



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P4Q  
**DBN (i.e. 01M001):** 75Q004  
**Principal:** MARCY BERGER  
**Principal Email:** MBERGER3@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** ADRIENNE EDELSTEIN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Marcy Berger	*Principal or Designee	
Paula Thomas	*UFT Chapter Leader or Designee	
Raquel Mays	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sybil Barlow	Member/ Parent	
Doris Jones	Member/ Parent	
Heather Doorly	Member/ Parent	
Marcia Sampson	Member/ Parent	
Tamika Edwards	Member/ Parent	
Jacqueline Berman	Member/ UFT	
Caroline Barry	Member/ UFT	
Susan Seo	Member/ UFT	
Alison Watterson	Member/ UFT	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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 2014, students with autism in alternate assessment programs (Grades 3-8), will continue to improve mathematic proficiency by demonstrating a 10% increase in skill mastery as evidenced by completion of unit assessments.

### **Comprehensive Needs Assessment**

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

Standard assessment at P4Q has involved State and City exams and specific assessments and curriculums. With the increased number of students in alternate assessment in various P4Q sites, the need for common assessments and curriculum became apparent. Using SANDI and FAST during the 2013-2014 school year has begun to give us necessary data; however comparisons among sites, student groups and subgroups were not previously used. With the continuing implementation of Citywide Expectations and Common Core Standards, the math assessment, "Equals" was used with all alternate assessment students with autism, classes (33 in total) in addition to SANDI and FAST. During 2013-2013, of the 183 alternate assessment student using Equals, 100% of these children gained, on average, only an 8.4% mathematic proficiency.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. All 6:1:1 alternate assessment students are assessed using Equals and SANDI/FAST to determine the current level of functioning and identify sub groups within the class. Teachers are able to divide their classes into smaller groups to facilitate differentiated lessons. Paraprofessionals also work with these smaller groups. Use of varied manipulatives and "High," "Medium" and "Low" strategies within Equals is incorporated into each lesson.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Instructional funds were used to purchase the "Equals" program for our expanded alternate assessment classes. Staff has been trained in the assessments and the program at either or both the District level and the school level. Coordinators at each site work individually and in teacher groups. In-school coach travels among sites to ensure teacher understanding, implementation and continuity.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers are participating in grade conferences and weekly collaborative team meetings to discuss teaching strategies, using the Equals program, and comparing assessment results. Clear deadlines for assessment completion enables staff to determine effectiveness of lessons and student understanding of topics.

#### **D. Timeline for implementation and completion including start and end dates**

Implementation begins in September 2013 and continues through June 2014. Monthly calendar is as follows:

September 2013- June 2014 – Teachers in alternate assessment Grades 3-8 will continue to use "Equals" as both a program and as a math assessment.

- Teachers will continue to be trained to connect lessons to the Common Core Standards, targeting the 2013-2014 math focus.

- Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet, develop curriculum maps and pacing calendars with grade and cluster teachers.

- Grade conferences will focus on evaluating student growth over time.

- Benchmark #1 will be completed and baseline data generated.

- On-going professional development will be given to the staff.

- School-based coach, administrative support, and mentors will model instruction.

February 2014 – Benchmark #2 will be completed.

-Assess student progress and re-teach skills needed for students.

-Additional training and support given to staff as needed.

March 2014 - June 2014 – Benchmark #3 will be completed. Student data will be analyzed.

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

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet and discuss the assessment results in order to plan next steps. Administration, school-based coach and coordinators will meet with the staff to determine issues arising with assessing student work; create rubrics and next steps to be taken. AbleNet (the company who sells Equals), provides webinars and step by step details regarding implementation of curriculum. Food Services provide breakfast to all students, enabling them to focus and learn. Title III monies are used to provide supplementary programs through the Arts during evening or after school hours to enhance language skills for English Language Learners. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts and including Very Special Arts Festival. P4Q participates in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE), across the sites. EASE is designed to increase special education students’ communication, socialization and academic skills through integrated, arts-based approaches

**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).

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

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Tax Levy monies were used to purchase additional “Equals” kits for 6:1:1 K-5 alternate assessment classes. P4Q school-based coach, technology cluster teacher, coordinators, mentors and classroom teachers. Professional development will be offered through district and in-house. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet. Per session and per diem money is used to provide substitutes for professional development. Title III money will incorporate families of English Language Learners with cultural activities. Reso A money was used to purchase Smartboards and iPads, encouraging learning through technology. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts and including Very Special Arts Festival. P4Q participates in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE), across the sites. EASE is designed to increase special education students’ communication, socialization and academic skills through integrated, arts-based approaches.

**Goal and Action Plan #2**

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 2014, students in standardized assessment, Grades 3-6, will improve their mastery of speaking and listening skills as evidenced by a 10% increase in proficiency as measured by the common core standards-aligned rubric.

### ***Comprehensive Needs Assessment***

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

This goal was begun last year as the school's response to the Citywide Expectations for 2012-2013 based on the Speaking and Listening Common core standards. As a school-wide focus, we recognized that we needed to increase student engagement in the areas of questioning, discussion techniques and student participation. 75.7% of the students in grades 3-6, standard assessment, during 2012-2013, demonstrated increased effective engagement when participating in class discussions as evidenced by a score of Level 2 or higher on the performance rubrics based on CCLS. Our goal this year was to increase the proficiency of all students in speaking and listening skills.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

All standard assessment, Grades 3-6 students will be assessed using Performance Series, to determine the current level of functioning and identify sub groups within the class. Teachers are able to divide their classes into smaller groups to facilitate differentiated lessons. During this school year, 2013-2014, staff and students were introduced to new ELA curriculum (ReadyGen for K-5 and Code X for Grade 6) and Math curriculum (GoMath for grades K-5 and CMP3 for Grade 6). Lessons taught will demonstrate the shift in complexity, balancing informational and literary text and building knowledge in the disciplines. Paraprofessionals also work with these smaller groups

#### **2. Key personnel and other resources used to implement each strategy/activity**

Instructional funds and Core Curriculum dollars are used to provide substitute teachers and per session hours to allow for collaborative meetings and participation in professional development. Rearranging the student and staff schedule, allowed for an extended day to facilitate additional teacher collaborations. In school coach travels among sites to ensure teacher understanding, implementation and continuity. Key staff who participated in citywide professional development turnkey the information to other staff within the same grades.

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

In the fall of 2013, we rolled out new curriculum. Teachers are participating in grade conferences and weekly collaborative team meetings to discuss teaching strategies, using the new core curriculum programs, and comparing assessment results. Clear deadlines for assessment completion enables staff to determine effectiveness of lessons and student understanding of topics. The Instructional team has collaborated on developing rubrics to determine student progress.

#### **4. Timeline for implementation and completion including start and end dates**

September 2013 – October 2013 – Teachers will use previous tests (State and City) and assessments results and IEPs to form differentiated instruction groups within classes. These groupings will be reflected in lesson plans. Teams of teachers will be working as groups to look closely at students' current work, understand the steps needed to reach the level of performance that the Common Core demands.

October 2013 – June 2014 – Results from Performance Series will be printed out for each class and student. Instructional Team and administrators will participate in grade conferences to ensure classroom and cluster teachers are teaching sub-skills to generate appropriate differentiated instruction. Sub skills will be assigned by teacher to individual students based upon their results with the focus on areas needing improvement. With a focus on increasing rigor, teachers will work with groups of students to voice and back their opinions with evidence from the text. District and school based coaches will guide teachers in using graphic organizers ("Thinking Maps") and test taking strategies. Teachers' questioning skills will help students to develop higher order of thinking. CCLS units of study will be adapted to appropriate functioning levels.

