



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: 255Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75Q255

PRINCIPAL: RICHARD MAROWITZ

EMAIL: RMAROWI@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
Richard Marowitz	*Principal or Designee	
Evelyn Negron	*UFT Chapter Leader or Designee	
Victor Ty	PTA Co-President	
Jeanne Zucker	Member/	
Elizabeth Recine	Member/	
Judy Shulman	Member/	
Vilma Jones	Member/	
Inez Cruz	Member/	
Eileen Abrams	Member/	
Maxine Boyce	Member/	
Francine Kleiss	Member/	
Michael Robinson	Member/	
Robin Ponsolle	Member/	
Lidia Pellarin	Member/	

** 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

By June 2013, students with autism will increase their listening and speaking skills by a minimum of 5% through the successful completion of tasks aligned to the common core learning standard (speaking and listening and language) as measured by assessment data.

Comprehensive needs assessment

All students with autism exhibit delays in the acquisition of language and communication. Based upon school wide assessment results, students demonstrate varying abilities in communication. Students will be provided with instruction that is aligned to the common core power standards (outlined in the Citywide Instructional Expectations), which will improve their communication skills and give them access to the common core standards.

Instructional strategies/activities

- September 2012-during staff orientation, all pedagogues reviewed Citywide Instructional Expectations.
- October 2012-student assessments were completed and data was analyzed.
- The focus of common planning meetings across sites will be to implement and adapt the standards for our students and to develop tasks.
- Administrators and instructional leads were identified to attend professional development workshops and turnkey the information across all our sites. (e.g. Children's First Initiative Institutes)
- Student work will be analyzed by teacher teams during common planning time.
- Supervisors will attend common planning meetings to assess progress.

Strategies to increase parental involvement

- To engage parents in support of their children's education, we have ongoing communication through each student's communication notebook.
- In September we send home a needs assessment request for parents in order to plan for upcoming workshops.
- Our parent coordinator sends home flyers and information which include quick news updates as well as bi-monthly newsletters. Our parent coordinator also reaches out to parents via e-mail, telephone, and flyers.
- PS 255Q utilizes our Family Network Grant from OMRDD to obtain funding for parent and sibling support groups which are offered during day and evening hours. The Grant also provides respite care services for all evening activities giving all parents the opportunity to participate.
- We provide parents with training in using their child's communication system (PECS, augmentative devices, etc.)
- We encourage parents to come see their child in the classroom.
- Parent teacher day and evening conferences are held in the Fall and Spring so parents can support their children's education.
- Some opportunities that we provide include Family Gym Nights, Behavioral workshops, Curriculum workshops, and annual special events including Cultural Night, Family Fun Night, and Summer Carnival.
- Every site welcomes parents to participate with their child in school performances and Holiday activities.

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:

OTPS funds in 100 code.

District 75 professional development workshops.

Service and program coordination

- Funding from RESO A and OMRDD grants

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, targeted students with autism will show an increase from baseline to post- test assessment in skills related to occupational and independent travel training.

Comprehensive needs assessment

Behavior and social skills are challenging areas for all students with autism spectrum disorder. Based upon school wide assessments, all students require Behavior Support Plans or Social Skills Plans. In order to improve community integration outcomes students must be able to demonstrate appropriate social skills including travel training related to independently navigating the school environment.

Instructional strategies/activities

- September 2012-teachers observed and assessed students (e.g. social skills checklist)
- September 2012-An OP-175 was posted for staff to apply to the school wide social skills committee.
- October 2012-Teachers were selected to be members of the social skills committee.
- Fall 2012-a hallway behavior tracking data sheet was created.
- Participating teachers observed students and recorded baseline data.
- Administrator will schedule and facilitate social skill committee meetings throughout the school year.
- Expectations, data, and teaching strategies will be shared at committee meetings.
- June 2013-Administrator will meet with committee and design next steps for the 2013-2014 school year.

Strategies to increase parental involvement

- To engage parents in support of their children's education, we have ongoing communication through each student's communication notebook.
- In September we send home a needs assessment request for parents in order to plan for upcoming workshops.
- Our parent coordinator sends home flyers and information which include quick news updates as well as bi-monthly newsletters. Our parent coordinator also reaches out to parents via e-mail, telephone, and flyers.
- PS 255Q utilizes our Family Network Grant from OMRDD to obtain funding for parent and sibling support groups which are offered during day and evening hours. The Grant also provides respite care services for all evening activities giving all parents the opportunity to participate.
- We provide parents with training in using their child's communication system (PECS, augmentative devices, etc.)
- We encourage parents to come see their child in the classroom.
- Parent teacher day and evening conferences are held in the Fall and Spring so parents can support their children's education.
- Some opportunities that we provide include Family Gym Nights, Behavioral workshops, Curriculum workshops, and annual special events including Cultural Night, Family Fun Night, and Summer Carnival.
- Every site welcomes parents to participate with their child in school performances and Holiday activities.

