



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.23Q
DBN (i.e. 01M001): 75Q023
Principal: JACKIE JONES
Principal Email: JJONES28@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: ARTHUR FUSCO

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
Jackie Jones	*Principal or Designee	
Mariann Giordano	*UFT Chapter Leader or Designee	
Joann Stroman	*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	
Diane Padget	Member/ Parent	
Della Doherty	Member/ Technology Teacher	
Lisa Marulli	Member/ Paraprofessional	
Robin Perstein	Member/ Unit Coordinator	
Candice Naftal	Member/ Classroom Teacher	
Tavia Trusch	Member/ Assistant Principal	
	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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 continuously enrolled and attending the day treatment programs will improve ELA proficiency as evidenced by mastery of targeted literary skills as measured by 100 point scale score increase on the Performance Series Assessment.

Comprehensive Needs Assessment

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

- In the area of ELA Standardized testing, during the school year 2010-2011, out of 150 students tested, 46% scored Level 1; 46% scored Level 2; 8% scored Level 3 and <1% scored Level 4.
- In the area of ELA Standardized testing, during the school year 2011-2012, out of 155 students tested, 41% scored Level 1; 42% scored Level 2; 2% scored Level 3, 0% scored Level 4 and 14% did not receive a performance level.
- In the area of ELA Standardized testing, during the school year 2012-2013, out of 151 students tested, 42% scored Level 1; 43% scored Level 2; 9% scored Level 3, 0% scored Level 4 and 6% did not receive a performance level.

The students at P.S. 23 Q are transient and their length of stay at our school can be as short as 2 days. This can pose a major barrier to demonstrating our school's continuous academic performance trends in that we are unable to review data for the same child from year to year.

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. Monthly faculty conferences and "lunch & learns" to facilitate the rollout and understanding of the new Common Core Curriculum (9/13, 10/13, 11/13, 12/13, 1/14, 2/14, 3/14, 4/14, 5/14, 6/14). Weekly Collaborative Learning Communities scheduled for teachers to meet during administrative periods.
Weekly Professional Development Meetings – Friday afternoon meetings to facilitate learning the new Common Core Curriculum and Requirements.
2. Utilize ARIS to review standardized English Language Arts assessment data from previous years (September 2013); All students in Day Treatment Programs grades 3-8 will be administered the Performance Series to obtain baseline data. (3x a year October 2013 (baseline), February 2014– 50 point increase, May 2014 – 100 point increase); Teachers will identify the deficit areas as identified by the results of Performance Series Assessments for all students in grades 3-8 in the area of English Language Arts (Fall 2013)
3. Standardized test preparation built into the school day (daily) and during extended school day (Tuesday – Thursday); Utilize Grades 3-8 English Language Arts Test Preparation materials, September-April/May-June
4. RTI– teacher will provide push-in small group/individualized instruction (September 2013 – June 2014); School-based Literacy Teacher will provide Professional Development on differentiated instruction and strategies for test prep (September 2013-June 2014)
5. Instructional updates from Principal (December 2013, February 2014, April 2014, June 2014); On-going review of portfolios (grade specific indicators in English Language Arts) by administration starting in October 2013 – Monthly writing samples. Feedback given to teachers.
6. Teachers to utilize "Curriculum Maps"/CCLS-aligned Units of Study developed: Treasures Reading Program K-5; Core Knowledge Reading and Listening and Skills;

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

1. Administration; Teacher Resource Center; Literacy Coach; Core Curriculum Professional Development; D75 Professional Development/Webinars teacher to turn-key information. Weekly Collaborative Learning Communities scheduled for teachers to meet during administrative periods.
2. Teachers will identify the deficit areas as identified by the results of Performance Series Assessments for all students in grades 3-8 in the area of English Language Arts (Fall 2013)
3. Classroom Teachers/Technology Teacher /Paraprofessionals/Kaplan Test prep books/SPOC
4. Classroom Teachers/School Based Literacy Teacher/ Paraprofessionals/Teacher Resource Center
5. Principal/Assistant Principals/ Paraprofessionals
6. Teachers/ Paraprofessionals/School Based Literacy Teacher/Teacher Resource Center/Professional Development D75

