematics NYC Mathematics Practice Aim High New York Mathematics Review Math the Write Way Ready – NYS CCLS Math</p>	<p>An AIS school based coach will be integrated to assist teachers and students alike. Teachers, during professional periods, tutored students scoring less than Level 2 on State and City exams in accordance with NCLB/SED. On the elementary level, use of Everyday Math with games and manipulatives will be used (drill exercises aimed at building fact and operation skills) and Impact Math for 6th graders. Additionally, Aim Higher Mathematics (math reasoning and higher order thinking), Ready – NYS CCLS Math (used</p>	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.</p>	<p>Academic Intervention Services will be provided to all students during the school day</p>

	to reinforce the “hows” of taking an exam) and NYC Mathematics Practice for Mastery (with drill and practice) have been used for AIS. Smartboards and laptop carts were used at all elementary school sites. During Chapter 683 summer program, Summer Success in Mathematics (introduces, reinforces and reviews key math concepts) is used for all elementary grades. Alternate assessment, 6:1:1, students with autism are also receiving AIS on an individual basis and use Equals, Picture Exchange Communication System (PECS) and Discrete Trial Instruction (DTI).		
Science FOSS kits Reading for Content (Continental Press)	Academic Intervention Services will be provided to all students who scored Level 1 and Level 2 on the 4 th grade State Science exam according to NCLB/SEDD during the school day. Use of hands on materials (i.e. science kits through FOSS and Pearson/Scott Foresman), test prep materials will be used for 4 th grade science exam. Technology at all levels and integration into all curriculum areas will be encouraged. Smartboards and laptop carts were used at all elementary sites.	Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.	Academic Intervention Services will be provided to all students who scored Level 1 and Level 2 on the 4 th grade State Science exam according to NCLB/SEDD during the school day.
Social Studies Informational text Map Skills Core Curriculum	5 th grade Social Studies State exams are no longer administered, however, in accordance with Common Core Learning Standards and Citywide Expectations, informational text from Social Studies concepts and facts are	Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.	Academic Intervention Services will be provided to all students during the school day

	integrated into tutoring. An AIS school based coach will be integrated to assist teachers and students alike. Targeted support of SS topics through the CCLS units will continue. Technology through Smartboard and computers will be integrated into sessions with a focus on geography		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> <p>Clubs Level reward Trips Life Space Crisis Intervention Therapeutic Crisis Intervention Power of Choice Emotional Literacy</p>	<p>Students in crisis, requiring temporary hospitalization, ACS removal or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed. All students have a Behavior Intervention Plan as part of the IEP and an additional Functional Behavior Assessment (FBA). Both plans are written by the classroom teacher and the counselor. FBA's are reviewed weekly to determine if there is a decrease in negative behaviors. If students are hospitalized, school personnel will continue visitation and contact. Girls Club and Boys Club are held once a week in small groups of students who have earned the right to participate through their behavior plan. Level trips and Level certificates are earned by the students.</p>	<p>Small group, one-to-one sessions and peer tutoring will be used as appropriate. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis.</p>	<p>Academic Intervention Services will be provided to all students during the school day</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Resumes come into the school via email, fax and mail throughout the school year. Current employees participating in higher education classes use word of mouth to recommend qualified perspective candidates. Affiliations with numerous colleges such as Queens, Hofstra and St. Johns provide opportunities for both P4Q and student teachers to learn from each other. Several of these student teachers have been hired as permanent teachers over the years. Prospective teachers, related service personnel and/or paraprofessionals are interviewed with administration and staff currently employed in those positions. Teaching Fellows, Open Market website, Hiring Halls and District 75 Human Resource office are all utilized to ensure the most qualified applicants are hired. Substitute teachers from Sub-Central are screened at the school level for potential full time employment. Teachers are given a preference sheet each Spring to enable them to choose the population and/or subject area of expertise they would like to teach for the following school year. This has improved our retention rates. Paraprofessionals are encouraged to pursue their academics further and are the first considered when filling vacancies. Mentoring, coaching, establishing collaborative teams, common preparatory periods, in house and District differentiated professional development participation, availability of administrators and coordinators, classroom walkthroughs of both staff and administration, and Danielson's Framework encourages teachers to work collaboratively, buy into new ideas and concepts and have a support system in place throughout the teachers' P4Qs career.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Gary Hecht/Adrienne Edelstein	District 75	Borough Queens	School Number 004
School Name P4Q			

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

Principal Marcy Berger	Assistant Principal Alexandria Markovich
Coach Jugraj Kaur	Coach
ESL Teacher Louis Tallerico	Guidance Counselor Dori Kaplan
Teacher/Subject Area Elizabeth Engelmann/Classroom	Parent Tishawn Henderson
Teacher/Subject Area Joyce Ruocco/Art	Parent Coordinator Vanessa Murray-Miles
Related Service Provider Edwin Santiago/PT	Other
Network Leader Adrienne Edelstein	Other

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	395	Total Number of ELLs	48	ELLs as share of total student population (%)	12.15%
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Part II: ELL Identification Process

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

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

As part of the identification process during the intake process for the English Language Learners (ELLs) students during the intake meeting at the Committee for Special Education (CSE), parents complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language, if their dominant language is other than English. The HLIS document is presented and finally completed at the Committee of Special Education (CSE) with an English speaking Psychologist. The CSE is where our parents first arrive, as the beginning step for intake into District 75, where they are informally interviewed in English and in their native language by a bilingual school psychologist. At this point the LAB-R (Language Assessment Battery-Revised) is administered to determine the child's eligibility for ESL and bilingual services. This process (completion of HLIS and administration of the LAB-R) must be completed within 10 days of the child's admission to any District 75 school. This same time frame of 10 days also applies to administration of the Spanish LAB-R, in cases where the child has been identified as Spanish bilingual. The HLIS, LAB-R and Spanish LAB-R are generally administered by CSE, but may also be administered by the English speaking ESL teacher at P4Q, Louis Tallerico.