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:

OTPS Funds in 100 code and per session funds.

District 75 professional development workshops.

Service and program coordination

- Funding from RESO A and OMRDD grants

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, there will be improved teacher use of targeted instructional strategies aligned to student IEP's as evidenced by increased student engagement measured by low-inference observations and implementation of teacher designed individualized professional development plans.

Comprehensive needs assessment

This goal is based upon needs identified and feedback provided from our school's Quality Review in 2012. Walkthroughs provide administrators with short, focused snapshots of student learning. The goal will improve outcomes for students and incorporate Citywide Instructional Expectations. Common planning time as cited in the Quality Review rubric gives teachers an opportunity to turn key information and knowledge gained from professional development workshops to impact student learning. This goal promotes a school culture of professional growth and supports teacher development.

Instructional strategies/activities

- September 2012: The walkthrough rubric was modified to support the implementation of Citywide Instructional Expectations and reflect the following competencies: 1e- Planning and Preparation, Designing Coherent Instruction, 2e—The Classroom Environment, Organizing Physical Space, 3b-Instruction, Using Questioning and Discussion Techniques, 3d-Instruction, Using Assessment In Instruction.
- Administrators will utilize Google docs. in order to share information with each other on walkthroughs completed across all of our eight sites.
- Administrators will review teacher walkthrough data during cabinet meetings to identify lead teachers and share best practices.
- Fall 2012: all teachers were provided with directions and support from administrators and school based coach in order to complete a self- assessment in ARIS Learn.
- Fall 2012: administrators met with teachers to assist them in formulating their professional goals
- Teachers formulated professional goals based upon their self- assessments, student's needs, and input from their site supervisors.
- Supervisors and teachers will select and align professional development opportunities that match the goals set by teachers.
- Every teacher will be given a Professional Development Log form taken from Danielson's Handbook for Enhancing Professional Practice on which they will record the following information for pd's attended in the 2012-2013 school year: date, type of event, and benefits.
- Copies of professional development logs will be collected and reviewed by administrators three times throughout the school year: Fall 2012, Winter 2013, and Spring 2013.
- During common planning bi-weekly meetings, teachers will present and share information with their colleagues.
- Teams of teachers shared their feedback from the common planning meetings on ARIS-Connect in 255Q's "2012-2013 Common Planning Community".

Strategies to increase parental involvement

- To engage parents in support of their children's education, we have ongoing communication through each student's communication notebook.
- In September we sent home a needs assessment request for parents in order to plan for upcoming workshops.
- Our parent coordinator sends home flyers and information which include quick news updates as well as bi-monthly newsletters. Our parent coordinator also reaches out to parents via e-mail, telephone, and flyers.
- PS 255Q utilizes our Family Network Grant from OMRDD to obtain funding for parent and sibling support groups which are offered during day and evening hours. The Grant also provides respite care services for all evening activities giving all parents the opportunity to participate.
- We provide parents with training in using their child's communication system (PECS, augmentative devices, etc.)
- We encourage parents to come see their child in the classroom.
- Parent teacher day and evening conferences are held in the Fall and Spring so parents can support their children's education.
- Some opportunities that we provide include Family Gym Nights, Behavioral workshops, Curriculum workshops, and annual special events including Cultural Night, Family Fun Night, and Summer Carnival.
- Every site welcomes parents to participate with their child in school performances and Holiday activities.

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.