February 2014- June 2014 – Instructional teams will work with classroom teachers to compare results of Fall and Winter Performance Series results. The teacher teams will look closely at resulting student work to continue the cycle of Inquiry, make future instructional adjustments with specific next steps. Genuine student work samples

are being looked at in order to calibrate scores.

June 2014 - By June 2014, students in standardized assessment, Grades 3-6, will improve their mastery of speaking and listening skills as evidenced by a 10% increase in proficiency as measured by the common core standards-aligned rubric.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet, discuss the assessment results in order to integrate informational text and students' ability to write responses. Teachers, where possible are planning their own departmentalization for their ELA period and grouping students in a homogenous manner based upon assessments. Administration, school-based coach and coordinators will meet with the staff to determine issues arising with assessing student work; create rubrics and next steps to be taken. Food Services provide breakfast to all students, enabling them to focus and learn. Title III monies are used to provide supplementary programs through the Arts during evening or after school hours to enhance language skills for English Language Learners. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts and including Very Special Arts Festival. P4Q participates in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE), across the sites. EASE is designed to increase special education students' communication, socialization and academic skills through integrated, arts-based approaches

**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).

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

**Goal and Action Plan #3**

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 2014, standardized assessment students in Grades 3-6 will improve their mastery of writing skills as evidenced by a 10% increase in proficiency as measured by

the common core standards-aligned rubric.

### ***Comprehensive Needs Assessment***

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

Common Core Learning Standards focus on the students' reading more informational texts and writing about central ideas and themes. On State tests, the written sections usually pertain to informational and non-fiction passages. In examining the results of the State and City standard tests from 2011-2012, approximately 57.4% of our 3<sup>rd</sup> through 6th graders scored a Level 1 in these area, whereas in 2012-2013, 86.5% scored Level 1. Our Level 1 numbers have increased largely due to the change in exams through Common Core Learning Standards.

CCLS is the focus for lessons including Citywide Expectations involving Speaking and Listening. Thinking Maps will continue to help students become more organized and cite details from a paragraph to support opinions. The mean proficiency level in ELA during 2012-2013 was 1.82 with a range of 1.75 – 1.88. In math, the mean proficiency level was 1.87 with a range of 1.75 – 1.97. In comparison to the city's mean scores, P4Q scored .7 points lower in ELA and .77 lower in Math. This was an indication for the need to improve writing skills and rigor in demonstrating their math work. We examined patterns and trends to determine this as a school-wide student weakness. CCLS units of study are evaluated using the common rubrics and results are discussed including next steps to make instruction meaningful to students during common planning periods.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. All standard assessment, Grades 3-6 students will be assessed using Performance Series, to determine the current level of functioning and identify sub groups within the class. Teachers are able to divide their classes into smaller groups to facilitate differentiated lessons. During this school year, 2013-2014, staff and students were introduced to new ELA curriculum (ReadyGen for K-5 and Code X for Grade 6) and Math curriculum (GoMath for grades K-5 and CMP3 for Grade 6). Lessons taught will demonstrate the shift in complexity, balancing informational and literary text and building knowledge in the disciplines. Paraprofessionals also work with these smaller groups, encouraging students to apply rigor to not only ELA but in math responses.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Instructional funds and Core Curriculum dollars are used to provide substitute teachers and per session hours to allow for collaborative meetings and participation in professional development. Rearranging the student and staff schedule, allowed for an extended day to facilitate additional teacher collaborations. In school coach travels among sites to ensure teacher understanding, implementation and continuity. Key staff who participated in citywide professional development turnkey the information to other staff within the same grades. District math coach and Thinking Map coach work with these standard classes as well.

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. In the fall of 2013, we rolled out new curriculum. Teachers are participating in grade conferences and weekly collaborative team meetings to discuss teaching strategies, using the new core curriculum programs, and comparing assessment results. Clear deadlines for assessment completion enables staff to determine effectiveness of lessons and student understanding of topics. The Instructional team has collaborated on developing rubrics to determine student progress.

#### **4. Timeline for implementation and completion including start and end dates**

September 2013 – October 2013 – Teachers will use previous tests (State and City) and Performance Series benchmarks and IEPs to form differentiated instruction groups within classes. These groupings will be reflected in lesson plans. Teams of teachers will be working as groups to look closely at students' current work, understand the steps needed to reach the level of performance that the Common Core demands.

October 2013 – June 2014 – Results from Performance Series will be printed out from each class and student. Instructional Team and administrators will participate in grade conferences to ensure classroom teachers are teaching sub-skills to generate appropriate differentiated instruction. Sub skills will be assigned by teacher to individual students based upon their results with the focus on areas needing improvement. With a focus on increasing rigor, teachers will work with groups of students to voice and back their opinions with evidence from the text. District and school based coaches will guide teachers in using graphic organizers ("Thinking Maps") and test taking strategies. Teachers' questioning skills will help students to develop higher order of thinking. CCLS units of study will be adapted to appropriate functioning levels.

February 2014- June 2014 – Instructional teams will work with classroom teachers to compare results of Fall and Winter Performance Series results. The teacher teams will look closely at resulting student work to continue the cycle of Inquiry, make future instructional adjustments with specific next steps and communicate lessons learned to other school staff. Genuine student work samples are being looked at in order to calibrate scores.

June 2014 - By June 2014, standardized assessment students in Grades 3-6 will improve their mastery of writing skills as evidenced by a 10% increase in proficiency as measured by the common core standards-aligned rubric.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet, discuss the assessment results in order to integrate informational text and students' ability to write responses. Teachers, where possible are planning their own departmentalization for their ELA period and grouping students in a homogenous manner based upon assessments. Administration, school-based coach and coordinators will meet with the staff to determine issues arising with assessing student work; create rubrics and next steps to be taken. Food Services provide breakfast to all students, enabling them to focus and learn. Title III monies are used to provide supplementary programs through the Arts during evening or after school hours to enhance language skills for English Language Learners. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts and including Very Special Arts Festival. P4Q participates in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE), across the sites. EASE is designed to increase special education students' communication, socialization and academic skills through integrated, arts-based approaches

**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).

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 4. Timeline for implementation and completion including start and end dates**  
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 2. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 3. Key personnel and other resources used to implement each strategy/activity**  
1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.

**5. Timeline for implementation and completion including start and end dates**

1.

**6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6.

***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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
<p><b>ELA</b></p>	<p>An AIS school based coach will be integrated to assist teachers and students alike. Teachers, during professional periods, tutored students scoring Level 1 on State and City exams in accordance with NCLB/SED. On the elementary level, use of Wilson’s Foundations (both used to address decoding, encoding sight word fluency, vocabulary, phonemic awareness and print knowledge), Voyager Passport (addresses reading comprehension, fluency, critical thinking and vocabulary development. Additionally, Strategies to Achieve Reading and Aim Higher Reading Comprehension and Ready – NYS CCLS ELA workbooks will be utilized. Performance Series (assessment test which provides item skills analysis to determine individual skills needed by students) is being used to differentiate tutoring. Smartboards, Ipads and laptop carts were used at all sites. During Chapter 683 summer program, Summer Success in Reading (using articles in a student’-style magazine to improve reading comprehension) is used for all elementary grades. Alternate assessment, 6:1:1, students with autism are also receiving AIS on an individual basis and use Unique, Voyager and</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.</p> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Academic Intervention Services will be provided to students during the school day.</p> </div>