The findings from the Home Language Survey, the Language Assessment Battery- Revised and the Spanish Language Assessment Battery-Revised determine student placement as an ELL and are entered on page one of the students' IEP indicating Bilingual, Monolingual Services with ESL, or Monolingual Services without ESL. Parents receive information, while being interviewed at CSE regarding the two different ELL programs available in District 75 (Transitional Bilingual Education and Monolingual with ESL services). At that time parents will request which program they prefer. Consequently, if the HLIS and subsequent LAB-R are not administered at CSE, the permanent certified ESL teacher, Louis Tallerico will administer the Language Assessment Battery Revised - LAB-R. The assessment score may show that the student is in need of the English as a Second Language (ESL) services and the ESL teacher, Mr. Tallerico will place the student in the freestanding ESL program according to their proficiency level. Using the student's LAB-R score, when newly admitted to P4Q, or NYSESLAT score, when available, the ESL teacher will be able to identify ELL students' proficiency levels (Beginner, Intermediate, Advanced and Proficiency). The Committee of Special Education (CSE) always ensures that their meetings are in conjunction with the parents. Since our school provides the program choice of Freestanding ESL, we guarantee that our new parents understand the philosophy behind the Freestanding ESL program. P4Q is a District 75 school with a freestanding ESL program, hence this is the program model choice available to our ELL parents. The parents are told about our program model, at the first-step of the intake process, at the CSE meeting. The program models offered at our school are aligned with the parents' requests. Instruction is delivered using both the push-in and pull-out models. The following student to staff ratios exist at our school: 12:1:1, 8:1:1 and 6:1:1.

During the course of the ELL students' progress through each academic year at P4Q, Mr. Tallerico administers the NYSESLAT (New York State English as a Second Language Test) each Spring. This test is administered in four discrete sections: Speaking, Listening, Reading and Writing. The total score is determined by averaging together the scores for each of the discrete sections mentioned above. A student is mandated to take all four sections each Spring until he/she scores a total averaged score of "P" (Proficient), which exempts the student from any future obligation to be retested. Students who receive any other score "B" (Beginner), "I" (Intermediate) or "A" (Advanced), must be administered the NYSESLAT again each subsequent Spring, unless they have received a "P" rating. In order to determine the number of NYSESLAT tests to order each Spring and who is eligible to take the NYSESLAT, Mr. Tallerico must inventory all those who are currently mandated to be tested. This information is supplied through ATS reports with the following codes: RLER, RLAT, which determines who is eligible to take the test. Mr. Tallerico and Ms. Kittai, the testing coordinator, ensure that all students eligible will take the NYSELAT in the spring. Mr. Tallerico works with Ms. Kittai to set up a test schedule for each section of the NYSELAT, ensuring that all required students take the exam.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	48
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	12

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	26			10			12			48
Total	26	0	0	10	0	0	12	0	0	48

Number of ELLs in a TBE program who are in alternate placement: 13

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													

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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		5	8	1	6	3	1	1	6					31
Chinese		2		1					1					4
Russian				1					1					2
Bengali		2		1				1	1					5
Urdu														0
Arabic														0
Haitian														0
French														0
Korean					1									1
Punjabi		1												1
Polish														0
Albanian														0
Other		4												4
TOTAL	0	14	8	4	7	3	1	2	9	0	0	0	0	48

Part IV: ELL Programming

A. Programming and Scheduling Information

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

ESL Program – 36 entitled ELLs are served in the ESL Program as per CR 154 mandates and 12 ELLs as per IEP mandates, for a total of 48 students. This total number includes 35 students whose IEPs indicates ESL ONLY, 13 students in Alternate Placement. ESL is provided by 1 certified ESL teacher, Mr. Louis Tallerico, through a Pull Out model of instruction. Decision on which program approach is most appropriate is based upon the students' classification, whether Standard Assessment or Alternate Assessment. Mr. Tallerico escorts the students to a separate office or therapy room where he conducts his ESL session. The program models most used are Heterogeneous, a decision influenced by time constraints imposed by scheduling ESL services among five sites distributed across separate locations. Every attempt is made to group students in neighboring achievement levels (Beginner with Intermediate, or Intermediate with Advanced. ESL groups are always made up of students from three contiguous grade levels; Homogeneous (when students of the same achievement level are distributed across more than one class room in the same building). This grouping is most common for both Standard Assessment and Alternate Assessment students; Block Schedule is used for groups of students who are both in the same class and are within three contiguous grades of one another. Alternate Assessment ELL students tend to comprise a Beginner level --according to NYSESLAT results (180 minutes ESL/ 180 minutes ELA). Standard Assessment ELL students may range from Beginner through Advanced levels--according to NYSESLAT results. Standard Assessment ELLs at the Beginner and Intermediate levels (according to NYSESLAT results) receive 180 minutes ESL/180 minutes ELA. ELLs at the Advanced level (according to NYSESLAT results) are mandated to receive 360 minutes ESL/180 minutes ELA. ELLs at the Proficient level (according to NYSESLAT) receive two years of support services for two additional years, i.e. ESL, AIS or Title III. 180 minutes ESL/180 minutes ELA. "Ungraded" refers to groupings of students in different grades, provided that they are three contiguous grades. ESL at P4Q currently uses the pull-out model. The ESL schedule is written to accommodate all ELLs according to their mandate. In response to the State Citation, all of our ELL (LEP) students are served as per IEPs. Each student is administered NYSESLAT annually each Spring until an achievement level of "P" (Proficient) has been attained.

