



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: 256Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75Q256

PRINCIPAL: OSWALDO ROMAN

EMAIL: OROMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

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.

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
Oswaldo Roman	*Principal or Designee	
Hans Marryshow	*UFT Chapter Leader or Designee	
Gerdien Krohn Catherine Moore	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Matthew Kendall John Augustine	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Julia Massa	Member/teacher	
Mary Keane	Member/teacher	
Yvonne Pacheco	Member/teacher	
Erin Ferguson	Member/teacher	
	Member/teacher	
Victoria Bruce	Member/counselor	
	Member/counselor	
Lottrell Granger	Assistant Principal	
Donna Tuffour	Parent Coordinator	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, students will demonstrate improved content proficiency across basic subject areas as evidenced by successful completion of CCLS-aligned tasks appropriate to grade and content using low inference data on the final student work performance tasks.

Comprehensive needs assessment

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

In preparing for the conversion from the NYS Learning Standards to the Common Core Learning Standards (CCLS) by school 2013-2014, our educational teams and students need additional experience in utilizing these standards in lesson planning to provide academic rigor. Our state assessment results for the 2011-2012 school year show that 57% of our 3-8th grade students are performing a level 1 in ELA and 43% at level 2+. In math, 44% perform at level 1 in grades 3-8 and 56% at level 2+. In order to better prepare for the state assessment exams, the need to expose students to academic rigor is evident.

Instructional strategies/activities

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

A.) Strategies/Activities and C.) Steps taken to include teachers

--Teachers will collaborate with each other to examine student work samples during common periods (Collaborative Inquiry Teams) (weekly/bi-weekly). The school based coach as well as administration will provide support, as identified. Support may include but are not limited to inter-class visitations, in classroom support, professional dialogue/conversations, sharing of student work during common planning and professional development workshops.

-Training on NYS Common Core Learning Standards (3 times per year – September opening, Election Day and Brooklyn-Queens Day)

-Curriculum mapping/unit planning (ongoing)

-Development of school based Units of Study – Standardized and Alternate/ELA and Math (ongoing, monthly)

-Utilization and adaptation of NYCDOE bundles for CCSS alignment (Fall)

-Development of ELA and Math rubric including rating 1-4 (Fall)

-Examining student work samples (collaborative inquiries) (weekly/bi-weekly)

Target Population:

Students

Responsible Staff Members:

Teachers

Paraprofessionals

Administration
Coach
Unit Coordinators

Implementation Timelines (see above)

Interval (frequency) of periodic review:

-Ongoing as noted above, ranging from weekly to 3 times a year

Instruments of measure:

Curriculum maps and rubrics
Lesson plans with alignment to CCSS

Projected gains:

1st semester – one content area completion
2nd semester – the other content area completion

Strategies to increase parental involvement

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

In order to increase parental involvement, our parent coordinator will be hosting a parent workshop to inform parents about the implementation of bundles with a corresponding memo notifying them of the upcoming units in ELA and Math. In addition, students will receive homework related to the units for parents to work on with his/her student at home. We also sent home monthly parent newsletters (elementary) with information related to the curriculum to share theme and skill related information with parents (NYSAA).

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:

Funding:

Per Session money – teachers/supervisors (curriculum development)

Service and program coordination

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

Common planning, collaborative inquiry teams, 'Lunch and Learn' meetings to modify and adapt 'bundles' to develop standard based, meaningful units of study for both alternate and standardized students with corresponding rubrics. These professional conversations help differentiate instruction for our students by developing attainable units of study for our students. We are incorporating these bundles into the curriculum maps.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, students will improve proficiency in math as evidenced by a 2% increase in scale scores on the NYS math exams.

Comprehensive needs assessment

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

The state assessment results for the 2011-12 school year show that 44% of our students are performing at level 1 in grades 3-8 for math, and 56% performed at level 2+. In addition, Acuity results and www.edperformance.com/Scantron results from the fall 2012 assessment demonstrate that students are performing below grade level.

Instructional strategies/activities

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

A.) Strategies/Activities and C.) Steps taken to include teachers

Overall:

P256Q will analyze the results of our formal and informal assessments to identify skill deficits and in turn, will provide professional development for teachers to work to improve student outcomes in these identified areas. In addition, we will create Collaborative Inquiry Teams to provide teacher with additional support regarding targeted skill deficits.

Our assessment and programs utilized are noted as follow (by grade level/content area):

Scantron (1x a year – fall 2012)

Acuity online (2x a year – fall and spring)

Completion of test analysis (spring 2012) with distribution to teachers (fall 2012)

Math Resources:

- Units of Study and Skills of the Week (ongoing)
- Math and Focus (grade K-5)
- Prentice Hall (grade 6-8)
- Impact Math (grade 6-8)
- Coach Crosswalks for Math
- STAMS
- AIS Math
- BrainPOP

- ECLAS2 (2-3x times per year, depending on grade level – September, January, March)
- Pacing Calendars (Math) (ongoing)
- Weekly common planning (standardized) for discussion of strategies, programs and best practices
- Utilization of laptop cart for lesson implementation twice per week per class
- Teacher Resource Binder – ‘Everything You Need to Know’ (fall)
- Creation of Student Portfolios demonstrating student progress through assessment and student work samples (ongoing)
- Web based programs for enhancement of skills/supplement instruction (i.e. Smartboard, BrainPOP, Math aquarium, etc.)