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

1. Agendas, minutes, feedback from professional development, collaborative grade meetings and faculty conference information to be reviewed monthly. Impact of each strategy/activity will increase scores by 50 points in 2/14 and 100 point increase 5/14 in skill sets in ELA on Performance Series when compared to the 10/13 data; increase instructional outcomes in ELA; help with differentiation of instruction.
2. Administer the Performance Series to obtain baseline data. (3x a year October 2013 (baseline), February 2014– 50 point increase, May 2014 – 100 point increase)
3. Standardized test preparation built into the school day (daily) and during extended school day (Tuesday – Thursday); Utilize Grades 3-8 English Language Arts Test Preparation materials, September-April/May-June
4. RTI– teacher will provide push-in small group/individualized instruction; School-based Literacy Teacher will provide Professional Development on differentiated instruction and strategies for test prep
5. Instructional updates follow up through classroom walk-throughs ; On-going review of portfolios
6. On-going review of portfolios; classroom walk-throughs

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

1. Increase scores by 50 points in 2/14 and 100 point increase 5/14 in skill sets in ELA on Performance Series when compared to the 10/13 data; increase instructional outcomes in ELA; help with differentiation of instruction.
2. (3x a year October 2013 (baseline), February 2014– 50 point increase, May 2014 – 100 point increase)
3. Daily; September-April/May-June
4. September 2013 – June 2014
5. September 2013-June 2014
6. October 2013-June 2014

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

1. Early dismissal on Friday for Core Curriculum professional development meetings with entire staff; scheduling for common preps for Collaborative Learning Community meetings; Lunch time faculty meetings and lunch and learns.
2. Technology lab; Students are scheduled for RTI during teacher professional periods; test prep built into daily schedule.
3. Standardized test preparation built into the school day; Grades 3-8 English Language Arts Test Preparation materials; Technology Room
4. Small group instruction during professional periods; data specialist to review, disseminate data to teachers.
5. Portfolio review (quarterly); Feedback given to teachers.
6. Collaborative Learning Community Meetings; Weekly Professional Development; Lunch and Learns

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).

- Parent Meet and Greet – September 2013;
- Parent Resource Fair – November 2013;
- Hosting Educational Family Events: Cookshop
- Cultural Field Trips – On-going
- Parent/Child Craft Workshops (seasonal)
- School Messenger
- Eye Glass Program
- Parent Support Group
- Review home language survey to ensure that both written and verbal notices are given in native language

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

NYSTL to purchase Kaplan Test Prep books; Core Knowledge Skills; Purchase of Technology Software

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 grades K-5 day treatment program will improve proficiency in Math as evidenced by a 5% increase in raw scores over baseline data as measured by formative 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.

112 students took the Go Math benchmark assessments, 83 students scored below 60% specifically in the areas of basic math skills and word problems. Due to the low test scores, it became necessary to improve math 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.

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

2. Monthly faculty conferences and "lunch & learns" to facilitate the rollout and understanding of the new Common Core Curriculum (9/13, 10/13, 11/13, 12/13, 1/14, 2/14, 3/14, 4/14, 5/14, 6/14). Weekly Collaborative Learning Communities scheduled for teachers to meet during administrative periods.
Weekly Professional Development Meetings – Friday afternoon meetings to facilitate learning the new Common Core Curriculum and Requirements.

3. Utilize ARIS to review standardized Math assessment data from previous years (September 2013); All students in Day Treatment Programs grades 3-5 will be administered the Performance Series to obtain baseline data. 3x a year October 2013 (baseline), February 2014– 50 point increase, May 2014 – 100 point increase; Teachers will identify the deficit areas as identified by the results of Performance Series Assessments for all students in grades 3-5 in the area of Math. Grades K-2 Go Math! Benchmark test fall 2013 to identify deficit areas and areas of strength.
4. Standardized test preparation built into the school day (daily) and during extended school day (Tuesday – Thursday); Utilize Grades 3-8 English Language Arts Test Preparation materials, September-April/May-June
5. RTI– teacher will provide push-in small group/individualized instruction (September 2013 – June 2014); D75 Math Coach will provide Professional Development on differentiated instruction and strategies for test prep and new Common Core Curriculum Go Math!(September 2013-June 2014)
6. Instructional updates from Principal (December 2013, February 2014, April 2014, June 2014); On-going review of portfolios (grade specific indicators in Math) by administration starting in October 2013 through May 2014.
7. Teachers to utilize “Curriculum Maps”/CCLS-aligned Units of Study developed: Go Math! K-5;