At P4Q, there is one long-term ELL in grade 6, two in grade 7, and nine in grade 8. The performance pattern of our students as evidenced according to the NYSESLAT results is as follows: Speaking (highest), Listening (second), Reading (third), and Writing (fourth). Nine of our Standard Assessment ELLs are at the Beginning level, and one is at the Intermediate level. Our 23 Alternate Assessment students are functioning at the Beginning level. The ELL students in Standard Assessment are currently performing at an academic level below that of their peers in ELA (0% passing ELLs /85% passing non-ELLs), and in Math (50% passing, both ELLs and non-ELLs), Social Studies (no ELLs tested in 2010-11) and Science (1 ELL tested/passed in 2010-11). In Alternate Assessment, 28.5% of the students tested scored Level 3 and 4 in ELA and Math, and 23.5% Level 3 and 4 in Science. The current plan for any long-term ELL is to review his NYESLAT

A. Programming and Scheduling Information

scores, along with an evaluation of his performance in the four modalities, and consult with classroom and coverage teachers as well as the LAP committee, to determine the most appropriate goals, which would be reflected in the students' IEP. We offer our ELLs who are literate in L1 bilingual picture dictionaries, native language reading materials, and an appropriate bilingual alternate placement paraprofessional for students who's IEP recommends bilingual instruction, as we do not have a bilingual program. The school administers the Spanish LAB-R using a bilingual psychologist during the CSE intake. When necessary, the school contacts the CSE to send a bilingual psychologist to the school to administer Spanish LAB-Rs and/or conduct triennial reviews. Alternate Placement paraprofessionals serve as translators during the annual IEP review. They also translate for the ESL teacher with the families of our children when needed.

Interventions are embedded in instruction for LEP students with disabilities whose IEP recommends ESL or bilingual instruction. Our certified ESL teacher consults with students' classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students in alternate placement receive additional support in both their native language (NL) and English from paraprofessionals, who are fluent in the student's native language and in English. P4Q follows the New York State English as a Second Language Standards and incorporates ESL research-based strategies for standardized assessment students such as CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning, using a pull-out model for a duration of 40 minutes per session per day, per each group. The ESL teachers works with an average of four groups each day between two to three sites.

Scaffolding instruction is practiced in all subjects. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons. P4 Q uses the following research based programs: Impact Math, Everyday Math, FOSS Science kits, Scott Foresman -Science, School Comprehensive Approach to Balanced Literacy, Foundations, Wilson, Holt McDougal Social Studies, and Hartcourt Horizons Social Studies. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. The majority of students are on task and are encouraged to communicate what they are doing. The teacher and paraprofessionals provide clarification and positive reinforcement. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. Students are exposed to domain specific language (Math and Science) before the teacher uses the Inquiry approach to Science—this is especially helpful to our English learners. ELLs with autism will learn these words through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Applied Behavioral Analysis techniques. Standard assessment students will learn and practice vocabulary skills within the content of the lesson—i.e. defining, summarizing, comparing, classifying, explaining, etc. Grammar and language structures from the lesson are identified, becoming topics for further instruction during the ELA Block. Group activities are planned to encourage collaboration and peer interactions. Many ELLs are not yet able to actively participate in academic discussions. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written form (i.e. reports) or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and always encourages students to have high expectations for their learning.

In requesting an extension of ESL services, the ELL liaison notes the student's trend of a NYSESLAT score of less than "P" [Proficient]. Although a "P" rating may have been earned in the speaking and listening sections of the NYSESLAT, if the reading and writing sections are scored below a "P" rating, when all four sections are averaged, this generally results in an overall rating of less than "P" which indicates a repetition of entitlement status for the student in question. For these reasons the IEPs on these LEP students continue to recommend ESL services, as our students' severe cognitive and communication disabilities require a longer period of time in order for them to acquire communication skills in the target language.

The ESL teacher strives to provide the maximum number of mandated minutes to each ELL in P4Q's ESL program. This is done through an extension of service minutes beginning with instructional meals during breakfast and extending throughout the day until dismissal. ESL service is offered among all sites on an itinerant basis. Because of the time constraints of servicing multiple sites, our ESL teacher cannot provide the full sum of mandated minutes of ESL as stipulated by CR Part 154. ELA is taught by the regular classroom teacher who provides the full sum of mandated minutes of 90 minutes per day (New York City).

P4Q wants all students including ELLs to be able read and write in all content areas. In accordance with WEBS Depth of Knowledge, all instruction should be rigorous. The shift in ELA/Literacy, begins with a true balance of informational and literary text, increasing gradients of complexity, developing evidentiary arguments both in conversation and in written form, writing from sources and ends with building academic vocabulary. In addition, we also want them to learn critical thinking and understanding skills in order to communicate ideas to a range of audiences and to exhibit their knowledge through an array of media and genre. Test scores and additional teaching strategies for ELLs are discussed at collaborative team meetings. NYSESLAT results reveal ELLs' areas strength. Of the four modalities (reading, writing, speaking and listening) ELLs show a trend in achieving their highest scores in the areas of speaking and listening; the

A. Programming and Scheduling Information

lowest scores in the areas of reading and writing. Mr. Tallerico teaches content areas with this in mind. "EDL Language Inventory" of vocabulary at each grade level and subject is used as a reference guide for the ESL teacher. Additional student information is obtained through conferencing with content area. The special vocabulary inherent to Mathematics, Science and Social Studies, for each grade level, is reviewed by Mr. Tallerico in conjunction with grade-level reading materials for ELA, using ESL methodologies. Because P4Q does not have sufficient student enrollment to establish a Native Language program, Native Language support is provided by Alternate Placement paraprofessionals who are fluent in the student's native language.

Teachers use the Comprehensive Approach to Balanced Literacy, using 90 minute reading/writing blocks daily. Classroom teachers, speech teachers and the ESL provider work collaboratively to identify students' strengths and weaknesses, analyze and assess sub-skills (i.e. phonics, fluency, vocabulary, reading comprehension, etc.). This assists the teachers with differentiating ELA instruction. In addition, some teachers use Teacher's College methodologies during instruction which has improved the quality of all student work. Some of the ELA programs used throughout P4Q are : Wilson, Foundations, Summer Success in Reading, SMILE, UNIQUE. With the use of web-based assessments (i.e. Performance Series and Acuity), teacher analyzes strengths and areas in need of improvement for students. Assessments used for ELA include: E-CLAS (K-2), Performance Series, Acuity, NYS and NYC ELA/Math tests (grades 3-6), NYS Science test (grade 4), NYSESLAT, NYS Datafolios, ABLLs, EQUALS (math), Brigance and SANDI.