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

If other is selected describe here:

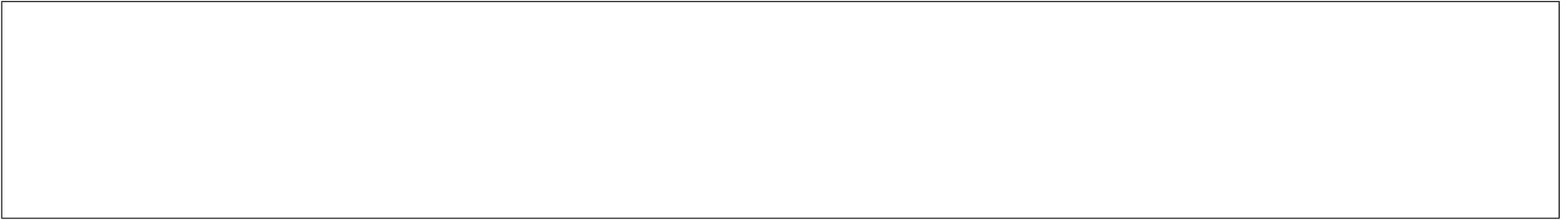
OTPS funds in 100 code

NYSTL funds to purchase resource materials and RESO A Grant for equipment used for training.

District 75 professional development workshops.

Service and program coordination

- Funding from RESO A and OMRDD grants



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	Edmark Reading Program Handwriting Without Tears	Small group, one-to-one, and tutorials	During the school day
Mathematics	EQUALS Curriculum Touch Math	Small group, one-to-one, and tutorials	During the school day
Science	UNIQUE Curriculum	Small group, one-to-one, and tutorials	During the school day
Social Studies	News-2-You	Small group, one-to-one, and tutorials	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Girls Club Breakfast Club Lunch Bunch	Small group	During the school day

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.

- Our school has a rigorous hiring process. The Principal informs the D75 Director of Human Resources of all vacancies.
- We utilize the NYC Teaching Fellows Program to find highly qualified applicants.
- All other applications and resumes are reviewed by the Supervisory Team.
- After potential candidates are screened and selected, interviews are conducted by our hiring team. If an interview goes well, the candidate is asked to spend time in various PS 255Q classrooms.
- Candidates are screened to ensure that they have a philosophy and vision compatible with PS 255Q's mission/vision statement.
- Before the committee offers a position to any candidate a background and reference check is conducted to ensure a highly qualified teacher is selected.

All teachers complete a self-assessment and work with supervisors to formulate a professional goal for the school year. Teachers are supported by administrators and the school based coach to select professional development opportunities which will assist them in meeting their goals. All first year teachers are paired with a mentor teacher who they meet with twice a week. Every teacher maintains a professional development log which tracks professional development and the benefits/impact of the professional development. Administrators utilize a walkthrough rubric to provide them with focused, informal, snapshots of student learning and to improve the delivery of instruction.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht	District 75	Borough Queens	School Number 255
School Name PS255Q			

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

Principal Richard Marowitz	Assistant Principal Gregg Lopez
Coach Erica Hanson	Coach type here
ESL Teacher Laurence Fitzpatrick	Guidance Counselor Mary Ellen Barnes
Teacher/Subject Area Evelyn Negron/Bil Teacher	Parent Lydia Pellerin
Teacher/Subject Area Yubis Lopez ESL	Parent Coordinator Judith Broderick
Related Service Provider Jennyfer Ruiz	Other type here
Network Leader Stephanie McCaskill	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	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	3	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	407	Total Number of ELLs	135	ELLs as share of total student population (%)	33.17%
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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

For students in District 75, options for special education ELLs are determined and discussed with parents and guardians at the Committee of Special Education (CSE). As part of the identification process for the English Language Learners (ELLs) students, parents or guardians need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language. This HLIS is presented and completed at CSE. Once the HLIS is given, the team at CSE makes the appropriate ELL determination. Parents are given an array of options from which to choose and designation of ESL and Bilingual services is typically determined at this time. In the event that CSE has not followed procedural protocols for new ELLs, the following protocols have been established at our school. One of our three state certified English to Speakers of other Languages (ESL) teachers, Mr. Laurence Fitzpatrick (English), Mrs. Kyriaki Xiraki-Tsellos or Ms. Yubis Lopez (Spanish) will conduct the HLIS including an oral interview in English or native language with the parent or guardian with Department of Education's HLIS in one of the fifteen home languages other than English within 10 school days. Additional languages may be acquired from the Translation and Interpretation Department if they are needed. During the interview, if it is noted that the student is a speaker other than English, an interview is conducted in their native language. Consequently, if it is determined by the HLIS and parent interview that the student is a Limited English Proficient (LEP) student, one of our three aforementioned certified English to Speakers of other Languages (ESL) teachers, Mr. Laurence Fitzpatrick, Mrs. Kyriaki Xiraki-Tsellos or Ms. Yubis Lopez administers the Language Assessment Battery Revised – (LAB-R) in English and if they do not pass are then administered LAB-R in Spanish. The Spanish LAB is only administered to ELL's who do not pass the LAB-R. Based on the assessment score and if the student falls below the cut-score, the ELL is deemed eligible to receive services. The ESL department passes this information on to our SBST and the student will be placed in need of the English as a Second Language (ESL) services. The ESL teachers will place the student in the freestanding ESL program according to their proficiency level and IEP recommendation ratio. ELL's teachers compile a list of Compliance Documents listing ALL eligible ELL students. Information is based on prior knowledge as well as the RLAT. The 3 ESL teachers (Mr. Fitzpatrick, Ms. Lopez and Mrs. Xiraki-Tsellos) meet with the School AP Gregg Lopez in late winter to review student eligible for NYSESLAT exam. Based on documentation a schedule is created to administer all modalities as efficiently as possible. The RLAT, BESIS reports and Compliance documents are used to ensure all eligible students are administered. At each site space, timing and grouping

