



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P224

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):
75Q224

PRINCIPAL: DESMOND PARK

EMAIL: DPARK @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
Desmond Park	*Principal or Designee	
DJ Meehan	*UFT Chapter Leader or Designee	
Deborah Mecir	*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	
Joseph Tola	Member/Parent	
Debra Grinage	Member/Parent	
Juliet Iadanza	Member/Parent	
Lisa Kruger	Member/Parent	
Jaime Allen –Zic	Member/Teacher	
Danielle Hughes	Member/Assistant Principal	
Arlene Hofler	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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2013, Alternate Assessment students in grades K-8 will demonstrate a 5% increase over baseline in selected skillsets of the SANDI assessment.

Comprehensive needs assessment

Review of previous CEP goals and needs assessment from staff determined that much of the previous years' focus has been in creating an appropriate AA curriculum using functional theme based teaching and learning. This was mostly created through literacy objectives. Teacher Needs survey revealed that finding a Math curriculum that would support the functional curriculum that they had created was a priority. Selected teachers and coach reviewed several programs and determined that Touch Math would best meet the needs of the AA population K-8. The SANDI and ABBLs assessments also revealed that math skills needed to improve and appropriate strategies needed to be taught to meet this objective. A review of the Autistic Program also revealed that Math needed to be taught in a more structured manner. The chancellor's expectations called for Math teaching to be connected to the CCLS so that appropriate Units of Study and tasks could be completed.

Instructional strategies/activities

- **June 2012:** Administration and staff participate in preliminary meetings after school to conduct needs assessment and begin to plan Goals based on school needs
- **July 2012:** Create a math coach position in galaxy using rollover funds and breakage funds
- **July 2012:** Administration selected staff and coach choose appropriate math curriculum for the AA population
- **August 2012:** Administration coach and selected staff develop plan to rollout new Math Curriculum
- **September 2012:** ARRA team composed of members of Inquiry Teams, coaches and administration review CEP goal and connect selected standards from the CCLS Chancellor's expectations to the curriculum
- **September 2012** CEP goals and plan shared with staff on first day of school
- **September 2012:** Administration shares CEP goals with parents at open school night
- **September 2012 :** Coach and administration select appropriate PD and develops calendar of on- going PD and supports
- **September 2012:** Coach and team determine materials needed to support curriculum
- **October 2012:** Staff conduct S.A.N.D.I assessment to gather baseline data
- **October 2012:** Staff development is conducted on implementation and progress of plan
- **November 2012:** Staff development and sharing of progress on Election day Staff Development
- **November 2012:** Staff shares progress toward goals with parents at Parent teacher Conferences
- **November 2012:** Once a month progress reported to Lead ARRA team and curriculum adjusted accordingly
- **Ongoing :** Coach and collaborative team share progress and challenges once a month at one of their weekly collaborative meetings

- **Ongoing:** Parent newsletter providing strategies
- **February 2013:** Midyear review to assess for increase in progress in selected math skills to review effectiveness of curriculum
- **March 2013:** Progress of goals is shared with parents at Parent Teacher Conferences
- **June 2013:** Final S.A.N.D.I assessment is conducted to assess for progress in meeting goal

Strategies to increase parental involvement

- Workshop to inform parents of school wide focus and Alternate Assessment program and expectations
- Workshops on strategies describing the new math curriculum and SANDI assessment
- Parents are encouraged to participate in student performances, ongoing parent workshops, parent breakfast
- Principal sends home monthly calendar of events and update on progress of goals
- P224 maintains a highly active PTA who offer opportunities for participation at all sites
- Parent Coordinator continuously researches resources that support parents in increasing target skills
- Communication log or behavior sheet is sent from each teacher to parent daily keeping them informed of progress
- Parent newsletter from site outlines supports and strategies of theme based focus which includes math activities
- Translation services are offered as needed

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

Service and program coordination

Administrations will target monies from Deferred Funds, Code 100 and State Standards to purchase math programs for both standard and alternate assessments students K – 8. For this goal the money was used to purchases Touch Math for every Alternate Assessment class. Per Session and Per Diem instructional money is used to provide coverage for on- going professional development and consultants. Careful organization of allocated staffing and breakage funds from human resources allowed for the creation of a math coach to support all math programs. District coaches also support all math programs. Title 3 funding will support ELL students and parents by training them on the use of IPADS and relevant math APPs. Food services provides breakfast and lunch to all students enabling them to focus and learn.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013, standard assessment students in grades 3-5 will demonstrate a 3% increase in proficiency scores from 2012 to 2013 on state math tests through participation in units of study aligned to CCLS.

Comprehensive needs assessment

Review of previous CEPs revealed that most goals in the past addressed literacy objectives. In order to meet the demands of the chancellors expectations and the new CCLS units of study, Teacher Needs Surveys revealed a need for support in creating math Units of Study and finding a curriculum better aligned to the CCLS. Last year a pilot study was done with the lower grades using Math In Focus and teachers in upper grades reviewed the curriculum and observed lessons taught by their peers using Math In Focus. All teachers agreed to expand the curriculum to all SA grades. A review of the previous 3 years scores on state tests showed a 3% increase on the number of students on level 1 (55% in 2012). This further supported the need to create a goal to improve math skills

Instructional strategies/activities

- **July 2012:** Administration , Coaches and Teachers involved in the selection of Math In Focus to meet the increasing demands of the CCLS
- **September 2012:** Lead Inquiry Team selected and collaborative teams established
- **September 2012:** Administration and Lead Inquiry Team plan initial and on-going Professional Development on using Math In Focus and on creating Units of Study
- **October 2012:** Lead Inquiry Teams turnkey the process of aligning Units of Study to other teachers
- **September 2012:** Students are streamed into functional grouping levels to support more targeted teaching
- **September 2012 /March 2013:** Administration, Coach and Collaborative Teams align unit s of study to CCLS with culminating tasks
- **February 2013:** Teachers share tasks at end of first cycle and refine strategies for second cycle of tasks
- **June 2013:** Teachers share final tasks and further refine procedures
- **Ongoing :** Student work continuously reviewed by Collaborative Teams and normed on agreed upon criteria
- **August 2012 :** Monies set aside for professional development
- **January 2013:** Monies set aside for AIS and test sophistication (January to April)
- **Ongoing:** Lead Inquiry Team and Collaborative Teams review student work and develop teaching strategies to help meet goal
- **Ongoing:** District coach and School based coach provide frequent feedback to teachers on improving the teaching of Math in Focus strategies