Administrators and teachers review all assessments with the ESL teacher. A consistent pattern has been noticed which demonstrates that the majority of ELLs tend to score at a level equivalent to that of their non-ELL peers on listening and speaking assessments; however, they tend to score lower than their non-ELL peers when assessing reading and writing. A focus on phonics, decoding skills and vocabulary development for all ELLs at any grade level is the crucial objective.

Students in Alternate Placement receive additional support in their native language as well as English from a paraprofessional who speaks the students' native language. English speaking Alternate Placement paraprofessionals help students facilitate their learning through their native language. Classroom libraries are available for use for all students to enhance learning. In order to determine the correct placement, "bilingual" or "ESL Only", P4Q administers the Spanish LAB-R for students whose first language is Spanish to demonstrate level of strength in their Native Language. A bilingual psychologist is available to conduct intake, hold triennial IEP reviews and annual reviews for students who have been classified as bilingual.

The ESL methodologies used with the alternate assessment students include: ABA (Applied Behavior Analysis), Discrete Trial Instruction (DTI), and the use of multi-sensory approaches. In addition, augmentative communication devices as well as Mayer-Johnson symbols are used when appropriate. ABLLs, Brigance, EQUALS (math) and SANDI are used to assess Alternate Assessment students. ELA instruction for the Alternative Assessment students include: the CAB (Comprehensive Approach to Balanced Literacy), Edmark, Foundations, SMILE and Unique.

Currently there are no S.I.F.E.s in our organization, P4Q's plan for S.I.F.E.s includes placement in a class with an alternate placement paraprofessional with demonstrated proficiency in the child's native language. In addition, they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. S.I.F.E.s are included in the NYSESLAT schedule each Spring to determine their continued entitlement to ESL services as well as to monitor their progress in all of the four modes of language acquisition (Speaking, Listening, Reading, Writing). This provides the ESL teacher with data that is vital to individualized lesson development and planning.

Newcomers to District 75 and the New York City School system, as determined by the Home Language Survey, will be administered the LAB-R by the CSE or ESL teacher to identify ELLs. These findings are written on page one of the students' IEP indicating Bilingual, Monolingual Services with ESL, or Monolingual Services without ESL. For students placed in Bilingual instruction, CSE will list "Alternate Placement Paraprofessional" with the native language spoken on page one of the IEP. Parents receive information, while being interviewed at CSE regarding the two different ELL programs available in District 75 (Transitional Bilingual Education and Monolingual with ESL services). At that time parents will request which program they prefer. Since newcomers are generally, functionally, at the Beginner level, the ESL teacher strives to group them homogeneously in order to maximize the number of minutes and focus provided during each session. The NYSESLAT is administered each Spring to newcomers, as mandated, in order to determine continued eligibility and monitor performance for degree of advancement in each of the four modalities. The ESL instructor determines the number of minutes of services to be provided based on the students' score on LAB-R and NYSESLAT tests. The ESL teacher reviews their IEPs, their ELA assessments and has a conference with classroom teachers to get basic information on students before administering his own informal assessments. Strengths and weaknesses are identified and individualized lessons are written. The differentiations in instruction available

A. Programming and Scheduling Information

for all ELLs in P4Q, newcomers included, consist of PECS, hand-over-hand, repetition, use of manipulatives, etc. For Alternate Assessment ELLs, words are taught, retaught and maintained using Applied Behavior Analysis. The teacher serves as coach, encouraging students to be more explicit and always encourage students to have high expectations for their learning. Students are administered the NYSELAT yearly and test results are reviewed by the LAP team and classroom teacher. The LAP team determines educational strategies to help improve students' areas of weakness and devises plans to improve instruction. In addition, students scoring level 1 on New York State tests (i.e., ELA, Math, etc.) will be given additional support through AIS (Academic Intervention Services) during the school da.

In requesting an extension of ESL services, the ELL liaison notes the student's trend of a NYSESLAT score of less than "P" [Proficient]. Although a "P" rating may have been earned in the speaking and listening sections of the NYSESLAT, if the reading and writing sections are scored below a "P" rating, when all four sections are averaged, this generally results in an overall rating of less than "P" which indicates a repetition of entitlement status for the student in question. For these reasons the IEPs on these LEP students continue to recommend ESL services, as our students' severe cognitive and communication disabilities require a longer period of time in order for them to acquire communication skills in the target language.

ELLs receiving services from 4 to 6 years also receive scaffolding instruction in all subjects. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons. P4Q uses the following research-based programs: Impact Math, Everyday Math, FOSS science kits, Scott Foresman, Harcourt Horizons, among others. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. ELLs receiving services for more than 6 years continue to receive NYSESLAT test each Spring and the ESL teacher continues to monitor progress in each of the four modalities of language learning and use this data to facilitate the process of developing and executing lesson plans. As with ELLs with 4-6 years service, scaffolding instruction is practiced in all subjects. Lessons are aligned with pacing guides, reading, writing, listening, and speaking activities are incorporated into lessons. This process continues until the student is either discharged from P4Q or receives a "P" rating on NYSESLAT . When the student scores Proficient on the NYSELAT, the ELL will receive 2 years of additional support: ESL, AIS, or Title III.

ELLs who have tested out but are currently enrolled in P4Q continue to receive support services: ESL, AIS, Title III for a duration of two years subsequent to having received a "P" rating on the NYSESLAT, as per CR Part 154 mandate. P4Q offers only ESL (not TBE or Dual Language, due to sparsity of required population at any one site), and for those students who require bilingual services we provide native language support to each student through the assignment of an appropriate bilingual paraprofessional with fluency in the student's native language. P4Q does not offer academic electives in any of the foreign languages.