Inclusion

- Participation in the general education curriculum with paraprofessional support, daily
- Direct and/or indirect instruction from SETTS providers (1 period per day) in all identified academic areas
- Middle SETTS providers attend monthly general education curriculum meetings

Targeted Population:

Students

Responsible staff members:

Administration
Teachers
Paraprofessionals
Students
Related Service Providers

Measure of Progress:

- Review of Student Portfolios (1 per month, per teacher) demonstrating student progress as seen in informal assessment results, mastery of goals in student work samples, conferencing notes demonstrated targeted skills, etc.
 - Student conferencing – students will be actively involved in the process of student binder creation (accountable talk) as evidenced through conference logs.
 - Review informal data (Scantron, Acuity) after assessment periods, during walkthroughs and for formal observation
- Determine ‘value added’ in Math 3% by review of data (as scored are reported)
- Common planning meeting discussions (weekly) – identify areas of need and support implementation of best practices and effective strategies/methodologies.
- Periodic Walkthroughs (ongoing) focused on domains related to Teacher Effectiveness

- Formal and informal observations (ongoing) to observe evidence of best practices and competency identified in teacher self-assessment and goal setting forms
- Inquiry team meetings (1x per month) and review of progress (ongoing) following the developed action plan – collection of data quarterly.
- Review IEP goals and objectives for mastery (minimum of 3x on report cards, 1x for annual review)
- Annual review process
- Team meetings, as needed
- PPT meetings, weekly
- Completion of Standardized Look Fors ((3 areas – classroom environment, planning/instruction and data collection) during walkthroughs, observations and common planning meetings to observe evidence of best practices and competencies (evidence gathered as per teacher growth plan, 2-3 times a year)

Scheduling

Teacher schedules will need to address periods of common planning/special trainings for appropriate staff members. Creative Scheduling allows for greater homogeneous grouping.

Strategies to increase parental involvement

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

Continue to encourage parents to utilize ARIS and to make the Common Core Library resources available to them. Regularly scheduled meetings for parents, hosted by the speech department to inform and support parents in working with their children at home (i.e. homework). Incorporation of web-based programs that can be utilized at home to support students’ mastery of Math skills (i.e. Prentice Hall, Math and Focus, etc.). Utilize of the leadership team, parent coordinator and our ELL teacher to outreach to parents through a newsletter and/or phone calls and memos to parents regarding study skills and procedures for test taking, particularly as the test nears in the spring.

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:

Funding for instructional programs and materials (i.e. Read 180, Headsprout, textbooks, etc.) is from the following sources:

- OTPS –
- NYSTL textbook (object code 0337)
- NYSTL software (Object code 0199)
- NYSTL library (Object code 0338)
- Instructional Monies (General Supplies: Object code 0100)

Service and program coordination

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

We have a variety of instructional activities including but not limited to our Emotional Literacy program (middle school), project arts activities (i.e. Literature for Life, American Globe Theatre – Shakespeare, etc), Title 3 after school program, Multi-cultural celebrations/luncheons, AIS, , etc.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, K-8th grade standardized students will increase occurrence/frequency of two (2) identified social emotional competencies (social awareness and self-management) that relate to Social Emotional Learning Standards, as evidenced by a 5 point increase in raw scores (post-test) over baseline (pre-test) using low inference data (i.e. teacher questionnaire) from the DESSA (Devereux Student Strengths Assessment).

Comprehensive needs assessment

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

Being a District 75 School, all of our students have Individual Education Plans (IEPs) and 100% of our K-8th grade standardized students receive counseling as a related service to address various behavioral issues. During the school year 2011-2012, we had an average of 8 referrals to the SAFE room (CIT) each day, which interrupts student learning. We also have 17 students with crisis management paraprofessional (CPs) for this subgroup of students, and continue to aim at improving student behavior and to promote independence by completing functional behavior assessment (FBAs), behavior Intervention Plans (BIPs) and decrease the need for CPs when appropriate. The goal of the emotional literacy program is to give students the skills needed to regulate his/her behavior and ultimately, works on interpersonal relationships and functioning within a community.

Instructional strategies/activities

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

A.) Strategies/Activities and C.) Steps taken to include teachers

-Participation in Emotional Literacy in all classrooms, including clusters

-Creation of school wide charter, classroom charters,

-Utilization of mood meter throughout the day (daily)

-Journal writing (daily)

-Kudos Box (weekly) – give compliments between students

-Development of lessons related to emotional literacy with a focus on vocabulary (3 times a week)

-Therapeutic Crisis Intervention (TCI) training for teachers and paraprofessionals (4 day course as scheduled on DO website) – this course supports teachers in understanding the conflict cycle and provided strategies for de-escalating potentially aggressive and explosive situations with students. In learning and effectively utilizing these strategies programmatically, the need for one to one management paraprofessionals will decrease.

-Completion of Functional Behavior Assessments for students with 1:1 crisis management paraprofessional (annual) with a minimum of 2 weeks of data on a

targeted problem behavior. These identify the interventions and support needed for classroom teams in dealing with student behavior and in turn, help in identifying professional development.

- Distribution and implementation of Positive Behavior Intervention Supports (PBIS) manual handbook (fall)
- Utilization of the School Wide Information System (SWIS) program (middle) for reports/data collection (daily) (print and distribute for review during common planning, monthly)
- Behavior Point Sheets (daily)
- Behavior Matrix (daily)
- Implementation of hierarchy of levels earned (initial set-up – fall)
- Ability to earn 'Clubs'/special activities (theatre trips, cooking programs, science club, etc.)/school store (weekly)
- Monthly assemblies related to Behavioral Matrix (Middle School)
- Development of a Positive Acknowledgement System
- Implementation of SAFE (crisis intervention) room (daily)
- Occurrence Reports (as appropriate)
- On site trainings and PBIS meetings (bi-monthly)
- Pupil Personnel Team Meetings (weekly)
- Consult with district personnel, as needed (monthly with David Adams)
- Weekly Behavior Newsletter (Middle School)

Responsible Staff members:

Administrators
Teachers
Students
Crisis Intervention Team
Paraprofessionals
Counseling
Agency Support

Schedule:

- PPT meeting (2x a month)
- Special schedules for monthly assembly programs
- Common planning (weekly)
- PBIS meeting (2x a month)

Measure of Progress:

- Data review
 - Interval of Periodic Review: bi-monthly
 - Instrument of measure: SWIS data, occurrences/suspensions, mood meter data
- Projected Gains: decrease of 2% every 2 months from January through June 2013 as seen in number of occurrences, suspensions and referrals to CIT as compared to last year's monthly data sheets.