8. Key personnel and other resources used to implement each strategy/activity

1. Administration; Teacher Resource Center; Common Core Curriculum Professional Development; D75 Professional Development/Webinars teacher to turn-key information. Weekly Collaborative Learning Communities scheduled for teachers to meet during administrative periods, Paraprofessionals
2. Teachers will identify the deficit areas as identified by the results of Performance Series Assessments for all students in grades 3-8 in the area of Math (Fall 2013); Teachers will identify the deficit areas as identified by the results of Go Math1! for all students in grades K-2 in the area of Math (Fall 2013), Paraprofessionals
3. Classroom Teachers/Technology Teacher / Paraprofessionals/Kaplan Test prep books/D75 SPOC (Single Point of Contact)
4. Classroom Teachers/D75 Math Coach / Paraprofessionals/Teacher Resource Center
5. Principal/Assistant Principals
6. Teachers/ Paraprofessionals/D75 math Coach/Teacher Resource Center/Professional Development D75

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

1. Administration; Teacher Resource Center; Core Curriculum Professional Development; D75 Professional Development/Webinars teacher to turn-key information. Weekly Collaborative Learning Communities scheduled for teachers to meet during administrative periods.
2. Teachers will identify the deficit areas as identified by the results of Performance Series Assessments for all students in grades 3-8 in the area of Math (fall 2013); Teachers will identify the deficit areas as identified by the results of Go Math! for all students in grades K-2 in the area of Math (fall 2013)
3. Classroom Teachers/Technology Teacher /Paraprofessionals/Kaplan Test prep books/SPOC
4. Classroom Teachers/ Paraprofessionals/D 75 math Coach/Teacher Resource Center

5. Principal/Assistant Principals

6. Teachers/ Paraprofessionals/D75 math Coach/Teacher Resource Center/Professional Development D75

7.

10. Timeline for implementation and completion including start and end dates

1. Increase scores by 50 points in 2/14 and 100 point increase 5/14 in skill sets in Math on Performance Series when compared to the 10/13 data; increase instructional outcomes in Math; help with differentiation of instruction.
2. Performance Series: 3x a year October 2013 (baseline), February 2014– 50 point increase, May 2014 – 100 point increase); Go Math! Beginning of year inventory 2013 and again in June 2014
3. Daily; September-April/May-June
4. September 2013 – June 2014
5. September 2013-June 2014
6. October 2013-June 2014

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

1. Early dismissal on Friday for Core Curriculum professional development meetings with entire staff; scheduling for common preps for Collaborative Learning Community meetings; Lunch time faculty meetings and lunch and learns.
2. Technology lab; Students are scheduled for RTI during teacher professional periods; test prep built into daily schedule.
3. Standardized test preparation built into the school day; Grades 3-8 Kaplan Test Preparation materials; Technology Room
4. Small group instruction during professional periods; data specialist to review, disseminate data to teachers.
5. Portfolio review (quarterly); Feedback given to teachers.
6. Collaborative Learning Community Meetings; Weekly Professional Development; Lunch and Learns

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).

- Parent Meet and Greet – September 2013;
- Parent Resource Fair – November 2013;
- Hosting Educational Family Events: Cookshop
- Cultural Field Trips – On-going
- Parent/Child Craft Workshops (seasonal)
- School Messenger
- Eye Glass Program
- Parent Support Group
- Review home language survey to ensure that both written and verbal notices are given in native language

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

NYSTL to purchase Kaplan Test Prep books; Go Math!; Purchase of Technology Software

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, students enrolled in our day-treatment programs will improve their academic and social/emotional skills as evidenced by a 10% increase in the number of students moving to a less restrictive environment.

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.

During the 2012-2013 school year 268 students were discharged to less restrictive programs. P.S. 23Q is the most restrictive setting in the New York City Department of Education; most of our sites are locked facilities. Therefore it is our primary goal to move students back to community/less restrictive programs..

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

2. Maintain a log to track changes made to student placement/environment on the IEP during EPCs and Annual Reviews (Type IIIs).
3. Travel and Vocational Training Program for students transitioning to other schools/and or work (Fall 2013 and Spring 2014). Visits to possible new school placement for students and parents with guidance counselor and/or clinician prior to actual placement (on-going as needed)
4. Treatment team meetings to assess student readiness to be discharged, weekly/monthly; Transition planning group with guidance counselor/clinicians weekly (April-June 2014)
5. Type III/Decertification for any student having a CMP or STP on their IEP; Modification of FBAs demonstrating improvement in student's behavior