English Language Learners-Students with Disabilities (ELL-SWDs), under "No Child Left Behind" are entitled to the same mandated minutes of instruction in ESL as their general education peers. The emphasis with SWDs is to utilize more adaptive and tactile methodologies and materials. Mayer Johnson icons and augmentative communication devices are often used to facilitate learning for SWDs. P4Q continues to strive to elevate the vocabulary and comprehension skills of our ELL-SWDs, with the ultimate goal of attaining improved NYSESLAT scores in all four modalities. P4Q contains no non-SWD ELLs. Currently P4Q has no ELLs in its inclusion program, thus no ELL students are receiving flexible programming with non-disabled peers.

Courses Taught in Languages Other than English ⓘ

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

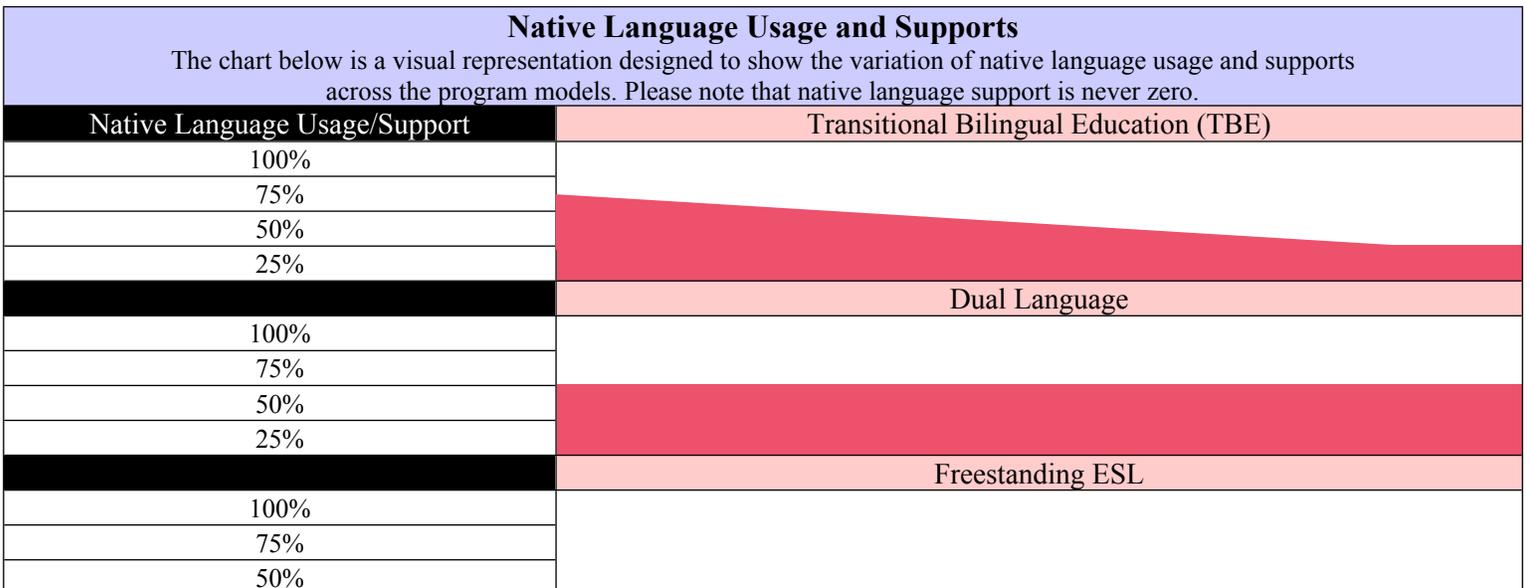
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.			

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?

The LAP team determines educational strategies to help improve students' areas of weakness and devises plans to improve instruction. In addition, students scoring Level 1 on New York State tests grades 3-8 (i.e. ELA, Math, Science, etc.) will be given additional support through AIS (Academic Intervention Services). P4Q does not have the required population to establish TBE or DL groups. For ESL students who are identified as bilingual through HLIS and Spanish LAB-R, the appropriate language is provided for academic support by an Alternate Placement Paraprofessional. Also, there is a bilingual psychologist available for triennial / annual review. Targeted interventions for ELLs in other academic subjects receive Academic Intervention Services if the ELL scores a level one on any of the state or city content areas tests. Academic Intervention Services (AIS) will be provided to students, including ELLs, during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Acuity is scheduled during AIS/Technology periods a minimum of 1-2 periods per week. ELA interventions include: Wilson's Foundations, Voyager Passport, Leap Pads, Strategies to Achieve Reading and Aim Higher, Summer Success (Chapter 683 program), Picture Exchange Communication (PECS), Discrete Trial Instruction (DTI), SMILE (Elementary and Junior High), and Sight Words (K-2). Mathematics interventions include: Kaplan Test-Taking Strategies, Aim Higher Mathematics, Everyday Math Games, PECS, DTI., and Math the Write Way. Science interventions include but are not limited to the use of FOSS Kits and Reading for Content. Social Studies has included working with NYS Document-Based Questions, NYS Social Studies Coach, working on Map Skills, and Picturing America. All of the sessions are conducted in English during AIS.

The ESL staff consists of one ESL teacher with permanent New York State license. The ESL staff works collaboratively with classroom teachers by following lesson plans, pacing calendars, units of study, use of manipulatives when appropriate. P4Q's ESL teacher confers periodically with teachers to discuss student progress and implement the above-mentioned strategies aimed at improving student performance using the common core standards. At P4Q parents participate in Committee of Pre-Kindergarten Special Education (CPSE) and Committee on Special Education (CSE) meetings to determine the programs to be offered and help to develop the Individual Education Plan (IEP) goals at the CSE meeting and on an annual basis within the school setting. In addition, the ESL teacher meets with parents during Parent/Teacher conferences. At all parent meetings and school functions translators are available to assist parents. If a translator is not available, the Translation Interpretation Unit will be contacted for assistance. In addition, during a meeting parents receive an orientation on ESL methods and how they facilitate learning in the monolingual classroom. The school also offers parents of ELLs ongoing information in their home languages and training in different aspects of their children's education, such as effective parent participation in school activities, home activities to support learning, assessments, standards and achievement of goals. There are no foreign language electives offered at P4Q.