	Edmark (focuses on beginning reading and language development for non-readers), word games, Picture Exchange Communication System (PECS) and Discrete Trial Instruction (DTI).		
<b>Mathematics</b>	<p>An AIS school based coach will be integrated to assist teachers and students alike. Teachers, during professional periods, tutored students scoring Level 1 on State and City exams in accordance with NCLB/SED. On the elementary level, use of games and manipulatives will be used (drill exercises aimed at building fact and operation skills. Additionally, Ready – NYS CCLS Math (used to reinforce the “hows” of taking an exam) and NYC Mathematics Practice for Mastery (with drill and practice) have been used for AIS. Smartboards, Ipads and laptop carts were used at all elementary school sites. During Chapter 683 summer program, Summer Success in Mathematics (introduces, reinforces and reviews key math concepts) is used for all elementary grades. Alternate assessment, 6:1:1, students with autism are also receiving AIS on an individual basis and use Equals, Picture Exchange Communication System (PECS) and Discrete Trial Instruction (DTI).</p>	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.</p>	<p>Academic Intervention Services will be provided to all students during the school day</p>
<b>Science</b>	Academic Intervention Services will be provided to all students who scored Level 1 and Level 2 on the 4 <sup>th</sup> grade State Science exam according to NCLB/SEDD during the school day. Use of hands on materials (i.e. science kits through FOSS	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.</p>	<p>Academic Intervention Services will be provided to all students who scored Level 1 and Level 2 on the 4<sup>th</sup> grade State Science exam according to NCLB/SEDD during the school day.</p>

	<p>and Pearson/Scott Foresman), test prep materials will be used for 4<sup>th</sup> grade science exam. Technology at all levels and integration into all curriculum areas will be encouraged. Smartboards, Ipads and laptop carts were used at all elementary sites.</p>		
<p><b>Social Studies</b></p>	<p>5<sup>th</sup> grade Social Studies State exams are no longer administered, however, in accordance with Common Core Learning Standards and Citywide Expectations, informational text from Social Studies concepts and facts are integrated into tutoring. An AIS school based coach will be integrated to assist teachers and students alike. Targeted support of SS topics through the CCLS units will continue. Technology through Smartboards, ipads and laptop computers will be integrated into sessions with a focus on geography</p>	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.</p>	<p>Academic Intervention Services will be provided to all students during the school day</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Students in crisis, requiring temporary hospitalization, ACS removal or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed. All students have a Behavior Intervention Plan as part of the IEP and an additional Functional Behavior Assessment (FBA). Both plans are written by the classroom teacher and the counselor. FBA's are reviewed weekly to determine if there is a decrease in negative behaviors. If students are hospitalized, school personnel will continue visitation and contact. Girls Club and Boys Club are held once a week in small groups of</p>	<p>Small group, one-to-one sessions and peer tutoring will be used as appropriate. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis.</p>	<p>Academic Intervention Services will be provided to all students during the school day</p>

	students who have earned the right to participate through their behavior plan. Level trips and Level certificates are earned by the students.		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.		
<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> 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**  
**MAY 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 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;
- PTA meetings, SLT meetings, IEP meetings, parent workshops and weekend family events
- 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;
- 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., 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>75</b>	Borough <b>Queens</b>	School Number <b>004</b>
School Name <b>P4Q</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Marcy Berger</b>	Assistant Principal <b>Alexandria Markovich</b>
Coach <b>Jugraj Kaur</b>	Coach
ESL Teacher <b>Louis Tallerico</b>	Guidance Counselor <b>Dori Kaplan</b>
Teacher/Subject Area <b>Elizabeth Engelmann/Classroom</b>	Parent <b>Raquel Mays</b>
Teacher/Subject Area <b>Joyce Ruocco/Art</b>	Parent Coordinator <b>Vanessa Murray-Miles</b>
Related Service Provider <b>Edwin Santiago</b>	Other
Network Leader(Only if working with the LAP team)	Other

### 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	408	Total number of ELLs	62	ELLs as share of total student population (%)	15.20%
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	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	62	Newcomers (ELLs receiving service 0-3 years)	47	ELL Students with Disabilities	62
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	0

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	47			15						62
Total	47	0	0	15	0	0	0	0	0	62

Number of ELLs who have an alternate placement paraprofessional: 37

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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	1	10	9	8	7	2	1		4					42
Chinese		1	1	2		1								5
Russian														0
Bengali		1	2	1	1	1								6
Urdu		1												1
Arabic														0
Haitian														0
French														0
Korean			1				1							2
Punjabi				1	1									2
Polish														0
Albanian														0
Other				3			1							4
<b>TOTAL</b>	<b>1</b>	<b>13</b>	<b>13</b>	<b>15</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>62</b>

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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	12	9	12	7	1	2		2					46

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	3	2	2	2	0							10
Advanced (A)			1	2	0	1	0		2					6
Total	1	13	13	16	9	4	2	0	4	0	0	0	0	62

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	!Und
4	3	0	0	0	
5	1	0	0	0	
6	3	0	0	0	
7					
8					
NYSAA Bilingual (SWD)				14	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		0		0		0		
4	2		1		0		0		
5	1		0		0		0		
6	3		0		0		0		
7									
8									
NYSAA Bilingual (SWD)							14		

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		0		1		
8									
NYSAA Bilingual (SWD)							3		

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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

This is the first year we are using DRA-2 for our K - grade two standard assessment classes. Most of our ESL students are able to understand and respond to oral questions demonstrating that they comprehended the text read to them. When analyzing the Fluency and Decoding section, we find that they score low in fluency due to the fact that when they are reading they spend most of their time decoding the separate sounds of the words. They also struggle in independent reading and on the reflective response. The writing component wasn't tested on most of our ESL students because you have to score at a certain level before being tested. Of those who did test, the writing skills of these students are far below their grade level. The DRA - 2 scores them at little to no skill. This is similar to the upper grades NYSELAT results where the students score highest in Speaking and Listening and lower on the reading and writing sections. The ESL teacher, the classroom teacher and the speech teacher are all working in tandem on strengthening the students fluency, reading comprehension skills, and their writing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSELAT) and grades?

The performance pattern of our students as evidenced according to the NYSELAT results is as follows: Speaking (highest), Listening (second), Reading (third), and Writing (fourth). One of our Standard Assessment ELLs are at the Beginning level, four are at the Intermediate level and five are at the Advanced level. Of our 34 Alternate Assessment students 31 are functioning at the Beginning level., three are at the intermediate level. The ELL students in Standard Assessment are currently performing at an academic level below that of their peers in ELA (0% passing ELLs /85% passing non-ELLs), and in Math (50 passing both ELLs and non-Ells), and Science (1 ELL tested ). In Alternate Assessment, 28.5% of the students tested scored Level 3 and 4 in ELA and Math, and 23.5% Level 3 and 4 in Science. The current plan for any long-term ELL is to review his NYSELAT scores, along with an evaluation of his performance in the four modalities, and consult with classroom and coverage teachers as well as the LAP committee, to determine the most appropriate goals, which would be reflected in his IEP. We offer our ELLs who are literate in L1 bilingual picture dictionaries, native language reading materials, and an appropriate bilingual alternate placement paraprofessional for students who's IEP recommends bilingual instruction, as we do not have a bilingual program. The school administers the Spanish LAB-R using a bilingual psychologist during the CSE intake. When necessary, the school contacts the CSE to send a bilingual psychologist to the school to administer Spanish LAB-Rs and/or conduct triennial reviews. Alternate Placemnt paraprofessionals serve as translators during the annual IEP review. They also translate for the ESL teacher with the families of our children when needed. For LEP students with disabilities whose IEP recommends ESL or bilingual instruction, Interventions are embedded in instruction. Our certified ESL teacher consults with students' classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking , reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students in Alternate Placement receive additional support in both their native language (NL) and English from paraprofessionals, who are fluent in the student's Native Language and in English. P4Q follows the New York State English as a Second Language Standards, Common Core Learning Standards in ELA and Math and incorporates ESL research-based strategies for standardized assessment students such as CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning, using a pull-out model for a duration of 40 minutes per session. The teacher serves as a coach encouraging students to be more explicit and always encourages students to have high expectations for their learning. In requesting an extension of ESL services, the ELL liaison notes the student's trend of a NYSELAT score of less than "P" [Proficient]. Although a "P" rating may have been earned in the speaking and listening sections of the NYSELAT, if the reading and writing sections are scored below a "P" rating, when all four sections are averaged, this generally results in an overall rating of less than "P" which indicates a repetition of entitlement status for the student in question. For these reasons the IEPs on these LEP students continue to recommend ESL services, as our students' severe cognitive and communication disabilities require a longer period of time in order for them to acquire communication skills in the target language.