Strategies to increase parental involvement

- Workshops to inform parents of City wide Common Core Learning Standards and the P224 Standard Assessment program and expectations
- Workshops describing the new math curriculum and Units of Study with aligned tasks
- Workshops on strategies to support students at home with the new curriculum
- Principal sends home monthly calendar of events and update on progress of Goals
- Parent Coordinator continuously researches resources that support parents in increasing target skills
- Parents sign academic and behavioral goals chart outlining strategies students are working on with progress updates
- Parents are encouraged to participate in student performances, ongoing parent workshops, parent breakfast
- P224 maintains a highly active PTA who offer opportunities for participation at all sites
- Translation services are offered as needed

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

Administrations will target monies from Deferred Funds, Code 100 and State Standards to purchase math programs for both standard and alternate assessments students K – 8. For this goal the money was used to purchases Math In Focus for every Standard Assessment class. Per Session and Per Diem instructional money is used to provide coverage for on- going professional development and consultants. Careful organization of allocated staffing and breakage funds from human resources allowed for the creation of a math coach to support all math programs. District coaches also support all math programs. Title 3 funding will support ELL students and parents by training them on the use of IPADS and relevant math APPs. Food services provide breakfast and lunch to all students enabling them to focus and learn.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, students with Autism grades K-3 will increase their speaking and listening skills as evidenced by in a 5% increase over baseline in selected elements of the Communication stands of The ABLLS.

Comprehensive needs assessment

A review of the ABLLS assessment from last year revealed that the Communication strands produced the lowest scores. Teacher need surveys determined that teachers needed more support in creating effective strategies to improve communication. Data from speech therapists also reinforced the need to create a goal in the area of Speaking and Listening.

Instructional strategies/activities

- **June 2012:** Lead Collaborative Team will analyze the results of the ABLLS to establish school wide needs
- **September 2012:** Administration and Lead Collaborative Team will meet to develop goal and formulate action plan to achieve goal
- **September 2012:** CEP goals and plan shared with staff on first day of school
- **September 2012:** Teachers are trained in Unique Learning and target areas that promote Speaking and listening skills
- **September 2012:** Assistant Principal will schedule time for Speech Therapists to support teachers in implementing the goal
- **October 2012:** Teachers are trained in developing Units of Study connected to CCLS
- **October 2012:** Administration and Lead Collaborative Team will develop a Professional Development plan for the school year 2012/2013 that will help teachers develop and improve Speaking and Listening strategies
- **October, February and May:** The ABLLS will be completed for each student
- **October, March and May:** The Lead Collaborative Team will analyze the results of the ABLLS data and determine the needs of the students and determine next steps. The results will be shared with the staff
- **November 2012:** All staff will attend Professional Development on improving Speaking and Listening skills and connecting the strategies to the selected elements of the Communication strand of the ABLLS
- **November 2012 /March 2013 :** Speech therapists will conduct a Parent Workshop to teach strategies to improve communication
- **June 2013:** The ABLLS is reviewed to reveal overall progress to attaining goal
- **On-Going :** Collaborative teams meet bi monthly to brainstorm and give feedback on strategies implemented

- **Ongoing:**. Collaborative team monitors and shares progress with administration and staff.
- **Ongoing:** Information, strategies and student progress are shared with parents through communication logs, IEP updates, report cards, Family Programs and workshops.
- **Ongoing:** Administration will send staff to Professional Development given by District 75, the Inquiry Team, and outside agencies on requesting

Strategies to increase parental involvement

- Workshop to inform parents of school wide focus
- Workshops on strategies to improve speaking and listening skills at home
- Ongoing communication with parents on student progress related to goal through communication sheets
- Resources from parent coordinator to support generalization of goal
- Speech therapists provide 1-1 training on how to implement techniques at home
- Parents are encouraged to participate in student performances, ongoing parent workshops, parent breakfast
- Principal sends home monthly calendar of events and update on progress of Goals
- P224 maintains a highly active PTA who offer opportunities for [participation at all sites
- Communication log or behavior sheet is sent from each teacher to parent daily keeping them informed of progress
- Four Saturday Workshops offered to ELL parents and students on using the IPAD and appropriate apps to improve Speaking and Listening skills
- Translation services are offered as needed

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

Administrations will target monies from Deferred Funds, Code 100 and State Standards to purchase programs for students with autism K – 3. For this goal the money was used to purchase Unique Learning Systems and update smart boards and IPADS and listening centers. Per Session and Per Diem instructional money is used to provide coverage for on- going professional development and consultants. Careful organization of allocated staffing and breakage funds from human resources allowed for the creation of an Autism coach to support teachers in increasing their teaching strategies in relation to this goal . Title 3 funding will support ELL students and

parents by training them on the use of IPADS and relevant Speaking and Listening APPs. Food services provide breakfast and lunch to all students enabling them to focus and learn.

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	Words Their Way, Bookshop Mondo and Foundations are used to improve decoding skills. Great Leaps is used for students in Gr. K-5 to improve fluency. Treasures Enrichment Activities, Leap Frog, Scantron resources and I-Pad activities are used to improve vocabulary and comprehension skills .NY Ready is used to develop and improve test taking strategies, Common Core Clinics are used to improve all skill areas.	Small groups and/or 1:1 instruction	During the school day
Mathematics	These activities are used to improve problem solving	Small groups and/ or 1:1 instruction	During the school day

	skills, number sense and operational skills. Math In Focus activities, Scantron Resources, I-Pad activities and Common Core Clinics are used to improve all skill areas .NY Ready is used to develop and improve test taking strategies.		
Science	These activities are used to teach concepts in different modalities and prepare children for the skills needed to succeed on state and local assessments. Students will complete intervention activities as outlined in the Harcourt Teacher resource book, Smart Exchange activities, and Brain Pop.	Small groups and /or 1:1 instruction	During the school day
Social Studies	Students will use leveled Social Studies Readers, Harcourt Activities, Brain Pop and I-Pad activities. These activities are used to teach concepts in different modalities and prepare children for the skills needed to succeed on state and local assessments.	Small groups and/or 1:1 instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students will be taught the strategies they need to maintain their behavior, interact appropriately in social settings and organize their time and materials. Students will be taught pre-vocational skills and transitional skills.	Small groups	During the school day

	Services will be provided by the guidance counselor and/or the School Psychologist.		
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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.