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:

Funding for special activities/incentives and instructional materials is from the following sources:

OTPS –

-Instructional monies (general – supplies, object code 0100)

-Fundraising

Service and program coordination

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

We are focusing on providing new opportunities for our students to grow into well-rounded individuals. Our transition plans are looking at students' interests, in order to build his/her skills vocationally. For example, our high school programs work with Co-op Tech in Manhattan (i.e. beauty school, plumbing, welding, and engineering) and the ECAD Dog Training program. We are also working with a community Youth Officer to address Bullying and Drug Prevention issues. Lastly, our implementation of an Emotional Literacy program helps to teach students to self regulate, utilizing new vocabulary words to identify emotions and feelings. These experiences aim at decreasing behaviors by building student success and interest.

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	<ul style="list-style-type: none"> • Great Leaps • Career Choices • Read 180 • NYS Regents Exam Coach • Coach Jumpstart • Scholastic Reading Skills • Wilson Reading Program • Power Up • Step Up to Writing • Emotional Literacy • SMILE • Headsprout 	Small Group Instruction, One-to One, Tutoring	Services provided during school day
Mathematics	<ul style="list-style-type: none"> • Math • Career Choices Mathematics Program • NYS Regents Exam Coach Algebra • Coach Jump Start • Math One XL Program • Math Skill Builder 	Small Group Instruction, One-to One, Tutoring	Services provided during school day

	<ul style="list-style-type: none"> • Math Skill Builder Practice • Math Games • Math Coach Jumpstart • Ablenet Equals 		
Science	<ul style="list-style-type: none"> • NY Coach, Science • Barons Regents Review • Science A-Z • Brain Pop • National Geographic Learning Resources • Ablenet Focus on Science 	Small Group Instruction, One-to One, Tutoring	Services provided during school day
Social Studies	<ul style="list-style-type: none"> • Trade books, • Primary Sources, • Stepping Out Life Skills Program • NYS Global History Regents Coach • NYS US History Regents Coach 	Small Group Instruction, One-to One, Tutoring	Services provided during school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Positive Behavior Intervention Services • Emotional Literacy 	Daily Points Sheet Emotional Literacy Resources	Daily, throughout the 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.

As a school, we have focused on hiring teachers that are licensed/certified in his/her content area of instruction, particularly in our high school program. Educational teams also have access to professional development opportunities through www.district75pd.org related to Common Core Standards, Children's First Initiative Institute (lead teachers/APS), as well as on-site workshops and turn-key trainings. We are in our second year of utilizing the SANDI assessment with the NYSAA population, which is directly tied to the CCLS. Teachers participate in a goal setting process consisting of development of a growth plan (related to the Danielson Framework) for the year. School staff and administration have high expectations, rigorous curriculum and ongoing professional development opportunities both in and out of our school. Our first year teachers are each provided with an experienced mentor teacher for one year to provide one on one support (2x a week). For all teachers, our school schedules weekly common planning, 'Lunch and Learn' meeting, monthly faculty meetings, inter-visitations from site to site and workshops and in-services for cohorts of staff (i.e. paraprofessionals, NYSAA teachers, SA teachers, elementary v secondary, etc.).

In regard to behavior, four of our 8 sites we have a crisis management team that is trained in Therapeutic Crisis Intervention (TCI) and are available throughout the day to assist and support classroom teams in dealing with behavior for both alternate and standardized students, in and out of the classroom. Professional development opportunities are available for all staff to learn to address inappropriate behaviors effectively (i.e. TEACCH, TCI, www.district75pd.org, etc.). We also schedule regular team meeting for specific students as well as Pupil Personnel Team meeting to address ongoing issues. These supports aim at allowing teachers to feel confident in classroom and behavior management strategies which in turn, make them feel successful in their efforts.

Lastly, this year we reached out to one of the department heads at St. Joseph's College to obtain qualified candidates for participation in our recruitment/ hiring process (interview, mini lessons, etc.). We look forward to building on this relationship in the future.

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 Arthur Fusco	District 75	Borough Queens	School Number 256
School Name 75Q256			

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

Principal Oswaldo Roman	Assistant Principal Susan McNulty
Coach Lori Masticovo	Coach
Teacher/Subject Area Alexandra DePasquale	Guidance Counselor Elizabeth Kaufman
Teacher/Subject Area type here	Parent James Hiller
Teacher/Subject Area type here	Parent Coordinator Donna Tuffour
Related Service Provider type here	Other Jeannine Gomez
Network Leader	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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	479	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	7.93%
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Part II: ELL Identification Process