3. How will patterns across NYSELAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The most recent statistical data report was unavailable and the following analysis represents patterns from past practice.

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

4. For each program, answer the following:
  - a. 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?

Not applicable

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Once the ELL learning profile has been established using multiple indicators and sources of information, the collected data is used to hone in on specific issues for intervention. An effective and comprehensive approach to promote ELLs' reading development necessarily includes targeted supplemental interventions offered to those who need more support with intensive small-group / one to one interventions, effective with populations of monolingual learners are similarly promising for our ELLs struggling with early literacy skill development.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We analyze data through a language Acquisition Laens. It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with LD. While components of language acquisition can seem to mirror LD, they do not necessarily indicate LD. Second language acquisition is an uneven, developmental process, and therefore ELLs' understanding of different language dimensions will vary at given points in time. This means it is very important to measure the multiple dimensions of language, including: grammar/syntax, morphological skills (understanding word forms and parts), semantic skills/vocabulary (understanding the meaning of words and phrases) and phonological skills and pragmatics (understanding the social rules of communication).

7. 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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Consideration is given to student aptitude when evaluating NYSESLAT scores. Standard Assessment and Alternate Assessment students who can participate in all four sections of the NYSESLAT are reviewed for their performance in overall test score (B,I,A,P), whereas those who can only achieve a recordable score on the listening and/or speaking portions are reviewed with respect to their competency in those modalities. Students who cannot perform on any section of LAB-R or NYSESLAT are evaluated solely by their performance in class assignments provided by the teacher in the appropriate methodology (ABA, TEACH). Overall, success is measured by the change in test scores and successful achievement of annual goals.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

As part of the identification process for the English Language Learners (ELLs) students, parents complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language, if their dominant language is other than English. The HLIS document is presented and completed during the initial evaluation meeting at the Committee of Special Education (CSE) with an English speaking Psychologist. The CSE always ensures that the parents are in attendance during these meetings for admittance into District 75. The parents are informally interviewed in English and in their native language by a bilingual school psychologist if necessary. At this point the LAB-R (Language Assessment Battery-Revised) is administered to determine the child's eligibility for ESL and bilingual services. The HLIS, LAB-R and Spanish LAB-R are generally administered by CSE, but may also be administered by the English speaking ESL teacher at P4Q, Louis Tallerico if this process does not take place during the initial evaluative meeting. The completion of HLIS and administration of the LAB-R must be completed within 10 days of the child's admission to any District 75 school. This same time frame of 10 days also applies to the administration of the Spanish LAB-R, in cases where the child has been identified as Spanish bilingual.

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.

Parents fill out the Home Language Survey during the Initial Planning meeting at the CSE. Once it is determined that the student is not English only at home, parents are told about the three program models when interviewed during the CSE meeting. Clarification is provided by the psychologist/bi-lingual psychologist regarding the differences between the three program models: dual language, TBE and ESL only programs. Translators ensure that the parents understand all three program choices. P4Q is a District 75 school with a freestanding ESL program, hence this is the program model choice available to our ELL parents. Since our school only provides the program choice of Freestanding ESL, we make sure that our new parents understand the philosophy behind our program by discussing it during parent/teacher teas, parent/teacher conferences and at PTA meetings between the certified ESL teacher and the parents. In addition, the ESL teacher checks every new admit's Home Language Survey ensuring that every child who is entitled to ESL will be serviced. This is done from September through August since P4Q has a twelve month school year. The ESL teacher makes outreach to the family in English and in the parent's native language through written translations or with an interpreter.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Committee of Special Education (CSE) is responsible for all forms regarding Program Selection including securing and storing them. The Home Language Survey will follow the students IEP folder. A copy is attached to the inside front cover. IEPs are locked in a file cabinet in the unit coordinator's office

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.

The findings from the Home Language Survey, the Language Assessment Battery- Revised and the Spanish Language Assessment Battery-Revised determine student eligibility and placement as an ELL and are entered on the students' IEP indicating Bilingual, or Monolingual Services with ESL. Parents receive information, while being interviewed at CSE regarding the two different ELL programs available in District 75 (Transitional Bilingual Education and Monolingual with ESL services). Translation services are provided when necessary and letters are written in the parent's native language. At that time parents will request which program they prefer. The parents are offered schools to site visit which have the model that they selected.

The program models offered at our school are aligned with the parents' requests. Parents are informed that instruction is delivered

using both the push-in and pull-out models and the following student to staff ratios exist at our school: 12:1:1, 8:1:1 and 6:1:1. In addition, Mr. Tallerico (the English as Second Language Teacher) administers the NYSESLAT (New York State English as a Second Language Test) each Spring. This test is administered in four discrete sections: Speaking, Listening, Reading and Writing. Each section is scored individually and the sum of all sections are totaled and then the average score is determined.

If we discover that the HLIS and subsequent LAB-R were not administered at CSE, the permanent certified ESL teacher, Louis Tallerico, will administer the Language Assessment Battery Revised-- LAB-R. The assessment score may show that the student is in need of English as a Second Language (ESL) services and the ESL teacher, Mr. Tallerico, will place the student in the freestanding ESL program at P4Q according to their proficiency level. Using the student's LAB-R score or NYSESLAT score, when available, the ESL teacher will be able to identify ELL students' proficiency levels (Beginner, Intermediate, Advanced and Proficient). The LAB-R helps determine the correct placement, "bilingual" or "ESL only" at P4Q according to the level of performance in the student's native language. A bilingual psychologist is available to conduct intakes at the CSE and to conduct triennial reviews for students who have been classified as bilingual. Annual reviews are conducted with the help of alternate placement paraprofessionals who provide translation services between the staff and parents.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

A student is mandated to take all four sections each Spring until he/she scores a total averaged score of "P" (Proficient), which exempts the student from any future obligation to be retested. Students who receive any other score "B" (Beginner), "I" (Intermediate) or "A" (Advanced), must be administered the NYSESLAT again each subsequent Spring, unless they have received a "P" rating. In order to determine the number of NYSESLAT tests to order each Spring and who is eligible to take the NYSESLAT, Mr. Tallerico must inventory all those who are currently mandated to be tested. This information is supplied through reports through ATS, which determines who is eligible to take the test, with the following codes: RLER, RLAT. Mr. Tallerico and Ms. Kittai, the testing coordinator, ensure that all students eligible will take the NYSESLAT in the spring. Mr. Tallerico then prepares a schedule to ensure that all students are administered all four sections of the NYSESLAT and distributes this schedule to school administration and classroom teachers to ensure that students will be released for testing as scheduled. The ESL teacher goes from site to site, P4Q has five sites, ensuring that all students are tested in all sections of the NYSESLAT.