- Collaborate with Hofstra university to recruit HQT
- Potential recruits are given a rigorous interview including demonstration lesson
- Mentors are assigned to support new teachers
- Coaches are assigned to support teachers in need of assistance
- Non highly qualified teachers are paired with highly qualified teachers for support and modeling of effective strategies
- In house professional development offered by administration/coaches and peers
- D75, DOE and non-Doe training offered on going within budgetary limits
- New teacher workshop offered by principal to support teachers every 2 weeks
- Rigorous expectations required to gain tenure outlined by P224 /DOE Tenure Rubric
- Opportunities to improve skills through structured collaborative work
- Short frequent cycles of classroom observation with immediate actionable feedback
- New teachers observe videotaped lessons of peers teaching and are given opportunity to provide feedback
- Formal Observations
- Teaching practices are developed from an agreed upon set of beliefs on how students learn best
- All teachers involved in inquiry teams and when possible are paid per session to work on various projects related to improving school wide practices

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht /Adrienne Edelstein	District 75	Borough Queens	School Number 224
School Name P224Q			

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

Principal Desmond Park	Assistant Principal Danielle M. Hughes
Coach Valerie Fata	Coach N/A
ESL Teacher Celina Nunez/ELL Coordinator	Guidance Counselor Andrea Spadaro
Teacher/Subject Area Patricia Gallagher/SpEd	Parent Joseph Tola
Teacher/Subject Area n/a	Parent Coordinator Susan Gelman
Related Service Provider Beth Summerhayes	Other Erin Betito/ ESL Teacher
Network Leader Adrienne Edelstein	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	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	1	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	433	Total Number of ELLs	100	ELLs as share of total student population (%)	23.09%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

In order to initially identify ELL students in the P224Q organization, the following occurs:

Our Pupil Accounting Secretary has been instructed to share three documents with our New York State Certified ESL/ ELL Compliance Liaison to assist her in locating P224Q's new potential ELLs: the New Admits Report, the NYC School Transfers Report, and a third document, generated each Monday, alerting us to new students who have an indicator for LEP status. She also uses Aris to obtain student IEP profiles and recommendations. From these various records the ELL information is then gleaned. Besides reviewing these documents for potential ELLs, a Home Language Survey is administered to all parents of our new student arrivals who are starting in Kindergarten, and/or entering a New York City public school for the first time. Based on the HLIS criteria it is then ascertained whether or not a student is eligible to be administered the LAB-R. Once the LAB-R is given and the potential ELL falls below the cut-score, the ELL is then deemed entitled to receive services. If the HLIS indicates Spanish as the home language, the student is then also administered the Spanish LAB by our Spanish speaking ELL teacher, Celina Nunez. The HLIS, LAB-R, and Spanish LAB for Spanish speaking ELLs are administered within the first ten days of the students' first attend date. The Language Access Kit provides us with the Language Identification Guide and other materials that help us determine language needs. During the HLIS process we utilize our diverse bilingual staff, if needed, to assist the ELL staff in the translation and interpretation of the HLIS in order to identify potential ELLs. The languages of our diverse school staff include: Spanish, Chinese (Mandarin, Cantonese and other Chinese dialects) Greek, Korean, Italian, Urdu, Bengali, Punjabi, Hindi, Czek, Slovak, French, Haitian Creole and American Sign Language. Furthermore, in the event that our diverse staff is unable to assist with this process, we use the Translation and Interpretation Unit. Consequently, the liaison then passes this information on to our unit coordinators who in turn inform the SBST of the students' eligibility. This practice only occurs in the event that CSE has not followed procedural protocols for new ELL admits.

To identify all ELL students and to ensure that they are administered the NYSESLAT annually, our ELL staff, Mrs. Betito and Mrs. Nunez, utilize ARIS and numerous ATS reports. These reports include RPOB, RLAT, RYOS, RNMR, RFSE, RLER, RLAB and REXH. From these reports the RLAT, RLAB and RNMR help us to determine NYSESLAT eligibility. Our staff has created a template to organize and ensure that all four components of the NYSESLAT are administered. This template keeps track of the dates that each student is tested on each of the four components. It also includes their site location, OSIS number, birth date, class #, grade and home language. If a student is a new transfer to our P224Q organization from another NYC school, we would use the same reports mentioned above, as well as investigate student files, to obtain any information that helps us determine their ELL status. For instructional purposes, students will be evaluated by our ELL staff in the fall and spring using the ELL Periodic Assessment. And annually, during the spring, the NYSESLAT is administered to all ELLs to determine English language proficiency levels.

Options for our ELL students are presented to parents during the Educational Planning Conference at the CSE level. However, if this does not occur then, it is done forthwith when the child is admitted at the school level, by our ELL Teachers. District 75 parents are offered several options for their ELL children. Among the two choices are: Transitional Bilingual Education or English as a Second Language.

Our population of students is very diverse, of our 100 ELL students, 57 are ESL, 13 are Bilingual and 30 are serviced per their IEP. There is an insufficient number of students with the same native language background/age group/testing category and classification to make up one discrete bilingual class. Hence, 100% of our Bilingual population is serviced in the Alternate Placement model, with ESL support services.

Once students are identified for ESL instructional services, the information is passed on to our unit coordinator(s) who then relay the students' ELL eligibility determination to the School Base Support Team. The School Base Support Team then makes contact with the parent(s) to assure services and placement. Our parents have been given the opportunity to look at bilingual programs, but they have chosen to remain at P224Q with ESL services..