Based on the HLIS, LAB-R, IEP recommendation and NYSESLAT scores, students are identified and placed in the Freestanding ESL instructional programs or in the Bilingual program. Using the NYSESLAT score, the three ESL and the three certified special education teachers with bilingual extensions (Ms. Adriana Suchy, Ms. Ciria Erquino and Ms. Evelyn Negron) will be able to identify ELL students' proficiency levels (Beginner, Intermediate, Advanced and Proficiency). The tests indicate whether or not the student has progressed and their proficiency level has advanced. These results assist the certified ELL teachers with their instruction. Student's learning styles, chronological age, mandated class ratio and grade levels are all essential factors to keep in mind when determining a student's level of proficiency. Differentiated instruction is used at every proficiency level. ELL teachers share with parents the thematic units being used to enhance English language acquisition. All the information is presented in the parents' native language.

Parental involvement plays a major part in PS 255Q's mission. The Committee of Special Education (CSE) ensures that their meetings are in conjunction with the parents. Since our school provides the program choice of Freestanding ESL and a bilingual

program, we guarantee that our new parents understand the philosophy behind our Bilingual and Freestanding ESL program. Through the school's parent coordinator, Judith Broderick, 255Q offers parents of ELLs ongoing information in their home language and training on different aspects of their education. PS 255Q recognizes the importance of parents, family and community involvement in the education of LEP/ELL students. Through our Family Network Grant, the parents of newly enrolled LEP/ELL students will be provided with an orientation on the State Standards, Assessments, achievement of goals, School expectations and general program requirements for bilingual education and ESL programs. Translators are also available to parents at PTA meetings, Parent Support Groups facilitated by guidance counselors and IEP meetings. In addition, school information (e.g., School newsletter, meeting notices etc.) is translated into the parent's native language.

Parents have consistently chosen Free Standing ESL Program for incoming students. If a parent choses a Bilingual TBE class and a class for a specific language is not offered to a Student, PS255Q provides an alternate placement paraprofessional. Programs offered at PS255Q are aligned with parental requests. Program models are aligned with Parental requests. PS255Q is a specialized school for students with Autism. IEP and classification of students determine classroom ratios (i.e. 6:1:1 or 8:1:1) Within this structure PS255Q offers 3-TBE classes with certified Bilingual Spanish Teachers. Three ESL teachers are also on Staff to meet needs of students designated for ESL supports.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	---

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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	135	Newcomers (ELLs)	87
Special Education	135		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	14

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			12			4				0
Dual Language										0
ESL			75			30			14	0
Total	0	0	87	0	0	34	0	0	14	0

Number of ELLs in a TBE program who are in alternate placement: 17

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	1	1	5	5	4									16
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	1	1	5	5	4	0	16							

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
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	6	9	14	11	7	6	4	5		3	2	1		68
Chinese	2	1	1	1			2	4						11
Russian		1			1			2						4
Bengali	1	2	1			1	1	1						7
Urdu		1	1											2
Arabic		1		1					1					3
Haitian											1			1
French					1									1
Korean			1			1								2
Punjabi			4	1	1		1							7
Polish		2												2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other		3	2	1	3	1	1							11
TOTAL	9	20	24	15	13	9	9	12	1	3	3	1	0	119

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?