6. Key personnel and other resources used to implement each strategy/activity

1. To be reviewed quarterly by Principal, Assistant Principals, School Psychologist, Guidance Counselor, Paraprofessionals, Unit Coordinators , Transition Coordinator/IEP Coordinator, Parent Coordinator
2. Transition Coordinator/IEP Coordinator, Guidance Counselor, Paraprofessionals, Vocational Assessment/Survey, Travel Trainer
3. Agency Clinical Staff, Guidance Counselor, Unit Coordinators, Paraprofessionals
4. Teachers, School Psychologist, Unit Coordinators, Paraprofessionals, Parent/Student, Transition Coordinator/IEP Coordinator

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

1. Track and review Type III Log; Mid-year and end of year evaluation of discharges.
2. Track students that have successfully completed the travel training program.
3. Review vocational assessments/surveys to align Summer Youth Employment Program assignments to interests of students
4. Review Encounter Attendance Logs

8. Timeline for implementation and completion including start and end dates

1. January 2014 and May 2014, review/evaluation of discharges for meeting goal.
2. Due to the transitional nature of our program, assessments are on-going from September 2013 – June 2014.
3. Due to the transitional nature of our program, assessments are on-going from September 2013 – June 2014.
4. Due to the transitional nature of our program, assessments are on-going from September 2013 – June 2014.
- 9.

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

1. Team Treatment Meetings
2. Length of Stay Meetings
3. Transition/Vocational Assessment/Survey

4. Review SESIS IEPs

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).

1. Parent Meet and Greet – September 2013
2. Parent Resource Fair – November 2013
3. Hosting Educational Family Events: Cookshop
4. Cultural Field Trips – On-going
5. Parent/Child Craft Workshops (seasonal)
6. School Messenger
7. Eye Glass Program
8. Parent Support Group
9. Review home language survey to ensure that both written and verbal notices are given in native language

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	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.

Metro-cards
After-school program (VTEA Grant)

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.

By June 2014, students in grades K-5 will demonstrate improved proficiency in writing as evidenced by the successful completion of CCLS-aligned tasks appropriate to content and grade level as measured by low inference data and writing rubric on students' final work performance tasks.

Comprehensive Needs Assessment

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

Students in grades K-5 who took the Measures of Students Learning writing assessment performed poorly, specifically, out of 111 students, 40 students scored a 0 and 50 students scored a 1. Due to the poor performance, it became necessary to improve the students writing 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

1. The implementation of Writing Inquiry Team – elementary, middle school and high school
2. Creation of writing handbooks, by the teachers for the teachers for use in the classroom
3. Literacy Fair/Science Fair – samples of student writing celebrated

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

1. Administration, Teachers, Literacy Coach, Writing Inquiry Team, Paraprofessionals; School Wide Writing Fundamentals; iPad technology
Writing Inquiry Team (1 Administrator and 6 teachers)
Literacy Coach; Literacy Fair Committee; Science Fair Committee, Teachers, Paraprofessionals, Parent Coordinator
2. Administration, Teachers, Literacy Coach, Writing Inquiry Team, Paraprofessionals; School Wide Writing Fundamentals; iPad technology
Writing Inquiry Team (1 Administrator and 6 teachers)
Literacy Coach; Literacy Fair Committee; Science Fair Committee Teachers, Paraprofessionals, Parent Coordinator

3. Administration, Teachers, Literacy Coach, Writing Inquiry Team, Paraprofessionals; School Wide Writing Fundamentals; iPad technology
Writing Inquiry Team (1 Administrator and 6 teachers)
Literacy Coach; Literacy Fair Committee; Science Fair Committee, Teachers, Paraprofessionals, Parent Coordinator

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

4. Benchmark writing assessment and end of year writing assessment; Result of End of Year MOSLS, – increase in scores
5. Writing Handbook to assist in improving writing scores
6. Culminating writing task by students presented at Literacy Fair

7. Timeline for implementation and completion including start and end dates

1. Fall 2013, Winter 2014, Spring 2014
2. Formation of Writing Committee – fall 2013. Committee to meet bi-monthly; Handbook distributed winter 2014.
3. Fall 2013 – Assembling of Literacy Fair Committee/Science Fair Committee (monthly meetings) – March 2014 (Science Fair) and June 2014 (Literacy Fair)

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

1. Writing Literacy blocks built into schedule; have creative writing and dramatic writing classes for middle school and high school students; Computer lab;
2. Writing Literacy blocks built into schedule; have creative writing and dramatic writing classes for middle school and high school students; Computer lab;
3. Writing Literacy blocks built into schedule; have creative writing and dramatic writing classes for middle school and high school students; Computer lab

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).