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

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

P256Q follows several steps in order to identify all ELL students. We begin with the administration of the HLIS (Home Language Identification Survey) through an informal, oral interview with the parent of a new student, if this protocol has not been followed at the CSE. All ELL's are served as per their IEP. This informal, oral interview is conducted in English and in the Native Language. All ELLs are served as per their IEP. This survey is completed within ten days of admission into the New York City School System. If it is determined that the child's home language is a language other than English and the child is an ELL (English Language Learner) we review the child's records and information in the ATS system to confirm whether or not the LAB-R was given. If the student needs to receive the LAB-R, the ESL teacher administers it. If students whose native language is Spanish, do not pass the LAB-R, they are administered the Spanish LAB. The LAB-R is only given in the event that the CSE has not followed procedural protocols for new ELL admits that receive ESL or Bilingual services and are District 75 special education students. Ms. Alexandra DePasquale, a licensed, certified, New York State, English as a Second Language Teacher, conducts all initial screenings, HLIS interviews, the formal initial assessment, the LAB-R and the NYSESLAT. In order to annually evaluate ELL students we use the results of the NYSESLAT. To determine NYSESLAT eligibility ATS reports, such as, the RLER, which provides a report that lists students that are eligible to take the LAB-R and/or the NYSESLAT, the RLAT, which provides a list of students' score for the last three years on the NYSESLAT and LAB-R, or the RNMR, which provides a list of modality breakdowns in the areas of listening, speaking, reading, and writing on the NYSESLAT. The ESL teacher makes sure that all four components of the NYSESLAT are administered by using a checklist. These results describe the students' English language performance level based on scores from four modalities; Listening, Reading, Speaking, and Writing. Students' scores on this exam assist us in determining each student's progress toward English proficiency. Based on the raw scores from the NYSESLAT, all ELLs, including "X" coded students (students who are served as per their IEP) are categorized as either: Beginner, Intermediate, Advanced, or are deemed proficient in the target language.

Options for children placed in District 75 in Special Education that are English Language Learners are discussed with parents at the Educational Planning Conference at the CSE (Committee on Special Education), where the initial IEP is written. Parent choice letters are not applicable in District 75. Mrs. Donna Toffour, our Parent Coordinator, explains the procedure to parents with the assistance of a staff member that speaks their native language, if necessary. The program choices in NYC for ELLs are explained to parents by the CSE. It is explained to them that the New York City Department of Education offers English Language Learners; TBE, Dual Language, and Freestanding ESL, however based on current CSE recommendations, our school is only able to provide freestanding ESL. Parent outreach is done by our parent coordinator, Ms. Donna Tuffour. All correspondence is disseminated to parents in their Native Language. As stated above, since options are discussed with parents at the CSE level, entitlement letters, parent surveys, and program selection are not typically used at the school level. At the CSE planning meeting the parent is provided with interpretation services in their native language, as needed. As stated, program discussions are made at the CSE level in conjunction with the parents. Therefore, the trend is meeting the physical and cognitive needs of the students, because this is typically the principal concern of the both the CSE and the parents.

The Committee on Special Education and the Placement Officer at District 75 determine placement with the parent by offering tours of

schools that are available for children with disabilities and offer Bilingual classes or ESL services. The sites chosen for touring depend on what kind of program the student has been placed in based upon his or her disability.

The parents' choice of sites are not solely based on their child's English Language needs. Parents predominantly choose a site that addresses the needs of their child as it pertains to their disability. Program models are offered based on the student and his or her educational needs as per their IEP mandates. The program models are aligned with the CSE evaluation of what the student needs most. Since our school does not have any bilingual classes, students whose IEP recommends TBE, TBEs are provided with ESL services by an ESL teacher and an Alternate Placement Paraprofessional that speaks English and the Native Language.

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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	0	2	2	3	3	3	2	6	6	8	1	1	38
Total	1	0	2	2	3	3	3	2	6	6	8	1	1	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	18
SIFE	4	ELLs receiving service 4-6 years	14
		Special Education	38
		Long-Term (completed 6 years)	6

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	0	18	14	3	14	6	1	6	38
Total	18	0	18	14	3	14	6	1	6	38

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

C. Home Language Breakdown and ELL Programs

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

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
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		2		2	1	3	2	5	5	4	1		26
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian						1			1	1	1			4
French														0
Korean														0
Punjabi				1		1								2
Polish					1						1			2
Albanian														0
Other											2		1	3
TOTAL	1	0	2	2	3	3	3	2	6	6	8	1	1	38

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?

Instruction is delivered using two different models. Our school does not offer any Bilingual classes at this time; therefore, the students mandated for Bilingual classes receive ESL services and are placed in a classroom with an Alternate Placement Paraprofessional that is fluent in the Native Language of the student and English. The ESL teacher uses the Push-In (Co-Teaching) model and the Pull-Out model when providing services. The groups are made up heterogeneously, in terms of their ESL requirements, but are homogeneous in terms of their cognitive needs.

In our model, the ESL teacher is required to provide a detailed schedule to the principal and assistant principals in order to ensure that the mandated number of instructional minutes are being provided in agreement with grade and proficiency levels. This is in accordance with CR Part 154 regulations. The classroom teachers are also given a copy of this schedule.

Beginner and Intermediate level ELL's in grades K-8 receive 360 minutes per week. Advanced ELL students in grades K-8 receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. Beginner level ELL's in grades 9-12 receive 540 minutes per week of ESL services. Intermediate ELL's in grades 9-12 receive 360 minutes of ESL instruction per week. Advanced ELL's in grades 9-12 receive 180 minutes of instruction in ESL and 180 minutes of instruction in ELA per week. For all grades and instructional levels the Push-In or Pull model is alternated daily.

The content areas are delivered in the Push-In model by using instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, T.P.R. (Total Physical Response), Think-Pair-Share, Learning Experience Approach, Text Re-presentation, cooperative learning, and small group instruction to enrich language development. The ESL teacher accomplishes this with the assistance of the classroom teacher and the Alternate Placement paraprofessional when necessary in English and the native languages.

The content areas are delivered in the Pull-Out model by, using instructional approaches and methods like cooperative learning/group work, discovery, the Wilson Reading Program, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction to enrich language development. The ESL teacher accomplishes this with of the Alternate Placement paraprofessional when necessary in English and the native language.