Paste response to questions 1-7 here

PS255Q is a specialized school for students with Autism Spectrum Disorders that are in classes of 6 or 8 students and present with moderate to severe cognitive disabilities. Over 98% of the School student population participates in the New York State Alternate Assessment process. Three ESL teachers group students by proficiency and developmental levels. ESL teachers PUSH-IN and collaboratively teach with classroom teachers as well as PULL-OUT to work in a smaller setting. Students are grouped by proficiency levels and learning styles due to their special need status as students with Autism.

The TBE program at PS 255Q is composed of 3 bilingual elementary Spanish classes serving 16 ELLs in Alternate Assessment. The bilingual teachers assigned to these classes are NYS certified/NYC licensed and provides instruction in all subject areas. All students in TBE classes are "B" level students who receive a 60/40 ratio Spanish to English instruction. The components of the Bilingual Programs are: 85 minutes a day of NLA instruction is infused during literacy and math instructional blocks. 75 minutes a day of English instruction is infused during math, ELA and Social skills instruction. ALL TBE students are Elementary age. In addition students with a Bilingual status that are not in a TBE class are receiving Alternate language support from a Para-Professional in native language. The Para-Professional in conjunction with the ESL teacher and classroom teacher develop supports to deliver instruction in required minutes. All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the

A. Programming and Scheduling Information

standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices with Pictorial Symbolic Representations. The use of technology is incorporated to give students additional instructional support. Additional ESL strategies include visual and graphic organizers, timelines and sequenced pictures as well as peer buddies. Multi sensory and multicultural ESL materials are infused throughout all aspects of instruction. All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the tenets of Balanced Literacy, CCLS and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature-based and alternate standards-based materials and activities for students in standardized assessment. NLA instruction in Alternate Assessment is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials. The instructional strategies used include Total Physical Response (TPR), Language Experience, Whole Language, Multi Sensory Approach and Pictorial / Symbolic Representations in conjunction with Augmentative Communication Devices (e.g.: Say It All, Macaw, Dynamo, Dynamite, Delta Talker, Cheap Talk and Message Mate). These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS ELA performance standards. The use of bilingual software and multimedia (such as Board maker, Picture this and Kid Pix) enhances and supports the development of native language skills. When applicable students transition out of TBE classes due to proficiency level score on the NYSESLAT, students are placed in a Monolingual class. In addition students may be placed in monolingual class if determined IEP Services are no longer needed. If this process occurs ESL teacher will meet with the classroom teacher a minimum of 4 times during the school year to monitor student progress.

The organizational models of our ESL program at PS255Q are push-in and pull-out. Students are grouped based on student to staff ratios of 8:1:1 or 6:1:1 within three consecutive grades, IEP recommendations, needs and proficiency levels. ESL teachers maximize the number of minutes to service a child in consideration that we are an 8 site school with 3 full time ESL teachers. Students are scheduled to be seen in a group of 6. Administration of instruction to students varies dependent on developmental and behavioral needs. Students with Autism frequently display a high distractibility quotient and my need frequent breaks in instruction relating to their mandated minutes. Depending on students' needs, the push-in model is used to assist students across curricular areas, and allow the student to remain in the classroom with their English-speaking peers. Utilizing the push-in model allows the ESL and classroom teacher to collaborate in the facilitation of classroom instruction. As a result, the ELL student is given the opportunity to acquire the English Language across subject areas. In addition, the program models consist of ungraded, heterogeneous and homogeneous groupings. Though all ELL students are ungraded, the ESL teachers adapt and differentiate the materials and curriculum used to their chronological ages. As stated in the DCEP, ELA instruction for ELLs follows elements of the NYC's uniform curriculum, the Balanced Literacy Program and The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities. Content Area instruction. For our K-8 students at the beginning level of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic Review, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: TPR, Language Experience, and multi-sensory approaches in conjunction with Augmentative Communication Devices and Pictorial/Symbolic representations. Content Area Instruction follows the NYS Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. Instructional focus on Academic language is transparent throughout the ELL program. For our schools long term ELL receiving services; our certified ESL teachers 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 for whom we are applying to receive an Extension of Services receive academic intervention support 30 minutes daily during the academic school day in addition to their CR Part 154 minutes. The interventions provided are research based and school district sanctioned. Intervention programs include; Edmark Reading program, Video modeling, Picture exchange communications system (PECS), Foundations, Words Their Way, Smile Reading program, Unique curriculum. All Services are being provided by Licensed Special education teachers. P255Q follows the New York State English as a Second Language Standards and incorporates ESL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teacher and the AIS teachers. Special attention is given to improving their reading and writing, scores and still these LEP students are NOT scoring at the proficiency level on their NYSESLAT. For these reasons the IEPs on these LEP students continue to recommend ESL services, as our students' severe cognitive and communication disabilities require a

A. Programming and Scheduling Information

longer period of time in order for them to acquire communication skills in the target language. Due to these facts, we are requesting extension of services for these LEP students. In addition 255q's student population that is in full time Inclusive education receive flexible programming with their Non-Disabled peers. SIFE students (Students with interrupted service) follow the protocol newcomers to the program adhere to the processes of new students. Parent interview, program selection and required minutes are given.