Invitations sent to parents to come and read to students in classrooms; Invitation to celebrate student writing accomplishments at Literacy Fair and Science Fair.
Interim progress reports

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	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.

First Book Grant

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.

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
4.
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
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
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List any additional fund sources your school is using to support the instructional goal below.

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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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>ELA Test Prep Coach Books</p> <p>High school extended school day</p> <p>Core Knowledge Listening and Language Arts</p> <p>Core Knowledge Skills</p> <p>Code X</p>	<p>Small group instruction during the school day (Grades K-3). Skills addressed include phonemic awareness and decoding skills.</p> <p><u>Coach Books</u> – One to one or small group instruction during school day (Grades 3-8). Addresses the skills assessed on the NYS ELA Exam (Reading, Writing, Listening, and Speaking for Information and Understanding; Reading, Writing, Listening, and Speaking for Literacy Response and Expression; Reading, Writing, Listening, and Speaking for Critical Analysis and Evaluation).</p> <p><u>Extended School Day High School</u> – Small group instruction and/or one to one instruction based on review of credits by guidance counselor. Addresses the skills assessed on the NYS English Regents and RCT in English.</p>	<p>During the school day</p> <p>After school program</p>
Mathematics	<p>Math Test Prep Coach Books</p> <p>Go Math! (K-5)</p> <p>Connected Math (6-8)</p> <p>Math Steps</p>	<p><u>Math Steps</u> – One to one during the school day (Grades K-5). Reinforces basic math computation and problem solving skills</p> <p><u>High School Extended School Day</u> - Small group instruction and/or one to one instruction based on review of</p>	<p>During the school day</p> <p>After School program</p>

		<p>credits by guidance counselor. Addresses the skills assessed on the NYS</p> <p>Integrated Algebra Regents and RCT in Mathematics.</p> <p><u>Coach Books</u> – One to one or small group instruction during school day (Grades 3-8). Addresses the strands assessed on the NYS Math Exam (Number Sense and Operations; Algebra; Geometry; Measurement; Probability and Statistics).</p>	
Science	<p>Test Prep Books</p> <p>Extended School Day</p>	<p><u>Test Prep</u> – One to one or small group instruction during school day (Grade 4, 8)</p> <p>(Addresses skills necessary to pass State Exams, Regents and RCTs in the content area, including reading and writing comprehension and content-based vocabulary).</p>	<p>During the school day</p> <p>After school program</p>
Social Studies	<p>Test Prep Books</p> <p>Extended School Day</p>	<p><u>Test Prep</u> – One to one or small group instruction during school day (Grade 8)</p> <p>(Addresses skills necessary to pass State Exams, Regents and RCTs in the content area, including reading and writing comprehension and content-based vocabulary).</p>	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Promotion criteria and credits reviewed by Guidance Counselor)	One-to-one	<p>During the school day</p> <p>After school program</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA 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.		
School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 75	Borough Queens	School Number 023
School Name P 23Q		

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 Jacqueline Jones	Assistant Principal Pam Hicks
Coach	Coach type here
ESL Teacher Babita Hiralall	Guidance Counselor Iolanda Fox
Teacher/Subject Area Gerard Kingston/English	Parent Joann Struman
Teacher/Subject Area type here	Parent Coordinator Debbie Hamburger
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers 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)	347	Total number of ELLs	16	ELLs as share of total student population (%)	4.61%
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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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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	9	1	9	6	0	6	1	0	1	16
Total	9	1	9	6	0	6	1	0	1	16

Number of ELLs who have an alternate placement paraprofessional:

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
TOTAL	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
TOTAL	0	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		1			3		4			1		10
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish									1					1
Albanian														0
Other			1	1									1	3
TOTAL	0	1	1	2	0	0	3	1	6	0	0	1	1	16

Part III: Assessment

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	1	1			1	2	3			1	1	11
Intermediate(I)				1			2		2					5
Advanced (A)														0
Total	0	1	1	2	0	0	3	2	5	0	0	1	1	16

NYSESLAT Modality Analysis

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	
8	0	0	0	0	3	0	1	0	

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

New York State Regents Exam					
	Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language		English	Native Language
Comprehensive English	0		0	0	0
Integrated Algebra	0		0	0	0
Geometry	0		0	0	0
Algebra 2/Trigonometry	0		0	0	0
Math	0		0	0	0
Biology	0		0	0	0
Chemistry	0		0	0	0
Earth Science	0		0	0	0
Living Environment	0		0	0	0
Physics	0		0	0	0
Global History and	0		0	0	0
Geography	0		0	0	0
US History and	0		0	0	0
Foreign Language	0		0	0	0
Government	0		0	0	0
Other	0		0	0	0
Other	0		0	0	0
NYSAA ELA	0		0	0	0
NYSAA Mathematics	0		0	0	0
NYSAA Social Studies	0		0	0	0
NYSAA Science	0		0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

- 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.