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	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	100	Newcomers (ELLs receiving service 0-3 years)	83	Special Education	100
SIFE	3	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	3

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	83	0	83	14	0	14	3	3	3	100
Total	83	0	83	14	0	14	3	3	3	100

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	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																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0

Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	8	9	12	6	6	3	3	7	0	0	0	0	59
Chinese	3	1	1	0	2	1	3	0	0	0	0	0	0	11
Russian	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Bengali	1	1	1	1	0	1	1	0	0	0	0	0	0	6
Urdu	1	0	0	1	0	2	0	0	1	0	0	0	0	5
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	1	0	1	0	1	0	0	0	0	0	0	0	3
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	1	1	0	1	1	0	0	0	0	0	0	0	0	4
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Other	0	1	0	1	0	0	3	2	1	0	0	0	0	8
TOTAL	11	13	13	18	9	12	10	5	9	0	0	0	0	100

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

P224Q is a Pre-K-8 school that has a freestanding ESL program for students in grades K-8, consisting of a push-in/pull-out collaborative model. Presently, our school has two full time certified ESL/Special Education teachers. These ESL teachers are assigned to work at our seven sites thereby providing continuity when students move from the elementary to the middle school level. Our teachers group their students homogeneously, according to their proficiency levels, abilities, and learning styles. Based on the New York State CR Part 154 mandates, our ESL practitioners are aware that ELL students in grades K-8, at the beginning and intermediate proficiency levels require 360 minutes per week of ESL instruction. They are also aware that students who have achieved the advanced level on the NYSESLAT, should receive 180 minutes of ELA instruction and 180 minutes of ESL services, and those students who have scored at the proficient level will receive two years of transitional services. In order to deliver the mandated ESL instructional minutes to our students, ESL teachers have maximized their groupings optimally based on class ratios. We are presently in the process of hiring one more ESL teacher to our ESL staff. In response to the State's citation, all P224Q ELL students are served according to their IEP mandates and are administered the NYSESLAT yearly.

In our Freestanding ESL Program, we deliver content area instruction through thematic units, utilizing a variety of ESL approaches such as: TPR, LEA, the Natural Approach and CALLA. When planning instruction, adaptations, scaffolding techniques and differentiated instruction are incorporated. This facilitates learning, and targets various learning styles in order to make content comprehensible and enrich language development.

To ensure that ELLs are appropriately evaluated in their native language, we utilize the services of our diverse multi-lingual staff to assist our ESL staff during the LAB-R and Spanish LAB assessments.

P224Q is a Special Education school that presently has 3 SIFE students. The services available to these students include tutoring, technology, community awareness, support of native language and culture, and a nurturing environment to facilitate language production. We also encourage a high level of parental involvement for SIFE students by engaging their parents in the school community as well. This is done through our large number of parent workshop offerings, our PTA meetings and many other school events. The use of our translation plan also helps to reach out to these parents. These intensive services are offered to newcomers and long term ELLs.

P224Q has 3 subgroups of ELLs. 1. Newcomers (students with less than 3 years of service) 2. Students with an Extension of Services (

A. Programming and Scheduling Information

students with 4-6 years of service) 3. Long term ELLs (students who have completed 6 years of service) . We provide these subgroups with extensive exposure to the English language in the 4 modalities using the ESL standards, NYSAA, and CCSS; we will target the five CORE reading elements: phonemic awareness, phonics, reading fluency, vocabulary and comprehension using scaffolding strategies, during instruction, to support newcomers; we will differentiate instruction using learning styles, multiple intelligences and Universal Design for Learning in order to provide multiple means of representation, action and expression, and engagement; we will provide opportunities for students to utilize CALLA learning strategies to enhance learner independence; we will use the students' L1 native language to improve L2 comprehension, where relevant, via cognates; we will provide comprehensible input by using visuals, realia, concrete examples, TPR, and technology; we will tap into students' background culture (knowledge) to help make L1 to L2 connections; and we will also provide learning experiences targeting the four language modalities: speaking, listening, reading and writing.

P. 224Q is committed to encouraging collaboration among the ESL staff, and classroom teachers in order to provide our subgroups of ELLs with intensive small group explicit, direct instruction. ELL interventions will be provided by Mrs. Celina Nunez and Mrs. Erin Betito, P. 224Q State Certified ESL teachers, during regular scheduled service times, using a push-in or pull-out model. Instructional programs and materials presently used in our ESL program include: iPADS, Laptops, LeapFrog Language First Program for grades K-5 with Audio Support in six languages for families; Rigby Curriculum - On Our Way to English with ELL Assessment Kit (aligned to TESOL Standards), Cavallo Publishing Letter Buddies Alphabet books, Attanasio & Attanasio/NYSESLAT Test Preparation materials for grades K-8, RADIUS Audio Learning System by Learning Resources (targets content area concepts and vocabulary), SMILE, ESL B, Unique Learning Systems, Children's Press Soundbox Books (targets initial sounds - vowels and consonants), Lakeshore's photo cards to build language, Word and Sentence Flip Books, Word Family Stamps and Teaching Cards (targets homophones, idioms and multiple meanings), Alpha Chants, music, puppets, ESL libraries, Amazing English by Addison Wesley, A Chorus of Cultures: Developing Literacy Through Multicultural Poetry, thematic teaching materials, graphic organizers, multicultural charts, and teacher-made adapted materials. These programs, materials and interventions are based on current researched based ESL methodologies. Finally, NYSESLAT test prep opportunities will continue to be implemented.