Instruction is differentiated for all ELL subgroups through several method's which include, adapting materials for students in 12:1:4 and 6:1:1 populations (these are defined later in this document). SIFE students are taught by using a multi-sensory and multicultural approach. ESL materials are infused throughout all aspects of the instruction SIFE students receive. They have access to libraries that are aligned to

A. Programming and Scheduling Information

the ELA Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English language needs of our SIFE students. SIFE students work with the ESL teacher who alternates the push-in and pull-out models. The use of technology is also incorporated into the curriculum for all SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language.

ELL students that have less than three years are subject to the same learning standards as non-ELL. In addition to meeting the ELA standards, ELL students will demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students with less than three years are expected to equally participate in all New York City Department of Education Standards for all subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of ELLs. They modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language.

All ELL students with less than three years of ESL services receive additional ELA Academic Intervention Services (AIS) instruction two times per week in order to prepare for the New York State ELA exam. The AIS instruction is given in English and in the native language when necessary. Additionally, because NCLB now requires ELA testing for ELLs after one year of receiving ESL services, all newcomers receive ESL and AIS.

ELL students that have been receiving ESL services for four to six years have received an extension of services. These students are subject to the same learning standards as non-ELLs. In addition to meeting the ELA, Math, Science, Social Studies and all standards, ELL students will demonstrate cross-cultural knowledge by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others, while in their present environment.

All ELL students that have been receiving ESL services for four to six years are expected to equally participate in all New York City Department of Education Standards for all subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of all ELLs. Instructional staff members modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, discovery, the Wilson Reading Program, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language as needed.

ELL students that have been receiving ESL services Long-Term (six years or more) are subject to the same learning standards as non-ELLs. In addition to meeting the ELA standards, ELL students will demonstrate an understanding of culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students that have been receiving ESL services Long-Term (six years or more) are expected to equally participate in all New York City Department of Education Standards for all subject areas. They are also required to take all state exams in their mandated subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of ELLs. They modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, discovery, the Wilson Reading Program, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and their native language when necessary.

ELL students with special needs (SWDs) make up all of our ELL's. They receive a modified, instructional, functional curriculum that is tailored to meet their ESL needs whether in a Least Restrictive Environment (LRE) or not that is developed to meet the diverse needs of all of our students. We use adapted materials, such as real life objects, TOBI's, Mayer-Johnson symbols, adapted books and workbooks. We adapt the directions/instructions in workbooks so they understand. Every child has their own individualized educational plan (IEP). We work on the academic goals described in the IEP for each ESL student. Some of our ELL students with special needs do not take Standardized Assessments. These students are considered NYSAA (New York State Alternate Assessment). They are required to use other assessment tools such as; the SANDI (NYSAA Inventory) and the New York State datafolio assessment. Both assessments are administered in English and the students' native language when necessary. The special needs students that have autism and receive ESL

A. Programming and Scheduling Information

services have their own individualized schedule according to their academic level. Every part of the classroom is labeled. Classrooms are center oriented. Each child has a set time of one on one instruction with the teacher in order to focus on their IEP goals. Once a week, the one on one time is with the ESL, special needs child is spent with the ESL teacher, classroom teacher, and Alternate Placement paraprofessional when necessary. All ELA, math, science, and social studies instruction is done in small groups. We are in constant contact with their parents via a communication notebook. Communication is presented in the native language of the parent. Related Services providers meet daily with classroom and ESL teachers so that therapy goals can be integrated into the classroom and the ESL goals. Data is composed daily in all subject areas based on their progress. The data is collected through the use of data collection sheets, observation and student work. All these strategies and methodologies are implemented to accelerate english language learning.

For some ELL students it is necessary to develop a behavior intervention plan that is individualized to meet their needs. The plans are developed by the team after using several assessment tools. The assessment tools we use are: The Functional Behavioral Analysis (FBA), The Motivational Assessment Scale (MAS), A Frequency Chart/Scatter Plot, The Autism Reinforcement Checklist, an A-B-C chart (Antecedent- Behavior-Consequence) Get Ready To Learn (parent/teacher questionnaire, and SWISS (School Wide Information System).

In Response to the New York State citation; PS 256Q provides services to all English Language Learners as per their IEP. Our ESL Teacher, Alexandra DePasquale, provides services to all 38 ELL students, some of which are, formally, known as x-coded students.

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				
Social Studies:				
Math:				
Science:				