6. 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.) 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.  The program models at our school are aligned with the parent's requests and the student's IEP mandates. Parents are informed that instruction is delivered using the push-in and pull-out models within the following student/staff ratio models: 12:1:1, 8:1:1, 6:1:1 dictated by the student's IEP. The trend in program choice requested by the parents over the years reflects their children's placement status within the ESL program. P 4 Q does not offer a TBE program. This is explained to the parent. at the initial planning meeting at the CSE review. If a student's IEP mandates a Bilingual Language program and the school does not have a TBE program for the child, the student will receive ESL with an Alternate Placement paraprofessional. During the 2010-11 school year 13 out of 36 of the students had ESL with an alternate placement paraprofessional; whereas, in the 2012-13 school year 32 out of 40 of the students had ESL with an alternative placement paraprofessional. During the 2013 2014 school year, 36 out of 62 students have ESL with an alternative placement paraprofessional.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

ESL Program – 44 entitled ELLs are served in the ESL Program as per CR 154 mandates and 18 ELLs as per IEP mandates, for a total of 62 students. This total number includes 8 students whose IEPs indicate ESL ONLY, 36 students in Alternate Placement. ESL is provided by 1 certified ESL teacher, Mr. Louis Tallerico, through a Pull Out model of instruction. Decision on which program approach is most appropriate is based upon the students' classification, whether Standard Assessment or Alternate Assessment. Mr. Tallerico escorts the students to a separate office or therapy room where he conducts his ESL session. The program models most used are Heterogeneous, a decision influenced by time constraints imposed by scheduling ESL services among five sites distributed across separate locations. Every attempt is made to group students in neighboring achievement levels (Beginner with Intermediate, or Intermediate with Advanced). ESL groups are always made up of students from three contiguous grade levels; Homogeneous (when students of the same achievement level are distributed across more than one class room in the same building). This grouping is most common for both Standard Assessment and Alternate Assessment students; Block Schedule is used for groups of students who are both in the same class and are within three contiguous grades of one another. P4 Q has multiple sites, depending on the site and if the students are classified as standard assessment or alternate assessment will dictate how instruction is delivered. Some subjects are departmentalized depending on the block schedule and teachers preference. Classes are set up to be one grade in a class if possible but no more than three continuous grades. Self contained classes have some coverage teachers that push in while others the class goes to the coverage teacher's classroom. All classes are heterogeneous.

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)?

Standard Assessment ELLs at the Beginner and Intermediate levels (according to NYSESLAT results) receive 360 minutes ESL/180 minutes ELA. ELLs at the Advanced level (according to NYSESLAT results) are mandated to receive 180 minutes ESL/180 minutes ELA. ELLs at the Proficient level (according to NYSESLAT) receive two years of ESL service for two additional years. 180 minutes ESL/180 minutes ELA. "Ungraded" refers to groupings of students in different grades, provided that they are three contiguous grades. ESL at P4Q currently uses the pull-out model. The ESL schedule is written to accommodate all ELLs according to their mandate.

The ESL teacher strives to provide the maximum number of mandated minutes to each ELL in P4Q's ESL program. This done through an extension of service minutes beginning with instructional meals during breakfast and extending throughout the day until dismissal.

ESL service is offered among all sites on an itinerant basis. Because of the time constraints of servicing multiple sites, our ESL teacher cannot provide the full sum of mandated minutes of ESL as stipulated by CR Part 154. ELA is taught by the classroom teacher who provides the full sum of mandated minutes of 90 minutes per day (New York City).

At P4Q, There is one long-term ELL in grade 6. The current plan for any long-term ELL is to review his NYESLAT scores, along with an evaluation of his performance in the four modalities, and consult with classroom and coverage teachers as well as the LAP committee, to determine the most appropriate goals, which would be reflected in his IEP. We offer our ELLs who are literate in L1 bilingual picture dictionaries, native language reading materials, and an appropriate bilingual alternate placement paraprofessional for students who's IEP recommends bilingual instruction, as we do not have a bilingual program. The school administers the Spanish LAB-R using a bilingual psychologist during the CSE intake. When necessary, the school contacts the CSE to send a bilingual psychologist to the school to administer Spanish LAB-Rs and/or conduct triennial reviews. Alternate Placemnt paraprofessionals serve as translators during the annual IEP review. They also translate for the ESL teacher with the families of our children when needed. LEP students with disabilities whose IEP recommends ESL or bilingual instruction: Interventions are embedded in instruction. Our certified ESL teacher consults with students' classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students in alternate placement receive additional support in both their native language (NL) and English from paraprofessionals, who are fluent in the student's native language and in English. P4Q follows the New York State English as a Second Language Standards and incorporates ESL research-based strategies for standardized assessment students such as CALLA (Cognitive Academic

Language Learning Approach), TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning, using a pull-out model for a duration of 40 minutes per session. Scaffolding instruction is practiced in all subjects. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. The majority of students are on task and are encouraged to communicate what they are doing. The teacher and paraprofessionals provide clarification and positive reinforcement. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. Students are exposed to the language of Math and Science before the teacher uses the Inquiry approach to Science—this is especially helpful to our English learners. ELLs with autism will learn these words through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Applied Behavioral Analysis techniques. Standard assessment students will learn and practice vocabulary skills within the content of the lesson—i.e. defining, summarizing, comparing, classifying, explaining, etc. Grammar and language structures from the lesson are identified, becoming topics for further instruction during the ELA Block. Group activities are planned to encourage collaboration and peer interactions.

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 foster language development and meet the demands of the Common Core Learning Standards.

Regarding content area taught to ELL students, using WEBS Depth of Knowledge to ensure rigorous instruction. P4Q wants all students to read and write well and increase rigor. In addition, we also want them to learn critical thinking and understanding skills in order to communicate ideas to a range of audiences and to exhibit their knowledge through an array of media and genre. Test scores and additional teaching strategies for ELLs are discussed at collaborative team meetings. NYSESLAT results reveal ELLs' areas of strength. Of the four modalities (reading, writing, speaking and listening) ELLs show a trend in achieving their highest scores in the areas of speaking and listening; the lowest in the areas of reading and writing. Mr. Tallerico teaches content areas with this in mind. The "EDL Language Inventory" of vocabulary at each grade level and subject is used as a reference guide along with information obtained through conferencing with academic subject teachers. Discussing the individual needs and learning styles of all ESL students helps the ESL teacher when developing multiple entry points during instruction. The special vocabulary inherent to Mathematics, Science and Social Studies, for each grade level, is reviewed by Mr. Tallerico in conjunction with grade-level reading materials for ELA and using ESL methodologies. Because P4Q does not have sufficient

student enrollment to establish a Native Language program, Native Language support is provided by Alternate Placement paraprofessionals who are fluent in the student's native language. Teachers will model sentences encouraging ELLs to focus on the content and not the structure.

Teachers use the Ready Gen (K-5) and CODE-X (grade 6) for ELA/reading instruction, using 90 minute reading/writing blocks daily. Classroom teachers, speech teachers and the ESL provider work collaboratively to identify students' strengths and weaknesses, as well as analyze and assess the student's sub-skills (i.e. phonics, fluency, vocabulary, reading comprehension, etc.). This assists the teachers with differentiating ELA instruction. Other ELA programs used throughout P4Q are : Wilson, Foundations, Summer Success in Reading, UNIQUE. With the use of web-based assessments (i.e. Performance Series), teachers analyze specific strengths and areas in need of improvement for students. Assessments used for ELA include: DRA-2 (K-2), Performance Series, NYS and NYC ELA tests (grades 3-8), ABLLs, Brigance, SANDI and/or FAST

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

Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language English Alternate Placement paraprofessionals help students facilitate their learning through their native language. Classroom libraries are available for use for all students to enhance learning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
There is currently no Native Language Assessment program at P4Q. ELLs are assessed by their teachers with the assistance of the alternate assessment para in their native language. A bilingual school psychologist will be used at the Initial Planning meeting, the triennial meeting and whenever the psychologist needs to test the ELL student.
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ESL teacher utilizes classwork as an informal means to measure students' current level of achievement throughout the school year. In addition, he reviews any available formative or summative assessment results with the classroom teacher. ESL teacher tests for an 80% level of competency in all four modalities in alignment with the 80% competency stated in the annual and short term ESL IEP goals for the four modalities of language acquisition as applied to second language acquisition (ESL).
  