P4Q does not have a Native Language program. While native language support is provided by an appropriate bilingual paraprofessional, the ESL teacher provides support in the target language (English) for students whose test scores and performance in the four modalities of language learning indicate a need for such intervention. For bilingual students whose English competency is below that of their Native Language, an Alternate Placement paraprofessional will accompany students to ESL pull-out class and provide translation when necessary. At P4Q, ELLs are included in all interventions offered to students who have not passed standardized tests as well as AA assessments. AIS (Academic Intervention Services) is provided to all students who have not passed state assessments. For AA (Alternate Assessment) students, the discrete trials and repetition approach is used regularly to facilitate learning and achievement (especially vocabulary) among our learning disabled population. Acuity and Performance in ELA and Math are used to analyze strengths and weaknesses of all students,

by the Academic Intervention teachers to target areas in need of improvement. The ESL teachers work in conjunction with these teachers when working with ELL students suggesting strategies in alignment with Jose P. Science and Social Studies interventions have been approached using Achieve 3000. The students receive a minimum of one additional period of Academic Intervention Services per week. ELLs are invited to participate in all activities, all programs and all services offered throughout the P4Q organization. The computer lab is used by all students and each classroom has a minimum of one computer which is accessible to all students. All services and supports are provided as per the IEP for each student scheduled to receive such services, modifications and materials (including technological support).

Parent participation is a challenge. With five sites scattered throughout Queens, parents find it difficult to travel to sites and/or arrange for childcare. To address these issues we have varied our hours of PTA meetings, provided translators, and have held programs on weekends at several sites. Project Arts funding allows the school the opportunity to invite various artists who entertain and educate students during assemblies, exposing them to different cultures. Our students benefit from the five boroughs' cultural richness and diversity through participation in thematic class trips. Community affiliations add to our school organization as well.

The transition plan for students reaching proficiency on the NYSESLAT is to continue to provide ESL services for two academic years to help facilitate and ensure a successful transition into a monolingual program. ELLs are entitled to receive the number of units of ESL required by CR Part 154: K-8 Beginner and Intermediate--2 units of ESL (360 minutes), K-8 Advanced--1 unit of ESL (180 minutes). Students no longer requiring Bilingual or ESL services will be supported for two years with 2 units of ESL (360 minutes) Services. Long Term ELL students are supported through AIS, and Instructional Technology. Former ELLs, as is the case for their monolingual peers, receive test accommodations as per their IEP, including all modifications appropriate to each student's needs.

Improvements this school year are in the area of Alternate Assessment. Three new K-8 curricula are: Unique, Equals, and Sandi. These programs will provide consistency throughout all P4Q sites. Alternate Assessment students will be assessed in Language Arts and Mathematics with Sandi. Unique and Equals are aligned to the new common core standards. These programs are language based. PECS symbols are used in both programs addressing the language needs of all our non-verbal students, including ELLs.

Achieve 3000 has been discontinued this year by the District due to budget considerations.

ELLs participate in all school programs. The Parent Coordinator sends flyers home to all students regarding extracurricular activities. ELLs participate in school performances, contests, ceremonies, etc. Related Services are provided to ELLs as per IEP mandates. Standard Assessment ELLs receive all state mandated subjects as per grade.

There are no programs offered after school at P4Q due to the fact that our students are bussed in from many communities throughout Queens. The exception is the program funded by Title III each year. Title III funding was used to begin an arts program on four Saturdays for ESL students. Artists were hired from Arts Horizons to work with our ELL students and staff. The goal was to use Art to increase creativity, vocalizations, peer interactions and expressive language. In addition, 3 afternoon sessions of professional development were provided to the staff putting the art form in context of pedagogical approaches used to address the ESL and ELA connections being made during the Saturday workshops. We hope to continue working on this goal with our ELLs using the arts especially dance and movement during the evening hours with their families participating using Title III funding.

Content Area Instruction follows the NYC Scope and Sequence and the uniform curriculum for ELA/Math. The use of multicultural materials is infused throughout all aspects of instruction. Common Core instruction affords equal access to all, including ELLs. Literacy instruction for all follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology and the adaptation of literacy materials to meet the needs of students with severe disabilities. Everyday Math is used Pre-K - Grade 5 and Grade 6 uses Impact Math. P4Q uses the FOSS kits and the Scott Foresman textbooks for Science Instruction and Harcourt for Social Studies.

Materials used with ELLs in content areas are EDL Core Vocabularies in conjunction with classroom textual material used by the ESL teacher, in conjunction with conferences with classroom teachers regarding student performance. Materials used by P4Q's Itinerant ESL teacher are textual readers with follow-up quizzes to address reading deficiencies, and oral questions followed by written response by students to address deficiencies in writing performance. Mayer-Johnson symbols are also a frequent resource. All of the language materials

are in English.

Services and supports such as AIS and Standardized test scores are crucial to the formulation and development of lesson strategies by the LAP team in providing remediation and guidance in addressing students needs and abilities.

As students transition from grade to grade within the P4Q organization, the students' ESL teacher and counselors travel with him/her to the next site where his/her promotional grade is located.

P4Q organization extends from K-8, therefore the 9th Grade New York State Regents Exam is not administered.