In order to provide access to academic content and increase student language proficiency we have partially invested and will continue to invest in the Rigby- On Our Way to English program for grades K-5. Many instructional and scaffolded strategies are targeted through thematic units that also support cross curricular learning in Mathematics, Science and Social Studies. The program targets all four modalities, speaking, listening, reading and writing and differentiates the five TESOL language stages. For our students in grades 6-8, we utilize many Pearson and Longmann products. We utilize their low/beginning cultural readers that target seven knowledge areas and stimulates cross-cultural exchange. We also use Pearson and Longmann's Writing to Communicate books to help build vocabulary, focus on writing structure and the mechanics, and communication. Through ESL and classroom teacher collaboration, student needs in the content areas are discussed and interventions are then addressed by the ESL staff. The interventions most commonly are 1) explicitly teaching content area vocabulary using visuals 2) hands on activities 3) breaking down larger concepts into smaller more comprehensible components.

P. 224Q system wide curriculum in the content areas (Math, Science and Social Studies) is also used by our ESL staff. We adapt the content area materials in order to support our ELL students' needs. Creative and flexible programming is used to allow ELL teachers the ability to collaboratively plan with classroom teachers and infuse ELL strategies into classroom instruction. Block ELA schedules are programmed mid morning to allow students to receive 90 minutes of whole language instruction uninterrupted. Collaboration among ELL teachers and classroom teachers is maximized at this time. As our school's student body consists of all students with disabilities, time spent with non disabled peers occurs through partnerships with mainstream principals and classroom teachers. Our students participate alongside their same age non-disabled peers during special activities and events whenever possible. Students in inclusion receive their services primarily in their gen ed classrooms where they spend the majority of their day. Their adaptations are made through collaboration between the mainstream teacher and the SETTS teacher who adapt materials and curricula accordingly. This allows for minimal pull out services thus maximizing times spent with non-disabled peers. Students who improve in all areas are re-evaluated and moved to the next LRE, whenever instructionally appropriate.

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

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

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

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

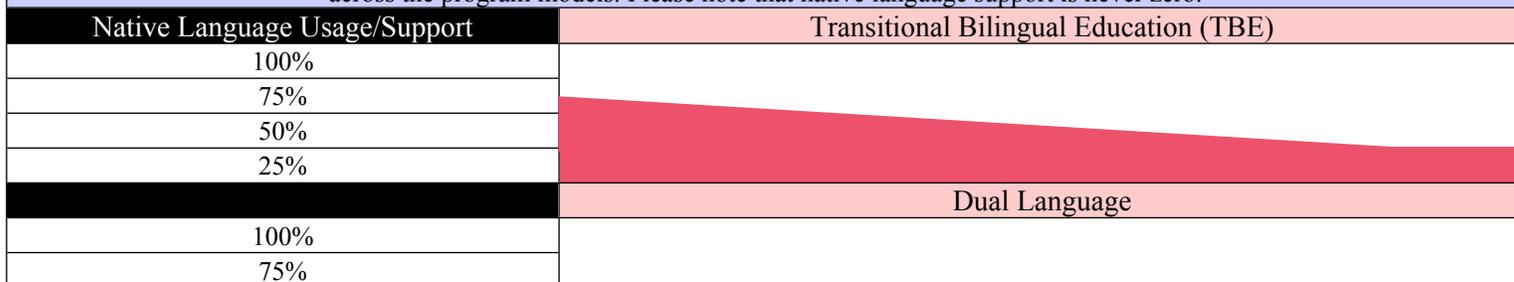
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Ongoing instructional intervention services help students improve language proficiency. We use thematic units to address all content areas; using scaffolding strategies and differentiated instruction for various learning styles to support all subgroups. Explicit ELA instruction for any student at the advanced level will be given for 180 minutes, weekly, per CR Part 154 mandates. It is provided through the workshop model for Balanced Literacy.

For those students who score at a proficient level on the NYSESLAT, a two-year Transition Plan of ESL support services will be provided. Presently, P224Q has three students who have achieved the status of proficiency. Please note that these students have not been included in our ELL totals. Our ESL teachers, in consultation with the monolingual classroom teacher(s) will collaborate and determine the needs of the these transitioning student(s). Based on this information, the ESL teachers will then provide services as often as needed, and whenever possible, to facilitate the student(s) transition. Transition services will be provided for two years according to state mandates.

Presently, no new programs are being considered for the upcoming school year, and services for ELL students will not be discontinued.

All of P. 224Q's programs are offered to all students regardless of ELL status. Program participation is based on ability and appropriateness in meeting a student's overall goals. Academic, social and emotional factors are taken into consideration. ELL students are offered the same opportunities in these types of curricular activities as their English speaking peers. Examples of some of these programs are: Big Buddies/Little Buddies, Big Buddies Reading Program, Basketball Tournaments, CASTA, Get Ready to Learn. Programs offered vary from year to year. We invite all students to participate based on functional ability and parental permission. Written correspondence is translated for our ELL parents. ELLs participation in these activities is in direct proportion with participation by their non-ELL peers. At the current time, P224Q does not have after school extra-curricular activities. However, our ELLs receive additional supplemental services through our Title III Program, based on funding. With our Title III funding, we offer our students and their families before school activities on school mornings for 40 minutes per day, and Saturday sessions throughout several months. During these sessions, students, teachers and parents are given techniques and programs to improve their children's language acquisition. These programs are only offered to our ELLS.

Instructional materials presently used in our ESL program include: iPads, SmartBoards, Laptops, LeapFrog Language First Program for grades K-5 with Audio Support in six languages for families, Rigby Curriculum - On Our Way to English with ELL Assessment Kit (aligned to TESOL Standards), Uniques Learning Systems Cavallo Publishing Letter Buddies Alphabet books, Attanasio & Attanasio/NYSESLAT Test Preparation materials for grades K-8, RADIUS Audio Learning System by Learning Resources (targets content area concepts and vocabulary), Children's Press Soundbox Books (targets initial sounds - vowels and consonants), Lakeshore's photo cards to build language, Word and Sentence Flip Books, Word Family Stamps and Teaching Cards (targets homophones, idioms and multiple meanings), Alpha Chants, music, puppets, ESL libraries, Amazing English by Addison Wesley, A Chorus of Cultures: Developing Literacy Through Multicultural Poetry, thematic teaching materials, graphic organizers, multicultural charts, and teacher-made adapted materials.