P23Q uses Fountas & Pinnell to assess the early literacy skills of our students. The data helps teachers determine the progress in

literacy development and plan for instruction accordingly. Our school does not administer the ELL Periodic Assessment. Instead, we use a combination of assessments to gauge student progress and plan instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT shows that at the beginning level we have a total of 11 students, mostly in middle school. At the intermediate level we have our second largest concentration of ELLs (5). At the present time we do not have any advance level ELLs.
3. How will patterns across NYSESLAT 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 results of the NYSESLAT are utilized in the placement of students and how they will be serviced at the school. Our school uses this information as a tool to plan for instruction for all ELLs. This is used to schedule instruction according to their mandates. At this time the results for the NYSESLAT are not available.

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?

A) The test results for 8th graders in ELA show that one student scored a Level 1, and two students scored at Level 3. For NYS Math there were 5 score for 8th graders, 2 were at a Level 1, and three were at Level 3. In the NYS sciecn exam, three ELLs in eights grade scored at Level 3, and one ELL scored at a Level 4. At the present time there is no Native Language test result to compare the English results too.

B) Our school uses a range of data to monitor periodical assessments of ELLs, as well as, former ELLs. Early Literacy skills are monitored using Fountas & Pinnell (K-2), The New York City Performance A sssessment (3-8), and Scantron (9-12), and NYSESLAT and LAB-R exam scores. This data provides insights into reading comprehension, phonics and decoding, writing, listening and the speaking skills of ELLs. Teachers use this data to differentiate instruction through guided reading groups, strategy lessons and one-to-one conferencing. Teachers in the upper grades use Scantron periodic assessments, NYS Regents, NYS RCT, and NYSESLAT exam scores to monitor progress and guided instruction for ELL students.

C) Patterns in proficiency levels for the NYSESLAT reveal that ELLs in our school score relatively well in regards to the listening and speaking portion of the test. Traditionally, ELLs tend to score lower in the reading and writing portions. Based on these results, ESL instruction will place an emphasis on the areas of reading and writing by using fluency, comprehension and conventions across the grades. The ESL teacher provides indirect services to the classroom teacher in order to incorporate ESL methodologies and techniques into the classroom practice; and how to infuse Native Language into their lesson plans.

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.](#))
P23 recognizes that ELLs require instruction that takes into consideration the linguistic demands of academic tasks. So, our teachers teach in ways that make lessons more understandable to ELLs. Our school adheres to the two key premises of RTI; all children can learn when provided with appropriate, effective instruction and most academic difficulties can be prevented with early identification of need followed by immediate intervention.

Our school uses a variety of assessments for our ELLs such as progress monitoring assessments and outcomes assessments to measure progress towards NYSCC standards, as stated above. To prepare our ELLs to reach these goals, our teachers not only use strategies or techniques for making instruction understandable for our ELLs. These include using visuals, repeating key vocabulary, or slowing their speech. Our teachers work closely with the ESL teacher to provide meaningful, understandable lessons for our students learning English. Some strategies include: systematic attention to language development including vocabulary knowledge, related to reading comprehension as an intentional goal of every lesson. Teachers present new terms in context, talk about them, encourage students to use them in conversation and peer dialogue, and post them for students to see and use. Teachers also tap into students' experiences and link them to the lesson by asking questions about the topic, this is referred to as "building on student's background experiences".

Teachers use techniques that make the lesson more understandable by providing visual clues for students by using gestures, modeling, pictures, demonstration, and graphic organizers. Writing words on the board and/or using technologies to accompany speech, also creates a context for understanding.

Our teachers also create opportunities for practice and application of new information and concepts. These may include hands-on activities that are meaningful and engaging, more teacher modeling or guided practice, scaffolding of tasks (e.g., providing partially completed graphic organizers or outlines for students to fill-in), and explanations in the student's primary language. By using repetition and redundant information, teachers follow the simple rule "Say it, show it, repeat it" to give students multiple exposure to the information in a lesson in a variety of ways. For extra support for ELLs our teachers use technology such as PowerPoint slides, overhead transparencies, smart board, audiotaped texts, and Web sites supplements to oral presentations. Our ELLs are assessed frequently and re-taught when needed because our ELLs require repetition and redundancy to improve their conceptual understanding.