The plan for Long Term ELL students is to monitor the progress of Standardized Assessment students through the use of web-based assessments (i.e. Performance Series, Acuity, etc.) and the NYS/NYC test scores, as well as their overall classroom performance. Our focus during the 2011-2012 year is to improve test scores. Content Area Instruction follows the NYC Scope and Sequence and the uniform curriculum for ELA/Math. The use of multicultural materials is infused throughout all aspects of instruction. Literacy Instruction for all students including ELLs follows the NYC's Balanced Literacy Program, which is supported by multicultural library books, the use of technology and the adaptation of literacy materials to meet the needs of students with severe disabilities.

LEP students with disabilities whose IEP recommends ESL or Bilingual instruction and who have not received a "P" rating on the NYSESLAT consult with students' classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning (Reading, Writing, Listening, Speaking). The result of these discussions is then used to determine the most appropriate goals and performance indicators to be applied. Students in alternate placement receive additional support in both their native language (NL or L1) and English (L2) from certified bilingual paraprofessionals. P4Q follows the New York State English as a Second Language standards, and incorporates ESL strategies for Standardized Assessment students such as CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning using a "pull-out" model.

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)?

We do not offer a dual language program due to an insufficient number of students.

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.

Before students transition from one school level to another, Professional Development for all personnel who work with ELLs, including teachers, paraprofessionals, therapists, parent coordinator, etc. are supported by school administrators and the guidance counselors through collaborative team meetings and in house Professional Development. Guidance counselors will attend district sponsored Professional Development regarding transition of all students, including ELLs, and will turnkey this information to administrators, the ESL teacher, the parent coordinator, staff, and the parents.

ELL staff will attend district-sponsored ELL training and will turnkey information during LAP (Language Allocation Policy) committee meetings. Additional professional development for teachers is held throughout the year. The ESL teacher will receive professional development given by District 75 to enhance his own repertoire and enhance his teaching ability. District 75 coaches will also provide support to the ESL teacher within the classrooms. The ESL teacher will also provide on-going professional development on a monthly basis throughout P4's sites. He will work with teachers during common preps, professional periods, faculty meetings, and on scheduled staff development training days. Additionally, our Title III program will provide professional development to staff participating in the program given by facilitators associated with the contracted organization.

All staff are required to attend a minimum of 7.5 hours of ELL training. Staff recently hired attend the Jose P. training provided by the district each year. In addition, Mr. Tallerico, the certified ESL teacher, provides ongoing Professional Development to staff in a variety of topics throughout the school year.

Topics scheduled are as follows"

September	Analyzing NYSESLAT results
October	Analyzing Data-Formative and Summative Assessments--Including ABLLs and Brigance
November	Establish Students Goals and IEP Development
December	Communicating with ESL students and their families
January	Differentiated instruction with the ESL Students and their Families
February	Instructional Strategies and Resources for Teachers with ESL Students
March	Challenges and Issues of Instructing Alternate Assessment ESL Students
April	Test Preparation for ESL Students
May	Administering the NYSESLAT
June	Next Steps

Documentation of Jose P. training is kept on file in the main office of the main site at P4Q. This documentation includes teachers who have and have not completed training cumulatively from the staff member's starting date at P4 Q. The ESL teacher provides professional development specifically for guidance counselors who work with students who are transitioning from one school level to another. Since there is only one ESL teacher between all sites this is an easy transition in the P4Q organization. Professional development is offered to: assistant principals, subject area teachers, classroom teachers, paraprofessionals, ESL teacher, guidance counselors, psychologists, occupational/physical therapists, parent coordinator and speech therapists

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?

At P4Q parents participate in Committee on Special Education (CSE) meetings to determine the programs to be offered and help develop Individual Education Plan (IEP) goals at the CSE meeting and on an annual basis within the school setting. In addition, the ESL teacher meets with parents during Parent/Teacher conferences. At all, parent meetings and school functions translators are available to assist parents. If a translator is not available, the Translation Interpretation Unit will be contacted for assistance. In addition, during a meeting, parents receive an orientation on ESL methods and how they facilitate learning in the monolingual classroom. The school also offers parents of ELL's on-going information in their home languages and training in different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals.

Parent participation is a challenge. With five sites scattered throughout Queens, parents find it difficult to travel to sites and /or arrange for childcare. To address these issues we have varied our hours of PTA meetings, provided translators, and have held programs on weekends at several sites. Project Arts funding allows the school the opportunity to invite various artists who address multi cultural traditions and languages, entertaining and educating students during assemblies, exposing them to different cultures. Our students benefit from the five borough's cultural richness and diversity through participation in thematic class trips. Community affiliations add to our school organization as well.

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)	5	10	8	3	5	3	2	1	9					46
Intermediate(I)					1									1
Advanced (A)					1									1
Total	5	10	8	3	7	3	2	1	9	0	0	0	0	48

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

Performance curriculum, AIS and collaborative goals are,as well as test scores are cosidered together to help staff collaborate and plan strategies for lessons aimed at improving ELL performance.

LAB-R data is considered to establish a student's eligibilty for ESL services first, then as a reference to the students strengths and deficiencies in the four modalities: Reading, Writing, Speaking and Listening. From this point of reference the ESL teacher can begin to

write informed lesson plans and formulate strong IEP goals. LAB-R data patterns reveal lower competency levels in reading and writing than speaking and listening. ECLAS-2 is used as well in helping to inform teachers of student aptitude and develop informed strategies.

The scores along the four modalities reflected in the NYSESLAT results are shared by the ESL teacher with AIS teachers as well as speech and classroom teachers. This data will inform and corroborate any previous subsequent assessments of the student's academic performance. The pattern of results of the NYSESLAT across all grades is to excel more in speaking and listening and considerably less in reading and writing sections, with reading and writing scores generally improving after second grade. NYSESLAT results parallel those of other instruments used to measure academic competency. These results provide data necessary to make informed student-sensitive decisions in all areas of student performance evaluation from IEP input to teaching methods and materials (including technology).

P4Q does not offer classes taught in native language, so a comparison of student performance across languages is not applicable and so neither are comparisons across proficiency levels.