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

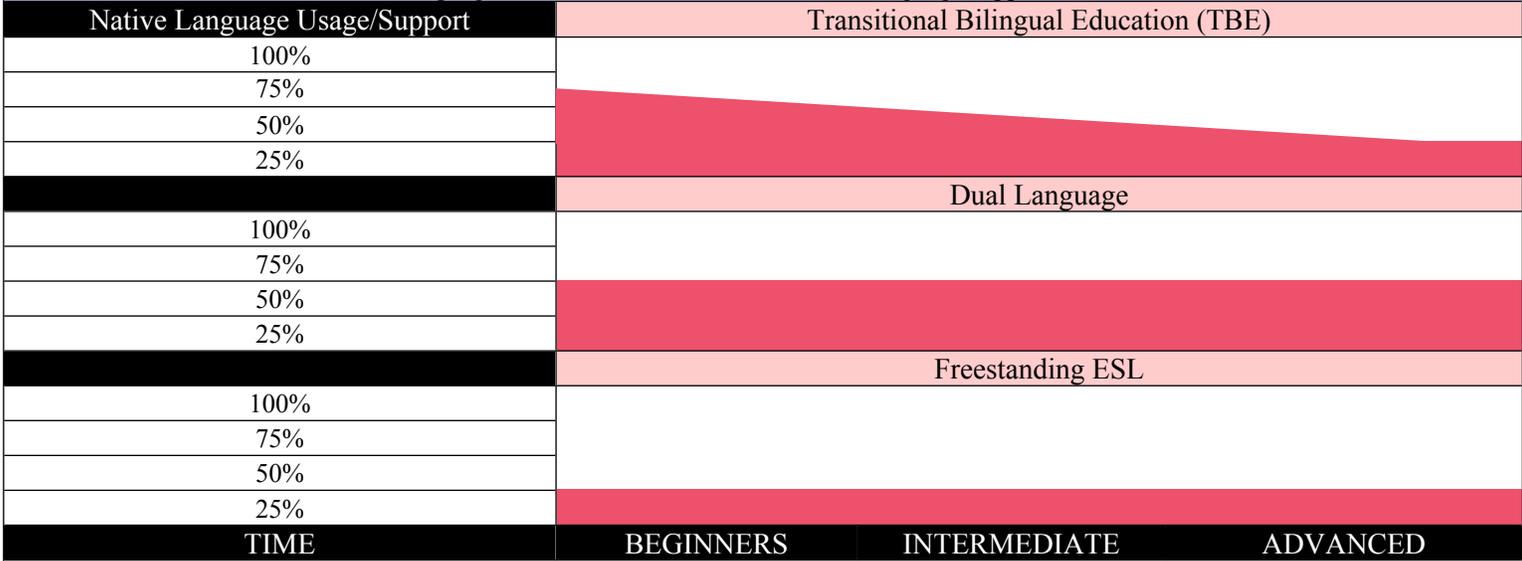
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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?

Our targeted intervention programs for ELL's in all subgroups (SIFE, newcomers less than three years of ESL services, three to six years of ESL services, six years and over of ESL services, and special needs) are Foundations, Wilson, Power-Up, Read 180, Achieve 3000, Weekly Reader, Brain Pop, and SMILE. These interventions are offered in English with the assistance of the ESL teacher and an Alternate Placement Paraprofessional when necessary.

ELL's that reach proficiency on the NYSESLAT will receive transitional support for two years. The support is offered in the form of Academic Intervention Services (AIS). The AIS instruction will be provided by a teacher in a small group two times per week.

At this time, we are considering using different methods in our Title I program. We are discussing the use of a push in model so that we can address more children and share instructional strategies in hope to increase language acquisition.

We do not plan on discontinuing any programs this year.

ELL's participate in all school activities during the school day. At all our sites, all ELLs fully participate and are afforded equal access to all school programs. These programs included all curricular and extracurricular activities such as daily classes and full academic programs, special holiday performances, Field Day, Community Mayors Trips, Plays, Awards Assemblies, Earth Day, ECAD (training service dogs), Vacation and Community Service, VETA, Theater trips via project arts monies, and Mouse Squad. All students are invited by sending home letters to their parents in their Native Languages. We are currently offering a Title III afterschool program for our High School English Language Learners. PS 256Q established a Title III, after school, supplemental language instructional program for English Language Learners in the residential treatment program at the MercyFirst site in Syosset that began in the 2011 - 2012 school year. Instruction will be delivered in English using ESL methodologies. This supplemental language instructional program, titled "Crossing Cultures in the ESL Classroom: Building English Language Skills Through the Arts" focuses on supporting students who are reading below their grade level while fostering the acquisition of listening, speaking, reading, and writing skills in English. PS 256Q serves students in grades K - 12, however; the supplemental language instructional program serves 12 students in grades 10 - 12 in a 12:1:1 setting to maintain the appropriate grade range and IEP ratio for participating students who are at the Beginner, Intermediate, and Advanced English proficiency levels according to the NYSESLAT.

"Crossing Cultures in the ESL Classroom: Building English Language Skills Through the Arts" was selected as the topic of the after school supplemental instructional program because of the benefits of using authentic materials and meaningful cultural experiences to support the development of ELLs reading, writing, listening, and speaking skills in the classroom. Additionally, the ESL teacher submitted a needs assessment to the principal after reviewing IEP goals, standardized assessment scores, student work, and NYSESLAT scores. Data based on the needs assessment showed that additional supplemental instruction across the four language acquisition areas: listening, speaking, reading, and writing, indicated that more instruction was needed. The following New York State Learning Standards will be addressed: English as a Second Language Standard 5: Cross-Cultural Knowledge and Understanding, English Language Arts Standard 4: Language for Social Interactions, The Arts Standard 4: Understanding the Cultural Contributions of the Arts, and Career Development and Occupational Studies Standard 3a: Universal Foundation Skills. The curriculum and lessons were developed to engage students in meaningful, authentic experiences where they can make connections to their native or adopted cultures using technology. All ELL's receive their mandated related services in accordance with their IEP.

Our school uses a variety of instructional materials to support our ELL students within all subgroups in ELA and Social Studies. For all ELL subgroups on the elementary and middle school level we use the Wilson Foundations Program, Wilson Reading System, New York State ELA/Social Studies Coach, Explode the Code, Achieve 3000, Weekly Reader, classroom libraries that contain a variety of native language books and McGraw Hill Reading Textbooks with supplemental materials. Jump Start and Brain Pop are two programs used that involve technology. Our school uses a variety of instructional materials to support our ELL students within all subgroups in Math and Science. For all ELL subgroups on the elementary and middle school level we use the Equals Program, Everyday Math, and McGraw Hill Math Textbooks with supplemental materials, Science Coach, and FOSS kits. Our school uses a variety of instructional materials to support our ELL students within all subgroups in ELA. For all ELL subgroups on the High School level we use Wilson, Read 180, WEX, Power-Up, classroom libraries that contain a variety of native language books, and school newsletters. Reading A-Z.com and Brain Pop are two programs used that involve technology. Our school uses a variety of instructional materials to support our ELL students within all subgroups in Math. For all ELL subgroups on the High School level we use Prentice Hall and math manipulatives. Career Zone, RoadsToSuccess.org, and The Mint.org are three programs used that involve technology. Our school uses a variety of instructional materials to support our ELL students within all subgroups in Science. For all ELL subgroups on the High School level we use FOSS kits, Delta Kits, Virtual Labs, and Mobil Science Carts. Our school uses a variety of instructional materials to support our ELL students in Social Studies. For all ELL subgroups on the High School level we use Core Libraries and Primary Resources. UniTyV and History Education DVD's are two programs used that involve technology. All our classrooms utilize smartboards.