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

Our school insures that ELLs second language development is considered in instructional decisions by exposing our teachers and staff to ESL methodologies. This is done through professional developments and research. In addition, our ESL teacher goes to each of our ELL teachers and explains ESL methods for language acquisition and how they can infuse that into their everyday instructional plans. Our school has collaborative learning communities, the ESL teacher goes to the different communities to discuss how ESL methodologies can help to drive instruction.

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. Currently, our school features ESL programs only.

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

The success of P23's programs for ELLs is measured by analyzing the rate of student performance in advance towards meeting English language development goals. Language acquisition goals is analyzed for each respective grade as well as native language development for students in our push-in/pull-out language program. Indicators of student performance include: results of assessments, teacher observations, teacher/student conferences, and student portfolios. Programs for ELLs are also evaluated on the basis of consistent student participation in programs such as our Title III after school and AIS programs. On going parental involvement in our workshops also serve as indicators of the success of specific ELL programs.

Part IV: ELL Identification

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](#).)

Prior to admission to our school, students must participate in a collaborative process between the Department of Education and the Office of Mental Health. Screening appointments are set up, and the need for translation services is identified shortly thereafter.

Once students are newly enrolled, an initial interview with all parents or guardians is conducted and a Home Language Identification Survey (HLIS) is completed. The HLIS (including the informal oral interview) is conducted in English by a licensed pedagogue, our ESL-certified teacher, Babita Hiralall, and in the native language by an interpreter. This survey lets the school staff and teachers know what language is spoken in the student's home. If the HLIS indicates that a language other than English is used

by the child, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) and or the Spanish LAB for Spanish speaking ELLs, by our ESL-certified teacher, Babita Hiralall. The eligible students are tested within the first ten days of initial enrollment. The LAB-R and the Spanish LAB measures language proficiency in English/Spanish and is used to determine if a student is entitled to ESL/Bilingual programs. The Spanish LAB is administered during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. Spanish LAB scores are not used to determine entitlement under CR Part 154.

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.
If a student is entitled to services, within the mandated 10 days, the school will then inform his/her parents or guardians and provide them with a copy of the “Guide for Parents of English Language Learners” in their native language with information on the three ESL/Bilingual programs: Freestanding ESL (ESL), Transitional Bilingual Education (TBE), or Dual Language (DL). The school utilizes the Department of Education's Translation Unit, to facilitate parent communication in their native language. Our outreach plan consist of the collaboration of the Parent Coordinator, School Counselor, and/or the ESL teacher to ensure that all three program choices are understood by the parent.
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 [\[see tool kit\]](#).)
Parent Survey and Program Selection forms will also be distributed. New students whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores, are administered the Spanish LAB. The Spanish LAB is administered during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. Spanish LAB scores are not used to determine entitlement under CR Part 154. P23Q has observed more students placed in ESL classes as a result of CSE meetings with the parents, compared to the results of Parent Survey and Program Selection forms. The NYC Department of Education offers English Language Learners Transitional Bilingual Education, Dual Language, and Freestanding ESL. However, based on current CSE recommendations, P23Q is only able to provide Freestanding ESL at present. If parents choose to have their kids placed in a Bilingual program in addition to ESL classes, we will provide students with alternate placement paraprofessionals who speak the students’ native languages and work in close collaboration with classroom teachers.
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 criteria used to place identified ELL students in bilingual or ESL instructional programs are based upon the results of the NYSESLAT and the LAB-R. How a student scores on both assessments will determine their grouping. They can fall into beginning, intermediate or advanced levels. Students are instructed in homogeneous groups according to their continuum classification, age range and proficiency level. The language of instruction is English. Our ESL teacher is a NYS certified and NYC licensed ESL teacher.