Courses Taught in Languages Other than English

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

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

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

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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

Intervention programs for newcomers 'students' are offered for ELL's in Math and in ELA, Students will use supplemental literacy programs (Reading A-Z) in Spanish and English as well as "Words Their Way" reading program in English and Edmark reading program. Students in need of additional support for Math will use the "Equals" math program or "Touch Math" program as an intervention. ESL Teachers will track students for a 2 years if the student reaches proficiency as per the NYSESLAT. A monthly discussion will occur during Cohort meetings. ESL teacher and Classroom teacher will review Student progress and to support transition to NON -ELL status. PS255Q will continue its initiative to support collaborative team teaching to best support student progress within their classroom environment. ELL's within 255Q are offered any and all services offered to non ELL students including--Related Support Services, AfterSchool programs-Recreational, Specialized programs (GRTL-sensory based program, GALLOP therapeutic interaction with animals) for students with Autism. Instructional strategies will vary and adapt to student needs within ESL instructional "programs" (subgroups). Strategies include adaptation of material; visual supports, adapted books, smartboard technology, sensory integration strategies among others are used to address the varied subgroups in the ELL program. All Intervention and instructional strategies are delivered in English as well as native language through Bilingual Spanish teacher or Alternate Placement Paraprofessional in the child's native language. Newcomers (0-3 years) to 255Q also receive a comprehensive assessment process. This assists ELL's teachers in developing an in depth profile of Newcomers to the ELL program. Students receiving 4-6 years of services will continue to receive required services and will have an additional supportive strategies developed as part of a collaborative process between ELL teacher and classroom teacher. This process is repeated for Long-Term ELL students.

A variety of instructional materials are used: ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: , Total Physical Response (TPR), Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices with Pictorial Symbolic Representations. More formal programs such as Foundations, Edmark, Reading A-Z and Words Their Way support ELA instruction. Touch Math and Equals is used to Support Math. The use of technology is incorporated to give students additional instructional support Smart boards are used for Literacy, Math and Social. Computer Software is also used to support reading programs such as (EDMARK reading Program) Additional ESL strategies include visual and graphic organizers, timelines and sequenced pictures as well as peer buddies. Multi sensory and multicultural ESL materials are infused throughout all aspects of instruction. Native Language Arts. All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the tenets of Balanced Literacy, CCLS and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature-based and alternate standards-based materials and activities for students in standardized assessment. NLA instruction in Alternate Assessment is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials. The instructional strategies used include Total Physical Response(TPR), Language Experience, Whole Language, Multi Sensory Approach and Pictorial / Symbolic Representations in conjunction with Augmentative Communication Devices (eg: Say It All, MacCaw, Dynamo, Dynamite, Delta Talker, Cheap Talk and Message Mate). These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS ELA performance standards. The use of bilingual software and multimedia (such as Board maker, Picture this and Kid Pix) enhances and supports the development of native language skills. ESL teacher with the Support of Alternate Placement Language Paraprofessionals deliver the required minutes Of Native language support.

Services support the Educational and developmental needs all of our students.

255Q is an ungraded school for students with Autism. Instructional strategies are developed to support the educational and developmental needs and levels of the moderately and/or severely cognitively impaired students. Students new to the 255Q are involved in an extensive

evaluation process; ABBLs, Brigance, ECLAS, Reading A-Z and Social Skills Checklist. These comprehensive assessments will give the teachers involved a comprehensive understanding of the Child's strength and weakness to support IEP goal creation and will as targeted teaching objectives. A Spanish version of the ABBLs and of the A-Z running records are available in Spanish. In addition Students are LAB-R'd in Spanish when appropriate and A bilingual Psychologist is available as necessary for all Annual Review IEPs.