Our school does not presently have a TBE program that targets Native Language Arts, however our ESL teachers deliver native language support through NLA libraries, dictionaries, and use of bilingual paraprofessionals in the school. Native language culture is valued in a

variety of ways. To support native language, instructors enhance their vocabulary for foreign languages whenever possible, plan multicultural events and continue cultural explorations. For those students with formal education in native language arts, instruction will be offered with the understanding that a basic education has already been established. Therefore, we will concentrate initially making connections between native and English language instructions.

ESL support services and resources are differentiated to correspond to ELLs' ages and grade levels.

Presently, District 75 schools do not offer Project Jump Start for newly enrolled ELL students.

Language electives are not offered at our school, but we do offer Spanish language instruction to our middle school students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

P. 224Q has no Dual Language Program

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional development provided for our staff in curriculum, computer technology, literacy and language development have resulted in effective instruction for our ELL students. Classroom teachers provide content area instruction using ESL techniques and methodology with support of our ESL staff. This year we will provide the following:

- * UDL - Universal Design for Learning
- Training in Language Experience Approach, the Natural Approach, TPR, the integration of the Arts and use of multi-cultural literature with ESL instruction
- Training in CALLA learning strategies required to develop Cognitive Academic Language Proficiency (CALP) in ELL students
- Workshops using Multiple Intelligence Approach to differentiate instruction
- Workshops on scaffolding strategies to target critical thinking skills
- On-Going Jose P. training to ensure all SPED Teachers meet 10 hour requirement
- Turn-key training based on the ESL Academy workshops
- Opportunities for classroom and ESL teachers to collaborate on units of study/CCLS
- * Development of an Alternate assessment curriculum K-8

We will continue to provide time for collaborative planning among classroom teachers, ESL teachers, and related service providers in order to enhance instruction for all ELL students.

In order to support ESL staff, opportunities to attend QTEL training is provided to them to develop strategies and ideas to assist those students transitioning from elementary to middle school.

Teachers who require 10 hours of Jose P. instruction are directed to register for professional development training sessions offered by District 75 ELL Department.

Professional development provided by P224 to all staff in curriculum, computer technology, literacy and language development has resulted in effective instruction for our ELL students. Each professional development session encompasses a focus on ESL relevance and accompanying suggested strategies for this population. ESL teachers plan common meetings with teachers of ELLs to assist them in providing content area instruction using ESL techniques and methodology.

This year on Election Day and Brooklyn Queens Day we will offer training on the following:

- Training in Language Experience Approach, TPR, the integration of the Arts and use of multi-cultural literature with ESL instruction
- Training in learning strategies required to develop Cognitive Academic Language Proficiency (CALP) in ELL students
- Workshops using Multiple Intelligence Approach to differentiate instruction
- Workshops on scaffolding strategies to target critical thinking skills

Throughout the year we will offer:

- On-Going Jose P training to ensure all Special Education Teachers meet 10 hour requirement
- Turn-key training based on the ESL Academy workshops
- Opportunities for classroom and ESL teachers to collaborate on units of study/CORE Curriculum

In order to support ESL staff, opportunities to attend QTEL training is provided to them to develop strategies and ideas to assist those standardized students transitioning from elementary to middle school.

Teachers who require 10 hours of Jose P. instruction are directed to register for professional development training sessions offered by D75 ELL dept.

All staff including all related service providers, paraprofessionals and administrators are encouraged to avail themselves of ELL training offered by D75 and New York City.

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?

In order to involve parents at our school, outreach efforts are made to reach out to all of our parents, including those of ELL students, to attend Parent Orientations, Parent Breakfast, events/workshops, PTA meetings, and Parent Teacher Conferences. Our Parent Coordinator continues to assist in the planning of parent events/workshops that include topics specific to our ELL students. Her previous outreach efforts have demonstrated an increase in parental attendance at school events/workshops that target community based organizations and topics that pertain to specific Special Education concerns.. Furthermore, interpreters are provided when requested and when possible. When in-house interpreters are unavailable, we use the NYCDOE Translation & Interpretation Unit to assist us. During scheduled parental events, consideration of parental needs are evaluated and addressed. At all times P224Q's staff take into consideration the language and cultural needs of our ELL parents.

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)	9	11	11	17	8	7	6	4	8	0	0	0	0	81
Intermediate(I)	0	2	1	1	1	3	3	0	1	0	0	0	0	12
Advanced (A)	2	0	1	0	0	2	1	1	0	0	0	0	0	7
Total	11	13	13	18	9	12	10	5	9	0	0	0	0	100

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	6	5	5	4	2	0	2	2	0	0	0	0
	I	0	3	5	9	3	4	3	2	2	0	0	0	0
	A	0	1	2	3	2	6	6	0	3	0	0	0	0
	P	0	0	1	1	0	1	3	1	2	0	0	0	0
READING/ WRITING	B	1	7	10	17	8	8	6	4	7	0	0	0	0
	I	0	3	0	1	1	3	3	0	2	0	0	0	0
	A	0	0	2	0	0	2	1	1	0	0	0	0	0
	P	0	0	1	0	0	0	2	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	0	0	4
4	3	3	0	0	6
5	8	1	1	1	11
6	3	2	0	0	5
7	5	0	0	0	5
8	2	0	0	0	2
NYSAA Bilingual Spe Ed	1	0	0	30	31

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	0	0	0	0	0	0	4
4	2	0	2	0	2	0	0	0	6
5	7	0	2	0	1	0	2	0	12
6	3	0	1	0	1	0	0	0	5
7	4	0	1	0	0	0	0	0	5
8	1	0	1	0	0	0	0	0	2
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	31	0	31

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	13	0	5	0	1	0	21
8	3	0	9	0	6	0	0	0	18
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	7	0	7

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

This year P. 224Q has 100 ELL students. Assessment data reveals that 65 students are in alternate assessment and 35 students are in standardized assessment. Of the 43 ELL students in alternate assessment, 21 of them will participate in NYSAA Datafolios this year. They will be assessed either in ELA and Math or in ELA, Math, Science and Social Studies based on their birthdates and grade equivalent.