Native language support is delivered in the Push-In and Pull-Out program models by modifying the instruction. Typically, the ESL and/or classroom teacher does this with the assistance of the alternate placement paraprofessional when applicable. Resources and materials for our ELL students are made age and grade appropriate via teacher adaptations.

All required services support all ELL's ages and grade levels. All resources correspond to ELL's ages and grade levels.

Newly enrolled ELL students are invited to observe a class with their parent(s) and are given a tour of the school. These activities begin once the District 75 placement officer offers our program to the student and his/her family.

English Language Learners are offered Spanish as an elective if they attend our High School site.

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)?

Our school does not currently have a 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.

All ELL personnel at our school attend professional development four to five times during the school year. These personnel include: Assistant Principals, Bilingual/ESL Coordinators, Paraprofessionals, Classroom Teachers (Special Education and General Education), ESL Teachers, Guidance Counselors, Speech Therapists, Occupational Therapists, Physical Therapists, and the Parent Coordinator. These workshops are offered through District 75 and at the school level. They cover NYSESLAT testing, LAB-R testing, ESL methodologies, and compliance information. The ESL teacher and the ESL Liaison attend these workshops. On the school level, all staff members attend three workshops per school year on balanced literacy (11/08/11), content area instruction (tentatively 06/07/12), and informal assessments (09/09/12) that incorporate using ESL methodologies. Teachers and paraprofessionals with ELL students in their classroom attended an introduction to ESL on 11/08/11.

When ELL's transition from elementary to middle school or middle school to High School we provide our teachers with support so they can best assist the student with the transition. Teachers are encouraged to meet with the child's new classroom teacher and ESL teacher so to provide background knowledge, share strategies, and discuss ways in which to guide the student toward English fluency and enable them to transition from elementary school to middle school and middle school to high school.

Many of our teachers require the mandate of 7.5 hours of ELL training as per Jose P. If the training is taken within District 75, teachers are provided with two, five hour sessions and given a certificate as proof of participation. The certificate is then logged in and stored in the employee's personnel file at the main site.

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?

Parents are a valuable resource for our ESL teacher and classroom teachers because they have essential information about their children that is vital for planning meaningful educational experiences. District 75 occasionally offers ELL specific workshops to ELL parents. When such a workshop is available, we send home a note to the parents in English and in their Native Language, District 75 posts it on their website and we post the information on our school web-site and on school bulletin boards. Also, translators, comprised of bilingual staff are available during conferences and other non-ELL related workshops. We are not partnered with any agencies or Community Based Organizations at this time. Our non-ELL related workshops for parents usually pertain to children with disabilities or standard based instruction. A notice announcing the meeting is sent home in the languages necessary. Our school's parent coordinator ensures adequate communication with parents and families of ELL students and plans accordingly. If, on the notice, the parents check off the box that they will be attending the meeting, the Parent Coordinator makes the appropriate accommodations for them in terms of language needs. The ELL parents are invited to participate in PTA meetings. Our ESL teacher, Ms. Alexandra DePasquale, and a bilingual translator for assistance, meet with parents to discuss specific needs when a parent requests a meeting.

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)	1	0	2	2	2	3	3		3	4	3		1	24

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)					1			2	2	1	3			9
Advanced (A)									1	1	2	1		5
Total	1	0	2	2	3	3	3	2	6	6	8	1	1	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5					0
6					0
7					0
8		1			1
NYSAA Bilingual Spe Ed			1	8	9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5									0
6									0
7									0
8					1				1
NYSAA Bilingual Spe Ed					1		8		9

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8	1								1
NYSAA Bilingual Spe Ed							2		2

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	2		0	
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.

To assess the early literacy skills of our ELLs our school uses ECLAS-2 for our elementary school students in grades K-3 and periodic assessments such as Acuity Predictive and Performance Series for grades 3-8. These tests are used with our standardized assessment students. To assess the early literacy skills of our NYSAA students in grades K-8 we use the SANDI (NYSAA inventory) and classroom data collection sheets. With the information we obtain based on the results of the aforementioned assessments we can conclude that our ELL students should remain in the small, structured, special education class they are placed in so that they can continue to work on their early literacy skills. The assessments we use identify students that have been flagged with an indicator of “At Risk” and we adjust our school’s instructional plan accordingly. This information helps us provide immediate support in the students’ low performing areas. With this data, we can review the ELL’s individual progress during common planning periods and preset strategies can be implemented. Two of our 38 ELL students are in grades 3-8 and participate in Standardized Assessment. Both showed little or no improvement in all areas of their periodic assessments. One of these students was flagged as “At Risk” by the periodic Performance Series evaluation. Nine of our 38 ELL students participate in the New York State Alternate Assessment (NYSAA). Of the nine, all exhibited improvement in their ELA skills as evidenced by their SANDI (NYSAA Inventory) and classroom data collection sheets.