PS255Q will offer an instructional Afterschool program (Title 3)- The supplemental instructional after school program is designed to service up to 18 students grades K-5. All classes will remain within the 36 month chronological age requirement. The language of delivery will be through the required Ratio of Native language/English language (minutes of instruction) from both the Certified Bilingual Speech teacher as well as the Bilingual Certified Special education classroom teacher. The ESL teacher will focus on ESL Standards, with a concentration on ESL standard 5-Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment

New programs being offered to ELL students this year include- Reading A-Z literacy program and GRTL a sensory based program typically administered to students with Autism.

At this time all our programs are working successfully and will be continuing.

Language Electives are not offered at PS255 due to student disability and subsequent program design.

C. Schools with Dual Language Programs	
	<ol style="list-style-type: none"> 1. How much time (%) is the target language used for EPs and ELLs in each grade? 2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately? 3. How is language separated for instruction (time, subject, teacher, theme)? 4. What Dual Language model is used (side-by-side, self-contained, other)? 5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
N/A	

D. Professional Development and Support for School Staff

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

During the 2011-12 school year PS255Q's professional development plan includes training on topics pertaining to the education of ELL's, such as Picture Exchange Communication (PECS) Program, Positive Strategies for Students with Challenging Behaviors, TEACCH, ABA strategies Reading A-Z, Strategies and materials for Native Language instruction and the adaptation of Bilingual and ESL materials for the education of ELL's with severe disabilities. Selected school staff are invited and/or required to attend some of the following Professional Development. School staff can include Assistant Principals, OTs, Speech, Physical therapist as well all classroom teacher of students of Non ELL s with the classification of Autism. School based training is being offered on 11/2/10 on developing Joint Action Routines (JARS-collaborative teaching) to support interdisciplinary instruction among teachers. The English Language Learner Dept hosts professional development for all ELL teachers. ELL compliance development-11/18/11, 4/3/12, immigration's influence on life in America 10/28/11, 6/1/12. 'How music affects ELL's 1/27/12. Structure in Behavior management for ELL's 1/13/12. Picture Exchange communication system. 10/13/11, 10/14/11. 'Good lesson planning for ELL's 10/4/11. Structured teaching, 11/4/11, 11/1/11. Adapted books for ELL's 2/28/12. Creating E-book's 1/18/12. BESIS training, 11/18/11. After an ELL teacher attends their professional development all the information is distributed to staff of ELL's. the purpose is for all personal (teachers, administrators, paraprofessionals, secretaries, parent coordinators and related service providers) who are involved with ELL students to be aware of teaching methodologies, approaches and strategies that will help our students be successful. In addition, all new teachers are required to complete 10 hours of JOSE P training. PS 255Q's teachers and paraprofessionals serving ELL's will also be supported through coaching services provided by the district instructional coaches. PS255Q will also encourage the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELL's. ESL teachers provide support and information as students transition from the elementary to the middle school. Our school is multi sited and as students transition from elementary to middle schools, the ESL teachers will collaborate with middle school instructors. This will facilitate the students transition to middles school. The ESL teacher will thoroughly discuss the strengths and weaknesses of the ELL student, their learning style ann their NYSESLAT proficiency level. All of this information is indicated on a schoolwide Articulation Form that follows the student to Middle School.

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?

Through the school's Parent Coordinator survey to assess parents needs, PS 255Q will determine and offer parents of ELL's ongoing information in their home languages and training on different aspects of their children's education. PS 255Q recognizes the importance of parents, family and community involvement in the education of LEP/ELL students. Through our Family Network Grant, the parents of newly enrolled LEP/ELL students will be provided with an orientation on the State Standards, Assessments, achievement of goals, School expectation and general program requirements for bilingual education and ESL programs. Translators are also available to parents at PTA meetings, Parent Support Groups facilitated by guidance counselors and IEP meetings. Agencies such as YAI, QSAC, AHRC, and QCP also provide informational workshops on topic such as-Behavior trainings, Toliet training and estate planning etc...In addition, school information (e.g., School newsletter, meeting notices etc.) are translated into the parent's native language. Parents are also involved in ongoing collaboration with ELL teachers. Parentes are afforded supports to be used in the home (IE:-Augmentative Communication systems, PECS books). Parents will be trained in these strategies. In addition, ELL parents are active partners in all school activities (Special events-Winter show, Cultural exploration day etc.).