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

Newcomers to District 75 and the New York City School system, as determined by the Home Language Survey, will be administered the LAB-R by the CSE or ESL teacher to identify ELLS. These findings are written on the students' IEP indicating Bilingual, Monolingual Services with ESL, or Monolingual Services without ESL. For students placed in Bilingual instruction CSE will

list “Alternate Placement Paraprofessional” on the IEP. Parents receive information, while being interviewed at CSE regarding the two different ELL programs available in District 75 (Transitional Bilingual Education and Monolingual with ESL services). At that time parents will request which program they prefer. Since newcomers are generally, functionally, at the Beginner level, the ESL teacher strives to group them homogeneously in order to maximize the number of minutes and focus provided during each session. The NYSESLAT is administered each Spring to newcomers, as mandated, in order to determine continued eligibility and monitor performance for degree of advancement in each of the four modalities. The ESL instructor determines the number of minutes of services to be provided based on the students’ score on LAB-R and NYSESLAT tests. The ESL teacher reviews their IEPs, their ELA assessments and has a conference with classroom teachers to get basic information on students before administering his own informal assessments. Strengths and weaknesses are identified and individualized lessons are written. The differentiations in instruction available for all ELLs in P4Q, newcomers included, consist of PECS, hand-over-hand, repetition, etc. For Alternate Assessment ELLs, words are taught, retaught and maintained using Applied Behavior Analysis. The teacher serves as coach, encouraging students to be more explicit and always encourage students to have high expectations for their learning. Students are administered the NYSELAT yearly and test results are reviewed by the LAP team and classroom teacher. The LAP team determines educational strategies to help improve students’ areas of weakness and devises plans to improve instruction. In addition, students scoring level 1 on New York State tests (i.e., ELA, Math, etc.) will be given additional support through AIS (Academic Intervention Services)

LEP students with disabilities whose IEP recommends bilingual instruction or ESL includes interventions that are embedded in instruction. Our certified ESL teacher consults with students’ classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students in alternate placement receive additional support in both their native language (NL) and English from paraprofessionals, who are fluent in the student’s native language and in English. P4Q follows the New York State English as a Second Language Standards and incorporates ESL research-based strategies for standardized assessment students such as CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response), language experience, whole language, thinking maps/ graphic organizers, cooperative learning groups, and using a pull-out model for a duration of 40 minutes per session (average 1.5 sessions per day per each group, with a total of 8 groups). Scaffolding instruction is practiced in all subjects. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons. P4Q uses the following research-based programs: CMP3 Math, Go Math, FOSS Science Kits, Scott Foresman—Science, Code-X, Ready Gen, Foundations, Wilson, Holt McDougal Social Studies, Harcourt Horizons—Social Studies. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. The majority of students are on task and are encouraged to communicate what they are doing. The teacher and paraprofessionals provide clarification and positive reinforcement. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. Students are exposed to the language of Math and Science before the teacher uses the Inquiry approach to Science—this is especially helpful to our English learners. ELLs with autism will learn these words through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Applied Behavioral Analysis techniques. Standard assessment students will learn and practice vocabulary skills within the content of the lesson—i.e. defining, summarizing, comparing, classifying, explaining, etc. Grammar and language structures from the lesson are identified, becoming topics for further instruction during the ELA Block. Group activities are planned to encourage collaboration and peer interactions. Many ELLs are not yet able to actively participate in academic discussions. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written form (i.e. reports) or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and always encourages students to have high expectations for their learning.

ELLs receiving services from 4 to 6 years also receive scaffolding instruction in all subjects. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. ELLs receiving services for more than 6 years continue to receive NYSESLAT test each Spring and the ESL teacher continues to monitor progress in each of the four modalities of language learning and use this data to facilitate the process of developing and executing lesson plans. As with ELLs with 4-6 years service, scaffolding instruction is practiced in all subjects. Lessons are aligned with pacing guides, reading, writing, listening, and speaking activities are incorporated into lessons. This process continues until the student is either discharged from P4Q or receives a "P" rating on NYSESLAT and the mandated 2 years of ESL with 180 minutes of ESL in conjunction with ELA. LEP students with disabilities whose IEP recommends ESL or bilingual instruction: Interventions are embedded in instruction. Our certified ESL teacher consults with students’

classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students in alternate placement receive additional support in both their native language (NL) and English from paraprofessionals, who are fluent in the student's native language and in English.

P4Q follows the New York State English as a Second Language Standards, the Common Core Learning Standards in ELA and incorporates ESL research-based strategies for standardized assessment students such as CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning, using a pull-out model for a duration of 40 minutes per session. Scaffolding instruction is practiced in all subjects. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. The majority of students are on task and are encouraged to communicate what they are doing. The teacher and paraprofessionals provide clarification and positive reinforcement. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. Students are exposed to the language of Math and Science before the teacher uses the Inquiry approach to Science—this is especially helpful to our English learners. ELLs with autism will learn these words through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Applied Behavioral Analysis techniques. Standard assessment students will learn and practice vocabulary skills within the content of the lesson—i.e. defining, summarizing, comparing, classifying, explaining, etc. Grammar and language structures from the lesson are identified, becoming topics for further instruction during the ELA Block. Group activities are planned to encourage collaboration and peer interactions. Many ELLs are not yet able to actively participate in academic discussions. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written form (i.e. reports) or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and always encourages students to have high expectations for their learning. In requesting an extension of ESL services, the ELL liaison notes the student's trend of a NYSESLAT score of less than "P" [Proficient]. Although a "P" rating may have been earned in the speaking and listening sections of the NYSESLAT, if the reading and writing sections are scored below a "P" rating, when all four sections are averaged, this generally results in an overall rating of less than "P" which indicates a repetition of entitlement status for the student in question. For these reasons the IEPs on these LEP students continue to recommend ESL services, as our students' severe cognitive and communication disabilities require a longer period of time in order for them to acquire communication skills in the target language.

ELLs who have tested out but are currently enrolled in P4Q continue to receive ESL services at a rate of 180 min. per week for a duration of two years subsequent to having received a "P" rating on the NYSESLAT, as per CR Part 154 mandate. P4Q offers only ESL (not TBE or Dual Language, due to sparsity of required population at any one site), and for those students who require bilingual services we provide native language support to each student through the assignment of an appropriate bilingual paraprofessional with fluency in the student's native language. P4Q does not offer academic electives in any of the foreign languages.

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

**7. 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?**

All ELLs at P 4 Q are ELLs with SWDs. LEP students with disabilities whose IEP recommends ESL or bilingual instruction, interventions are embedded in instruction. Our certified ESL teacher consults with students' classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students in alternate placement receive additional support in both their native language (NL) and English from paraprofessionals, who are fluent in the student's native language and in English.

P4Q follows the New York State English as a Second Language Standards and incorporates ESL research-based strategies for standardized assessment students such as CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning, using a pull-out model for a duration of 40 minutes per session. Scaffolding instruction is practiced in all subjects. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. The majority of students are on task and are encouraged to communicate what they are doing. The teacher and paraprofessionals provide clarification and positive reinforcement. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. Students are exposed to the language of Math and Science before the teacher uses the Inquiry approach to Science—this is especially helpful to our English learners. ELLs with autism will learn these words through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Applied Behavioral Analysis techniques.