In 2010-2011 a total of 106 Alternate Assessment students were assessed using NYSAA. Of these, 31 were Alternate Assessment ELL students. These students, in grades 3 through 8, were assessed using NYSAA data folios based on their age/grade equivalent. They were assessed either in ELA and Math or in ELA, Math, Science. Based on a 4 scale rubric, level 4 indicated that a task was completed with 100% level of independence and 100% level of accuracy. All 31 ELL students, who participated in NYSAA, grades 3, 4, 5, 6, 7 & 8

achieved level 4's as per their student reports with the exception of 1 - 4th grader who received a level 1 in ELA.

Additionally, in 2010-2011, there were 34 standardized assessment ELL students in grades 3-8 who were eligible for state tests.

The following is a breakdown of State ELA Test Results for Spring 2011.

3rd Grade-all standardized assessment students (includes non-ELL and ELL): 20 students participated

60% scored level 1

30% scored level 2

10% scored level 3

No students scored level 4

Of the 4 ELL students who took the test, 4 scored a level 1.

4th Grade-all standardized assessment students (including non-ELL and ELL): 24 students participated

63% scored level 1

37% scored level 2

No students scored level 3

No students scored level 4

Of the 6 ELL students who took the test, 3 scored a level 1 & 3 scored a level 2.

5th Grade-all standardized assessment students (including non-ELL and ELL): 29 students participated

69% scored level 1

21% scored level 2

7% scored level 3

3% scored level 4

Of the 11 ELL students who took the test, 8 scored a level 1, 1 scored a level 2 and 1 scored a level 3 and 1 scored a level 4.

6th Grade-all standardized assessment students (including non-ELL and ELL): 20 students participated

65% scored level 1

30% scored level 2

5% scored level 3

No students scored level 4

Of the 5 ELL students who took the test 3 scored a level 1 and 2 scored a level 2.

7th Grade-all standardized assessment students (including non-ELL and ELL): 15 students participated

53% scored level 1

47% scored level 2

No students scored a level 3

No students scored a level 4

Of the 5 ELL students who took the test 5 scored a level 1

8th Grade-all standardized assessment students (including non-ELL and ELL): 17 students participated

47% scored level 1

35% scored level 2

8% scored level 3

No students scored a level 4

Of the 2 ELL students who took the test, both scored a level 1

The following is a breakdown of State Math Test Results for Spring 2011

3rd Grade-all standardized assessment students (includes non-ELL and ELL): 19 students participated

53% scored level 1

32% scored level 2

16% scored a level 3

No students scored level 4

Of the 4 ELL students who took the test, all 4 scored a level 1.

4th Grade-all standardized assessment students (including non-ELL and ELL): 24 students participated

58% scored level 1

33% scored level 2

9% scored level 3

No students scored level 4

Of the 6 ELL students who took the test, 2 scored a level 1, 2 scored a level 2 and 2 scored a level 3

5th Grade-all standardized assessment students (including non-ELL and ELL): 29 students participated

45% scored level 1

31% scored level 2

17% scored level 3

7% scored level 4

Of the 12 ELL students who took the test, 7 scored a level 1, 2 scored a level 2, 1 scored a level 3 and 2 scored a 4.

6th Grade-all standardized assessment students (including non-ELL and ELL): 20 students participated

50% scored level 1

35% scored level 2

No students scored level 3

15% scored level 4

Of the 5 ELL students who took the test 3 scored a level 1, 1 scored a level 2 and 1 scored level 3.

7th Grade-all standardized assessment students (including non-ELL and ELL): 15 students participated

47% scored level 1

47% scored level 2

6% scored level 3

No students scored a level 4

Of the 5 ELL students who took the test 4 scored a level 1 and 1 scored a level 2.

8th Grade-all standardized assessment students (including non-ELL and ELL): 17 students participated

54% scored level 1

23% scored level 2

23% scored level 3

No students scored a level 4

Of the 2 ELL students who took the test, 1 scored a level 1 and 1 scored a level 2.

Seven standardized ELL students were in the K-2 grade range and therefore did not take state tests. They scored levels 1 through 6 on ECLAS-2, which is consistent with the majority of their non-ELL peers in the same age/grade range.

In comparing data from ELL verses non-ELLs there is no significant difference in levels achieved, therefore implications for instruction are no different that those mentioned throughout. ELL & non-ELL students receive AIS daily (Wilson/Fundations, Ramp-Up, Great Leaps Reading & Math, ELSB, Math Steps, Everyday Math Games, Meville to Weville, LeapFrog, Access to Computer Technology) as well as modifications and adaptations to the CORE curriculum to help close the gap between where they are functioning and where they should be functioning.

Current data includes NYSESLAT scores from May 1011 and recent LAB-R scores for all 100 ELLs. Students' scored as follows: 81% scored at the beginning level, 12% scored at the intermediate level, 7% scored at the advanced level, (not included in the total of 100 students are 3 students who scored at the proficient level on the NYSESLAT and who will be eligible to receive transitional services per CR

part 154. Though we are seeing scores rise progressively in all four categories, (i.e. listening, speaking, reading and writing), our students continue to need greater support in the areas of reading and writing.

In determining patterns of proficiency we reviewed testing/diagnostic data, teacher reports and observations. In reviewing NYSESLAT/LAB-R results, patterns show that fewer students are reaching intermediate levels of proficiency. It is important to recognize that the majority of our ELL students are both younger and more cognitively challenged than in the past; therefore they tend to only attain a beginner level. In lower grades K-2, standardized assessment ELL students were able to converse and follow two-step directions in English with little teacher support. Their reading ability was significantly below level and their writing ability was limited to simple short sentences. ELL students in grades 3-6 appear to show significant improvement in conversational skills. Progress was noted in reading, while writing skills lagged behind as indicated by students' daily performance, in house evaluations, teacher observations, and NYSESLAT results. Analysis of proficiency patterns show that ELL students' disabilities appear to be a greater factor in student performance than were their deficiencies in ESL. ELL students improved in all four areas of NYSESLAT. They showed the greatest improvement in the areas of Speaking followed by Listening, then Reading & Writing. The Reading & Writing Modalities revealed the least improvement. Reading and Writing need to be aggressively addressed in order to improve skills. These patterns are similar across grade levels.