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)		13	24	8	14	10	4	14	1		3			91
Intermediate(I)	1	8	8	10	10			6	3		1			47
Advanced (A)			2											2
Total	1	21	34	18	24	10	4	20	4	0	4	0	0	140

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	2			26	28

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					1		27		28

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	1				2		18		21

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

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

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

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

Students are assessed using the ABLLS or Brigance assessments. The Assessment of Basic Language and Learning Skills -Revised (ABLLS-R) is an early childhood assessment is used for our 6:1:1 ELLs to assess the early literacy skills of our ELLs. The next assessment tool to be used is Brigance. This is a comprehensive inventory of basic skills. Developmental and grade level equivalents are determined at this time. Teachers will use this information to develop IEP goals that will drive student instruction. Within the assessments strengths and weaknesses are identified. This information will drive instruction; Developmental levels are established and teaching programs will be selected based upon this information. In addition, Quantitative Data is taken and continuously analyzed during teacher cohort meetings. Information discussed will determine the need to alter and/or modify the students current instructional program. The trend is moving slowly upwards. Over 60% of our students have remained in the 'Beginner' cohort and have had challenges moving forward due to the moderate to severe cognitive delays on Standardized assessments such as the NYSESLAT. Over 30% pf our students are at an Itermediate level. Comparatively speaking over 90% ELL students have scored a level '3' or better on the NYSAA in the English language. Success of the ELL program is evaluated in a variety of ways. Movement towards proficiency on State tests (NYSESLAT) is monitored, Students acquisition of skills though Educational Programs as per the Students IEP. In addition ELL student progress is monitored on Yearly assessments that are done that reflect student achievement (Social Skills Checklist, ABLLS, Brigance). Information is girded and used to drive instructional choices. Based on the LAB-R and NYSESLAT scores a data pattern has proven that the speaking and listening skills are the students' strengths. On the other hand, additional support is needed in the reading and writing modalities. At every grade level, this pattern has been displayed.

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: 255Q

School DBN: 75q255

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Richard Marowitz	Principal		1/1/01
Gregg Lopez	Assistant Principal		1/1/01
Judith Broderick	Parent Coordinator		1/1/01
Laurence Fitzpatrick	ESL Teacher		1/1/01
Lydia Pelleran	Parent		1/1/01
Yubis Lopez ESL	Teacher/Subject Area		1/1/01
Evelyn Negron Bil/teacher	Teacher/Subject Area		1/1/01
Erica Hanson	Coach		1/1/01
	Coach		1/1/01
Mary Ellen Barnes	Guidance Counselor		1/1/01
Stephanie McCaskill	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q255 School Name: PS255Q

Cluster: 75 Network: 2

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

Part A: Needs Assessment Findings

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

In September all new families attending 255q are screened to assess parent language dominance. As part of the HLS interview we are able to determine parent language of dominance. This information is recored on the Students Emergency card at school and is refered to when communication with parents is necessary. This will assist us in developing a language needs profile. This allows us to offer langauge translation for all parent based meetings and will also guide 255q's requesting of DOE letters in need of translating. In addiotion the Schools parent coordinator sends a letter to all parents asking if they need assistance in translating written information. Attached to that letter is a 'blurb' written in the parent's native language.

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.

P.S. 255Q consists of 8 units. Our school community needs written translation and/or oral interpretation in the following languages: Spanish, Russian, Mandarin, Cantonese, Bengali, Korean, Urdu, Haitian Creole, and Arabic.

The findings were reported at PTA and School Leadership Meetings as well as through contact with the Parent Coordinator.

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.

Each unit within the P.S. 255Q school will be responsible for ensuring that all written translations will be done by school staff or parent volunteers. A language need assessment is done in a timely manner at the beginning of the school year. Classroom teachers, Unit coordinators in collaboration with the schools parent coordinator will make all translating requests through the Dept of Education translation offices or school based staff fluent in desired language.

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.

Each unit within the P.S. 255Q school complex will be responsible for ensuring that all oral interpretations, including the use of TTY machine, will be accomplished by school staff and/or parent volunteers. Prior to all School functions the schools Parent coordinator will collaborate with ALL unit coordinators to prepare oral interpretation services.

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 parent coordinator will work with each unit and P.S. 255Q supervisors to ensure that parents have access to all information relevant to their child's education. PS 255Q's Administrative offices including the Parent Coordinator will access the DOE portal of translated documents and distribute accordingly. In addition the Dept of Education offices of interpretation and translation is contacted if PS255Q is unable to provide services in a specific language.