P4Q does not administer periodic assessment for ELLs. Also, P4Q only serves grade K-8, therefore High School Level Standardized Tests are not administered to any of our students.

School leadership concerns itself with Scantron Performance results, which are discussed with school administration for the purpose of establishing strategies and goals appropriate to the student's potential. After State and City test results are released, the administrators and coordinators in conjunction with Mr. Tallerico, the certified ESL teacher, review the assessment results including all ELLs. The information is shared with all staff and the School Leadership Team. Common patterns and trends for the ELL subgroup are compared to the school district's and city's scores. Next steps are discussed.

The assessment tools relied upon at P4Q are, for Alternate Assessment, data folio; and for Standardized Assessment, Accuity and Scantron. Also ARIS is an important record of student performance along with LAB-R and NYSESLAT. Taken together, these assessment tools are key to helping instructional staff make informed decisions related to curriculum choices and academic strategies and interventions. The results of literary assessment testing reveals student strengths and weaknesses in literacy and thereby provides data from which the appropriate instructional staff and other related service personnel can adopt curriculum and select appropriate materials. Analysis of patterns of student test results is shared among ESL teacher, classroom teacher, and all other teachers who teach academic subjects to these students. Standard Assessment students, grades K-8, all excel in speaking and listening as compared to reading and writing, where they tend to progress from Beginner to Intermediate level and occasionally the Advanced level. Alternate Assessment students tend to remain at the Beginner level.

At P4Q tests are not administered in Native Language, so there is no basis for making the determination as to whether students perform better in English or their Native Language.

When evaluating the success of our programs for ELLs, we look for longitudinal increases in scale score, raw score and proficiency level on all assessments. The testing coordinator, administrators and the ESL teacher consider next steps. Students who require additional supports will be referred for AIS. The AIS co-ordinator will set up a schedule for supplemental instruction during the day. The ESL teacher will work with the AIS teacher providing materials and support, specific to ELLs. Staff will receive additional professional development, if necessary.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>P4Q</u>		School DBN: <u>75Q004</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/22/11
	Assistant Principal		11/22/11
	Parent Coordinator		11/22/11
	ESL Teacher		11/22/11
	Parent		11/22/11
	Teacher/Subject Area		11/22/11
	Teacher/Subject Area		11/22/11
	Coach		11/22/11
	Coach		
	Guidance Counselor		11/22/11
	Network Leader		11/22/11
	Other <u>Related Service</u> <u>Prov</u>		11/22/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q004 School Name: P4Q

Cluster: D75 Network: 751

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.

P4Q has 48 ELL students in grades 1 - 8 with varying disabilities: Emotionally Handicapped, Intellectually Disabled, Pervasive Developmental Disorder, Autism, Learning Disabled and students with Other Health Impairments. The native languages of our ELL students include Spanish, Chinese, Russian, Dari, Bengali, Indonesian, Nepali, Tibetan, Punjabi and Korean. Through the use of the Home Language Survey and the Ethnic Forms, the primary language spoken by each parent is determined by the school. If the language is not English, the school determines whether the parent requires language assistance to communicate effectively. The parents complete the Home Language Survey in their native language when the parents arrive at the Committee of Special Education where they are informally interviewed by an English speaking school psychologist. When determined necessary, a bilingual school psychologist will interview the parents and help them fill out the Home Language Survey. Upon admission to the school, the unit coordinator reviews the Home Language Survey with the ESL teacher to determine which parents need translation services in addition to which students are eligible as per their IEP, for a bilingual or ESL program. The Parents Bill of Rights and Home Language Identification Survey are maintained as part of the students official I.E.P. file. Outreach is made by our alternate placement paraprofessionals to help determine the parents preferred language when receiving communication from the school and will serve as interpreters when necessary. P4Q currently is serving ELL students using a pull out ESL program with a certified ESL teacher. Bilingual Instruction - 13 students have alternate placement paraprofessionals in their classrooms able to speak the students' language. 3 parents require Spanish translation and one parent requires Tibetan. Translated letters from the Department of Education are sent home in a timely fashion. Bilingual, in house staff is used to provide support to parental inquiries regarding school related meetings, policies and deadlines. Home notes are translated to ensure the parents' understanding of day to day classroom events. In house staff is, in turn, available to translate parent notes to teachers. An interpreter is available for all IEP annual review meetings and parent functions. A bilingual psychologist will hold the Triennial Review.

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.

With respect to our translation and oral interpretation needs, the languages available in the standard Department of Education publications, as well as our bilingual staff's native language skills, cover all the native languages currently spoken by our students and their parents. The Parent Coordinator conducts mailings that inform parents in their native language. Additionally, bilingual literature is distributed at PTA meetings and parent conferences. Through the use of the Home Language Survey and the Ethnic Forms, parents, who need translations, will be identified early in the year.

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.

All written translations, including the Parents' Bill of Rights, will be sent home in a timely fashion. Notice signs are posted at the front door of each site. Translations will take place the same day English forms are sent home. The Department of Education's website is used for many parent letters, already available in many languages. Bilingual staff is available to translate all native languages found in P4Q. If a native language is new to the school, with no in house supports, outside vendors will be solicited and paid for with Translation funds.

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.

All P4Q's oral interpretation services are performed in house, by a school staff member fluent in the native parent/guardian's language. Evening meetings will be budgeted, and per session paid to staff for their translation services. If a native language is new to the school, with no in house supports, outside vendors will be solicited through the Translation and Interpretation Unit.11

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>.

The child's native language is determined during the intake process at the school, using the findings of Committee on Special Education (CSE) - Home Language Survey, Ethnic Form and IEP. If a child is in need of bilingual services (i.e. Alternate Placement paraprofessional); in house staff will be assigned. If the parents need an interpreter, P4Q will either provide the service through in house staff members or hire outside contracted vendors. All written translations will be sent home in a timely fashion.