Our plan for our ELL students is to schedule on-going instructional intervention services through ability grouping, one-to-one tutoring, the use of specialized materials, and test prep opportunities to help students achieve improvement in Language Proficiency. Assessment is obtained through ECLAS-2, Standardized Testing, Brigance Inventory Scale, ELL Periodic Assessment, and Informal Teacher Observations. This data is necessary in designing lessons that meet specific areas of need.

Implications for LAP: During the LAP process we have evaluated our program needs. Staffing, materials, and programs available at our school are addressing most ELL needs. We offer Alternate Placement Paraprofessionals for students mandated for bilingual services, and ESL itinerant teachers who provide pull-out and push-in service. We cluster students to facilitate the delivery of services whenever possible. We need to provide more opportunities to turnkey training and common preps for targeted staff. Additional materials for our older students need to be expanded.

Implications for Instruction: We will continue to use a variety of ESL approaches (TPR, LEA, and CALLA, Scaffolding Techniques and Differentiated Instruction) to facilitate learning. In addition to our ESL libraries, we need more materials that align with the needs of our ELL students. The data implies that our focus continue to be on developing reading and writing skills. The ELL Periodic Assessment will be administered to appropriate students to help teachers plan in depth ELL instruction for the standard ELL students; this will address individual deficits. ELA State Test results imply that it is necessary to group students based on their strengths and weakness. Further, we will continue to provide AIS to students and professional development to staff in the area of instruction for reading and writing skills. NYSAA data assist us in future planning by giving us information on the child's ability to work independently and accurately on given tasks. This information drives decisions as to the next steps in skill development and level of instruction. It also clearly illustrates to parents a task their child can accomplish and what level of independence they can achieve. Opportunities for students to participate in the Arts in order to promote language expression will continue to be offered. Our schedule of multicultural events will foster the recognition and appreciation of a diverse community.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P. 224Q**School DBN: 75Q224**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Desmond Park	Principal		10/13/11
Danielle Hughes	Assistant Principal		10/13/11
Susan Gelman	Parent Coordinator		10/13/11
Celina Nunez	ESL Teacher		10/13/11
Joseph Tola	Parent		10/13/11
Patricia Gallagher	Teacher/Subject Area		10/13/11
	Teacher/Subject Area		10/13/11
Valerie Fata	Coach		10/13/11
	Coach		10/13/11
Andrea Spadaro	Guidance Counselor		10/13/11
Adrienne Edelstein	Network Leader		10/13/11
Erin Betito	Other <u>ESL Teacher</u>		10/13/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q224

School Name: P224Q

Cluster: _____

Network: 1

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.

In the beginning of the school year, our Parent Coordinator Susan Gelman, sends out the NYC DOE Language Preference Form as an assessment tool to determine the preferred languages of P224Q families. In this form, parents are asked in 10 different languages their preferred language of oral and written communication when information is sent from the school. The Parent Coordinator and ESL teachers collaborate to share information based on the Home Language Identification Survey, Place of Birth Reports and the OTELE Table. Additionally, our parent coordinator conducts needs assessments during all parent meetings and workshops to ensure all parents' communication needs are being met. This data helps us to provide translation and interpretation, whenever possible, using our diverse bilingual staff and the services of The Translation and Interpretation Unit. Though not always possible, appropriate translation and interpretation services are done as timely as possible.

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.

Major findings of our schools written translation and oral interpretation needs are collected and gathered from the Language Preference Forms, Home Language Identification Survey and Place Of Birth Report. This data is then disseminated to the school community which is then utilized to assist in providing translation and interpretation services to those parents in need.

As of 12/1/2011, we have 100 students identified as ELLs. Out of the 100 students 60 speak Spanish; 11 speak Chinese; 5 speak Urdu; 5 speak Bengali; 4 speak Korean; 3 speak French Haitian; 2 speak Pashto; 2 speak Albanian; 2 speak Russian; 1 speaks Indonesian; 1 speaks Burmese; 1 speaks Greek; 1 speaks Malayalam; 1 speaks Portuguese; and 1 communicates using ASL.

P224 has a total of 68 parents requiring translation and interpretation services. Included are: 48 Spanish; 7 Chinese; 1 ASL; 2 Bengali; 2 Urdu; 2 Korean; 1 Albanian; 1 Portugese; 2 French Hatian; 1 Russian and 1 Greek. All require either written or oral translation. These findings are shared with our school community during SLT, UC and PTA meetings. These numbers are based on Language Preference Forms.

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.

Several weeks before an important document is to be distributed, our Parent Coordinator, organizes and plans using outside vendors and in-house school staff to provide timely and appropriate translated documents based on needs. During parent workshops, parents identified as bilingual are recruited as volunteers to serve as interpreters.

Our diverse P. 224Q school staff can translate and interpret in the following languages: Spanish, Chinese and dialects, Mandarin/Cantonese, Korean, Urdu, Hindi, Punjabi, Bengali, French, Haitian Creole, Albanian, American Sign Language, Polish, Armenian, Czech, Italian, Hebrew, Slovak, and Greek.

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

Oral interpretation services will be provided by our P224 in-house staff, parent volunteers, and outside vendors. These potential designated service groups will be scheduled to provide bilingual services during critical meetings, parent workshops, conferences and important school events. These services will be based on our knowledge of parental interpretation needs, and whenever possible.

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 Bill of Parent Rights and Responsibilities regarding translation and interpretation services will be distributed to parents who speak the primary languages covered by the Department. Our school posts the multilingual Welcome Poster in each of the covered languages, from the Language Access Kit, at the entrance of our school indicating the availability of interpretation services. Our school's safety plan ensures that language barriers are addressed in order to meet the needs of our diverse parent population. In the event that our school is unable to provide critical access documents due to a non-covered language, the school will utilize translation and interpretation funds to hire for outside vendors and/or use in house staff. Parents will be made cognizant of how to access their rights to translation and interpretation services at the NYCDOE website.