Data patterns across proficiency levels on the LAB-R and NYSESLAT revealed that the longer an ELL student continues to receive services he/she gains fluency in speaking. Their proficiency level in the modality of speaking increases. The data also indicates that in the modality of listening and reading, ELL students are making marginal gains. The data shows that our ELL students did not make any advancement in the modality of writing. Data patterns reveal that the older grades have made more significant progress than the younger grades in terms of the LAB-R and the NYSESLAT.

The patterns across NYSESLAT modalities effect the ESL teacher’s instruction significantly. The ESL teacher and other instructional staff use this information to provide immediate support in the students’ low performing areas. With this data, we can review all ELL’s individual progress during common planning periods and predetermined strategies can be applied across all academic areas.

The patterns across proficiencies and grades are significant. Data revealed that the longer an ELL student continues to receive services he/she gains fluency. Their English speaking proficiency increases. The data also indicates that in the area of listening and reading, ELL students are making marginal gains while they did not make any advancement in writing. Data patterns suggest that the older grades have made more significant progress than the younger grades. Sixteen of the 38 ELL students are High School Students. Of the 16, two passed the RCT in Math, one passed the RCT in Geometry, and one student passed the RCT in Science. These exams were all given in English. In addition, four students exhibited moderate improvement on their Acuity High School Predictive Assessments, also, given in English. Our school did not give any exams in native languages. PS 256Q has an ESL program only. The results of ELL’s periodic assessments guide our instructional practices.

The results of these assessments aid school leadership and teachers in planning and appropriately modifying curriculum so that ELL’s can improve their English language skills while meeting the Standards. The information acquired from the periodic assessments helps educators to provide immediate support in the students’ low performing areas. This support is provided in the form of smaller group size for ESL services and additional AIS instruction. Subsequent periodic assessments provide data as on each child’s improvement.

The periodic assessments are providing our school with the data necessary to plan appropriately and create meaningful, modified curriculum. We recognize that the concentration should be primarily on reading and writing. In all modalities the material should be presented in English and in their native language.

The success of our ESL program will be evaluated by using the following methods; NYSESLAT results will be evaluated in all modalities (listening, speaking, reading, and writing) for each individual ELL. NYSAA scores will be assessed and compared to the previous years for all ELL students in all mandated subject areas. Acuity Predictive and Performance Series will be evaluated based upon prior totals. ECLAS-2 and the Brigance Inventory will be used to determine whether or not AIS instruction is needed to enhance early literacy skills. Regent and RCT scores will be used to determine if a High School ELL is in need of tutoring. When scores rise in these areas our success with our ESL program will be determined.

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: <u>256Q</u>		School DBN: <u>75Q256</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Oswaldo Roman	Principal		11/15/11
Susan McNulty	Assistant Principal		11/15/11
Donna Tuffour	Parent Coordinator		11/15/11
Aexandra DePasquale	ESL Teacher		11/15/11
James Hiller	Parent		11/15/11
	Teacher/Subject Area		11/15/11
	Teacher/Subject Area		11/15/11
Lori Masticovo	Coach		11/15/11
	Coach		11/15/11
Elizabeth Kaufman	Guidance Counselor		11/15/11

School Name: 256Q

School DBN: 75Q256

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		11/15/11
Jeannine Gomez	Other <u>ELL Liaison</u>		11/15/11
	Other		11/15/11
	Other		11/15/11
	Other		11/15/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q256

School Name: 256Q

Cluster: 4

Network: 4

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.

We utilize the Home Language Identification Survey, Informal Oral Interview in English/Native Language and data from ATS reports, specifically the RDGS and RHLA to identify the different languages that are spoken in our students' homes.

Our Parent Coordinator is essential in the process of identifying the parent population that has Limited English Proficiency. The Parent Coordinator also ensures that parents have the opportunity to receive the necessary information for supporting their children academically in their 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.

Our findings indicate that at present we have 38 students whom have been identified as LEP students. It is imperative for us to recognize that translation and interpretation services are not limited to parents of students identified as English Language Learners. There are 10 different languages spoken in our students' homes. 38 students need written and oral communication services. Of our student population of 479, the breakdown of the primary languages spoken in our students' homes is as follows:

English: 441; Spanish: 26; Haitian Creole: 4; Punjabi: 2; Bengali: 1; Polish: 2; Urdu: 1; Portuguese: 1; Karen: 1; and Darsi: 1.

At teacher conferences and Professional Development Trainings, we make our school community aware of these findings and discuss their implications.

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.

Recognizing that the Translation and Interpretation Unit, located at 45-18 Court Square, provides NYC Department of Education schools with an internal resource for requesting written translation services, our school will make use of the services provided by the Unit. For instance, they can provide translation of critical documents such as Discipline Codes, Parent Handbooks, Parent Bill of Rights, Standard Letters from the school nurse, registration, application, and selection; standards and performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges.

Any personal note regarding, but not limited to; health, safety, legal or disciplinary matters; entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program shall be translated and interpreted by school staff or the Translation and Interpretation Unit .

Since the Translation and Interpretation Unit is only available for citywide and regional conferences and workshops, suspension hearings and impartial hearings, the Unit cannot meet all our written translation services. Therefore, we will make use of our bilingual, school staff and employ other strategies. We can offer per-session monies to school staff so that they may provide written translation services to parents who have limited English proficiency. This will permit us to conduct parent workshops that will be able to disseminate pertinent written information discussing various topics. Our staff can translate and interpretate in Spanish, Punjabi, Haitian-Creole, Darsi/Farsi, and Bengali. We will need oral translation and interpretation services for the languages; Turkish, Portuguese, Polish, and Karen.

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.

As above, the Translation and Interpretation Unit as well as school staff will provide 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>.

Our Parent-Coordinator is essential regarding parental notification requirements for translation and interpretation services.