During the 2013- 2014 school year, P 4 Q has adopted all city approved CCLS curriculum materials to be used by the standard assessment K- grade 6 classes. This includes: Ready Gen (ELA) grades K - 5 and Code-X (ELA) grade6; Go Math (Math) grades k - 5 and CMP3 (Math) grade 6; FOSS (Science) grades K - 6 and Harcourt SS grades K - 6. Students in alternate assessment classes use CCLS materials when appropriate; in addition UNIQUE (ELA) grades PK - 8 and EQUALS (Math) grades PK - 8.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Standard assessment students will learn and practice vocabulary skills within the content of the lesson—i.e. defining, summarizing, comparing, classifying, explaining, etc. Grammar and language structures from the lesson are identified, becoming topics for further instruction during the daily 90 minute ELA Block. Group activities are planned to encourage collaboration and peer interactions. Many ELLs are not yet able to actively participate in academic discussions. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written form (i.e. reports) or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and always encourages students to have high expectations for their learning. In requesting an extension of ESL services, the ELL liaison notes the student’s trend of a NYSESLAT score of less than “P” [Proficient]. Although a “P” rating may have been earned in the speaking and listening sections of the NYSESLAT, if the reading and writing sections are scored below a “P” rating, when all four sections are averaged, this generally results in an overall rating of less than “P” which indicates a repetition of entitlement status for the student in question. For these reasons the IEPs on these LEP students continue to recommend ESL services, as our students’ severe cognitive and communication disabilities require a longer period of time in order for them to acquire communication skills in the target language.

**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:			

### 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

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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.



**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

9. 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.

The LAP team determines educational strategies to help improve students' areas of weakness and devises plans to improve instruction. In addition, students scoring Level 1 on New York State tests grades 3-8 (i.e. ELA, Math, & Science.) will be given additional support through AIS (Academic Intervention Services). P4Q does not have the required population to establish TBE or DL groups. For ESL students who are identified as bilingual through HLIS and Spanish LAB-R, the appropriate language is provided for academic support by an Alternate Placement Paraprofessional. Also, there is a bilingual psychologist available for annual review. Targeted interventions for ELLs in other academic subjects are as follows. For ELA & Math, Academic Intervention Services (AIS) will be provided to students, including ELLs, during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Other interventions include: CCLS ELA / Math Test prep workbooks, Wilson's Foundations, Summer Success (Chapter 683 program), Picture Exchange Communication (PECS), Discrete Trial Instruction (DTI), Sight Words (K-2). For Mathematics, Go Math, PECS, DTI., Math the Write Way, Connected Math Program 3 (CMP3). For Science, FOSS Kits, Reading for Content, etc. For Social Studies, NYS Document-Based Questions, Map Skills, Picturing America, CCLS ELA UNits aligned with Common Core Social Studies Curriculum.

The plan for long-Term ELL students is to monitor the progress of Standardized Assessment students through the use of web-based assessments (i.e. Performance Series, etc.) and the NYS/NYC test scores, as well as their overall classroom performance. Our focus during the 2013-2014 year is to improve test scores. Content Area Instruction follows the Common Core Learning Standards, the NYC Scope and Sequence and the uniform curriculum for ELA/Math. The use of multicultural materials is infused throughout all aspects of instruction. Literacy Instruction for all students including ELLs follows Ready Gen (K-5) and Codex (grade 6), which is supported by multicultural library books, the use of technology and the adaptation of literacy materials to meet the needs of students with severe disabilities.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL staff consists of one ESL teacher with permanent New York State license. The ESL staff works collaboratively with classroom teachers by following lesson plans, pacing calendars, units of study, use of manipulatives when appropriate. P4Q's ESL teacher confers periodically with teachers to discuss student progress and implement the above-mentioned strategies aimed at improving student performance using the common core standards. All teachers have Jose P training, ensuring that teachers learn techniques to help our ELL students learn. Analyzing the State and City test scores, Scantron Performance series, E-CLAS, DRA 2, SANDI and FAST assessments, P 4 Q is aware that we consistently score lower on the ELA assessments than on the Math assessments. The school's goal for the past several years has been in improving reading, writing and speaking and listening skills for all students. There are no foreign language electives offered at P4Q.

11. What new programs or improvements will be considered for the upcoming school year?

During the 2013- 2014 school year, P 4 Q has adopted all city approved CCLS curriculum materials to be used by the standard assessment K- grade 6 classes. This includes: Ready Gen (ELA) grades K - 5 and Code-X (ELA) grade 6; Go Math (Math) grades k - 5 and CMP3 (Math) grade 6; FOSS (Science) grades K - 6 and Harcourt SS grades K - 6. Students in alternate assessment

classes use CCLS materials when appropriate; in addition UNIQUE (ELA) grades PK - 8 and EQUALS (Math) grades PK - 8. Title III will utilize the services of Ballet Hispanico in order to encourage further parental involvement in their ELL child's educational experience. This decision is based on the success of this program in the recent past.

12. What programs/services for ELLs will be discontinued and why?

No programs or services for ELLs at P4Q will be discontinued in the 2013-2014 school year. The ELLs follow the same curriculum as non ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are invited to participate in all activities, all programs and all services offered throughout the P4Q organization. The computer lab is used by all students and each classroom has a minimum of one computer which is accessible to all students. All services and supports are provided as per the IEP for each student scheduled to receive such services, modifications and materials (including technological support). P 4 Q offers a Title III afterschool program from 5 p.m. to 8 p.m.. Title III funds are used to promote parent involvement after school for ESL students. An artist from Ballet Hispanico works with the student and his parent for six sessions learning about dance and movement with the Ballet performing one night for the families. The LAP team determines educational strategies to help improve students' areas of weakness and devises plans to improve instruction. In addition, all students scoring Level 1 on New York State tests grades 3-8 (i.e. ELA, Math, & Science) will be given additional support through AIS (Academic Intervention Services). For ESL students who are identified as bilingual through HLIS and Spanish LAB-R, the appropriate language is provided for academic support by an Alternate Placement Paraprofessional. Academic Intervention Services (AIS) will be provided to students, including ELLs, during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate for a minimum of one period per week. ELLs participate in all school programs. They participate in school performances, contests, ceremonies, etc.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Materials used to support ELLs include: Ready Gen, Code-X, Unique, Wilson's Foundations, Voyager4 Passports, Leap Pads, Strategies to Achieve Reading and Aim Higher, Summer Success (Chapter 683 Program), Picture Exchange Communications (PECS), Discrete Trial Instruction (DTI), SMILE (Elementary and Junior High), Sight Words (K-2); Go Math, CMP3, EQUALS Mathematics; FOSS Science kits, Scott Foresman Science; Harcourt Science; Harcourt Social Studies, Map Skills, Picturing America; and iPads are used with a variety of apps in all academic subjects as well as a means of communication with non-verbal students

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

P4Q does not have a Native Language program. While native language support is provided by an appropriate bilingual paraprofessional, the ESL teacher provides support in the target language (English) for students whose test scores and performance in the four modalities of language learning indicate a need for such intervention. For bilingual students whose English competency is below that of their Native Language, an Alternate Placement paraprofessional will accompany students to ESL pull-out class and provide translation when necessary. At P4Q, ELLs are included in all interventions offered to students who have not passed standardized tests as well as AA assessments. AIS (Academic Intervention Services) is provided to all students who have not passed state assessments. For AA (Alternate Assessment) students, the discrete trials and repetition approach is used regularly to facilitate learning and achievement (especially vocabulary) among our learning disabled population. The ESL teachers work in conjunction with these teachers when working with ELL students suggesting strategies in alignment with Jose P. The students receive a minimum of one additional period of Academic Intervention Services per week.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Related services are provided to all ELLs grades K - 8 as per IEP mandates. Standard Assessment ELLs receive all state

mandated subjects as per grade. Content Area Instruction follows the Common Core Learning Standards in all grades with a uniform curriculum in ELA/Math. The use of multicultural materials is infused throughout all aspects of instruction. Common Core Learning Standards instruction affords access to all, including ELLs. Literacy instruction (Ready Gen, Code-X and Unique) grades Pk - 6 is supported by multicultural library books, the use of technology and the adaptation of literacy materials meeting the needs of students with severe disabilities. Go Math, EQUALS and CMP3 are used for grades K - 8 . P4Q uses the FOSS kits and the Scott Foreman & Harcourt textbooks for Science Instruction and Harcourt for Social Studies. Services and supports such as AIS and Student test scores are crucial to the formation and development of lesson strategies by the LAP team in providing remediation and guidance in addressing students abilities and individual needs in alignment with their IEPs. ntests, ceremonies, etc. Related Services are provided to ELLs as per IEP mandates. Standard Assessment ELLs receive all state mandated subjects as per grade.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled students meet with the ESL teacher and he assesses their IEPs, test scores and individual needs. This information assists him in making recommendations regarding the newly admotted student. In addition he has a conversation with the classroom teachers, the coverage teachers, and the related servie providers offering them suggestions on what would help the child transition smoothly into the school. The newly admitted students would be able to participate in all activities offered at the school, and within the district. All ELLs enrolled in P4's programs are elligible to participate in Chapter 683 (the summer District 75 program) activities. All newcomers receive tutoring, a buddy student and a nurturing environment to facilitate language production through modeling and monitoring trends in performance across all academic areasm thpughou the school year. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies for Standard Assessment students, such as The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, thinking maps and graphic organizers . The use of technology is incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library are part of the general learning environment as the classroom library includes a variety of books of all levels that reflect the background, strengths and needs of ELLs. The ESL strategies for Alternate Assessmant students include the use of data folios, Brigance and ABA methodologies as well as Mayer-Johnson symbols to facilitate adaptation.

18. What language electives are offered to ELLs?

P4Q does not offer foreign language electives.

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Content Area Instruction follows the Common Core Learning Standards and a uniform curriculum for ELA/Math/Science/Social Studies. The use of multicultural materials is infused throughout all aspects of instruction. Common Core Learning Standards affords equal access to all, including ELLS. Literacy instruction for all follows Ready Gen (K-5) and Codex (grade 6) which are supported by multicultural library books, the use of technology and the adaptation of literacy materials to meet the needs of students with severe disabilities. Go Math is used Pre-K - Grade 5 and Grade 6 uses CMP3 Math. P4Q uses the FOSS kits and the Scott Foresman textbooks for Science Instruction and Harcourt for Social Studies. Professional development opportunities in CCLS and the new ELA/Math curriculum has been provided by the city, district and companies on an ongoing basis throughout the school year. Staff participate and then turnkey the information to other staff during their collaborative team meetings and on our extended professional development Tuesday afternoons. All staff teachers, paraprofessionals, related service providers and the ESL teacher participates in these professional development opportunities.

As students transition from grade to grade within the P4Q organization, the students' ESL teacher, being the only ESL teacher, will teach him/her at the next site where his/her promotional grade is located. Before students transition from one school level/site to another, Professional Development for all personnel who work with ELLs, including teachers, paraprofessionals, therapists, parent coordinator, etc. is provided by the ESL teacher at collaborative team meetings and during in house Professional Development opportunities. Additionally, guidance counselors will attend district sponsored Professional Development regarding transition of all students, including ELLs, and will turnkey this information to administrators, the ESL teacher, the parent coordinator, staff, and the parents.

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

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

All staff are required to attend a minimum of 10 hours of ELL training. Staff recently hired attend the Jose P. training provided by the district each year. In addition, Mr. Tallerico, the certified ESL teacher, provides ongoing Professional Development to staff in a variety of topics throughout the school year.

Topics scheduled are as follows:

September Analyzing NYSESLAT results

October Analyzing Data-Formative and Summative Assessments--Including NYS/NYC ELA & Math, NYS Science, NYS datafolios, Performance Series, DRA-2, ABLs, Brigance, SANDI and/or FAST

November	Establish Students Goals and IEP Development
December	Communicating with ESL students and their families
January	Differntiated instruction with the ESL Students and their Families
February	Instructional Strategies and Resources for Teachers with ESL Students
March	Challenges and Issues of Instructing Alternate Assessment ESL Students
April	Test Preparation for ESL Students
May	Administering the NYSESLAT
June	Next Steps

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

ELLs participate in all school programs. The Parent Coordinator sends flyers home to all students regarding extracurricular activities. ELLs participate in school performances, contests, ceremonies, etc. There are no programs offered after school at P4Q due to the fact that our students are bussed in from many communities throughout Queens. The exception is the program funded by Title III each year and P4 offers a Title III afterschool program from 5 p.m. to 8 p.m. Title III funding used to begin a movement program on six Wednesday evenings for ESL students and their parents/guardians. Artists were hired from Ballet Hispanico to work with our ELL students and staff. The goal was to use Movement to increase creativity, vocalizations, peer interactions and expressive language. In addition, 3 afternoon sessions of professional development were provided to the staff putting the art form in context of pedagogical approaches used to address the ESL and ELA connections being made during the Wednesday evening workshops.

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

The Learning Environment Survey provides important information on parents' perception of P4Q. Administration and members of the cabinet analyze survey results paying strong attention to and prioritizing parents' answers. Goals are developed with action plans to address parents' needs and perceptions. Ms. Murray - Miles, our parent coordinator, sends a newsletter home monthly, send emails to parents and phone relay to all important events and points of information. This ensures that all parents are connected to the school. Translation services is used which helps to keep all parents informed. The PTA and the School Leadership provides administration with information regarding the concerns and needs of all of our families. Many of our families are asking for activities and services outside of P4Q. The parent coordinator has a binder at all sites with information which can be distributed to all parents. Parents and families are invited to school and district activities and events afterschool, during evening hours and on weekends. In addition, Title III funding is used to increase parent/child participation in an evening of dance and movement with a dancer from Ballet Hispanico. Other concerns are discussed with the parent coordinator. All parents are given the parent coordinators cell phone number. This affords the parents the freedom to speak freely with the parent coordinator, who is empathetic to the parent. With the permission of the parent, the parent coordinator will share this information with administration. We have several staff members who speak a variety of different languages and serve as translators which cultivates trustworthy parent school relationships.

## **E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:** P004 Queens  
Lewis Carrol

**School DBN:** 75Q004

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcy Berger	Principal		11/1/13
Alexandria Markovich	Assistant Principal		11/1/13
Vanessa Murray-Miles	Parent Coordinator		11/1/13
Louis Tallerico	ESL Teacher		11/1/13
Raquel Mays	Parent		11/1/13
Elizabeth Engelmann/classroom	Teacher/Subject Area		11/1/13
Joyce Ruocco/Art	Teacher/Subject Area		11/1/13
Jugraj Kaur	Coach		11/1/13
	Coach		
Dori Kaplan	Guidance Counselor		11/1/13
	Network Leader		
Edwin Santiago	Other <u>Physical Therapist</u>		11/1/13
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 75Q004 School Name: P4Q

Cluster: D75 Network: 751

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

### **Part A: Needs Assessment Findings**

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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.

ATS reports are generated to identify native languages. Home Language surveys and Blue Emergency cards are distributed, collected and reviewed to ensure translated forms are available for parents in a language they can understand. Translated letters from the Department of Education are sent home in a timely fashion. Bilingual, in house staff is used to provide support to parental inquiries regarding school related meetings, policies and deadlines. Home notes are translated to ensure the parents' understanding of day to day classroom events. In house staff is, in turn, available to translate parent notes to teachers. An interpreter is available for all IEP annual review meetings.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All written translations will be sent home in a timely fashion. The Department of Education's website is used for many parent letters, already available in many languages. Bilingual staff is available to translate all native languages found in P4Q. If a native language is new to the school, with no in house supports, outside vendors will be solicited. Forms which need to be signed are sent home in the native language as well.

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

All P4Q's oral interpretation services are performed in house, by a school staff member fluent in the native parent/guardian's language. Parent languages include Spanish, Chinese Bengali, Korean, Urdu, and Punjabi. Staff is available for each language listed, Evening meetings will be budgeted, and per session paid to staff for their translation services. If a native language is new to the school, with no in house supports, outside vendors will be solicited through the Translation and Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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