We are following a Freestanding ESL Program and the organizational models are Push-In and Pull-Out. Our ELLs are in a variety of classrooms including, 6:1:1, 8:1:1, 12:1:1, and 12:1:4. Pull-Out groups are formed according to students’ grade level and level of proficiency; sessions are 45-50 minutes long. Parents are informed in their native language of their child's placement.
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.
Our ELLs take the NYSESLAT annually. To ensure that all eligible ELLs take the exam the ESL teacher (Babita Hiralall) prints out all necessary reports such as the RYOS, and the RLAT to cross reference student names. The ESL teacher and the testing coordinator then review the list to ensure that all students, including formerly known as X-coded are added to the list as well. Then, all newcomers including transfer students are double-checked to ensure that they are eligible for testing. Teachers and staff members (ESL teacher, AIS, and Coordinators are trained to administer and score the NYSESLAT according to the state regulations. The ESL teacher will evaluate English Language Learners (ELL) annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The score on the NYSESLAT will indicate if the students have gained sufficient proficiency in English to participate in a non-ESL program. In addition, the ESL teacher will review the individual Educational Plan (IEP) and will get information from SESIS and ATS to verify that all documents recommend the same service for

the student. Entitlement letters, Parent Survey and Program Selection forms are filed in the student's confidential file and a copy with the ESL teacher's files.

To ensure that all our ELLs are serviced and given the NYSESLAT we run the RYOS and the RLAT reports in ATS daily due to the transient nature of our population. We start to create a schedule in April and revise it daily. A tracking sheet is created as well.

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. [i](#)
Our school is a hospital based transitional program. The ESL model that best suites the needs of our students is the Freestanding (Push-in/Pull-out).

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])?

Our school is unique because we have five separate locations and we teach within a hospital setting. Additionally, our students are very transient. Therefore, we may have an ELL student at anytime in the school year, for any duration of time. Given our schools unique transient student population our ESL program implements a push-in/pull-out model. This is done in an effort to allow for continuity and alignment of instruction in our heterogeneous classes. An essential part of instructional strategy in our school setting is analyzing our student's different learning styles and being cognoscenti of how that changes because of their medical needs.

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)?

The mandated number of instructional minutes is provided according to students' proficiency levels in our ESL program. We will comply with CR Part 154 mandates of 360 minutes for beginner and intermediate students and 180 minutes of ELA for advanced students in elementary and middle school (grades K-8). We will also comply with the mandate of 540 minutes for beginner students, 360 minutes for intermediate students, and 180 minutes of ESL and 180 minutes of ELA for advanced students in high school (grades 9-12). ELLs formerly referred to as "X-Coded" students are served as per their IEP.

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.

Content area instruction is in English using ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR), Language Experience, Whole Language, Cooperative Learning and QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques. Multisensory approaches in conjunction with communication symbols will also be used. Content area teachers will work collaboratively with the ESL teacher and will use graphic organizers, text representation, modeling and bridging infused into instruction.

Extensive English language exposure will be provided through explicit instruction in the areas of grammar, vocabulary development and oral expression. Visuals will be used to assist comprehension, and multi-cultural materials will be infused throughout all aspects of instruction. Students' native languages and cultural backgrounds will be activated to facilitate second language acquisition, and the use of technology, music and visual cues are all incorporated to give students additional instructional support. In addition, the ESL teacher together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing. Activities are also differentiated based on students' proficiency level.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that ELLs are evaluated in their Native Language, in our Free-Standing ESL Program the push-in/pull-out. The ESL teacher (Ms. Hiralall) assess all students if she sees a need in their Native Language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We prepare our ELL students in all four modalities in many ways, through informal assessments we see how our ELLs interact in speaking, and listening via school socials and clubs (home economics, drama, computers, and on Fridays, lunch and recess. In our content area classes such as ela and science our ELL students are being assessed on a daily basis through instruction on writing and reading. NYSESLAT Preps given by the ESL teacher prepares our ELLs for the NYSESLAT and reviews all four modalities

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).

a) Students with Interrupted Formal Education (SIFE) will be encouraged to use skills they may have previously acquired in their home language to help them catch up on the knowledge they need to pass the grade, along with explicit instruction in the areas of grammar, vocabulary and oral expression. Visuals will be used to assist comprehension. AIS will be provided throughout the week. For, our SIFE high school students our extended after school program provides test- prep, credit -recovery, and vocational training.

b) Newcomers (ELLs in schools less than three years) will be provided with tutoring and peer mentoring. A buddy system will be implemented and students will be paired to help each other. Student’s native languages and cultural backgrounds will be activated to facilitate second language acquisition. Graphic organizers, text representation, book adaptations, modeling and visuals will be infused throughout instruction to facilitate comprehension and language development. A nurturing environment and AIS during the extended school day will also be provided. Our newcomers are also provided with after-school programs.

c) ELLs who have received an extension of services (receiving services 4 to 6 years) will continue to receive ESL services, as per their IEP, in accordance with their proficiency levels indicated on the NYSESLAT. We will continue to provide ESL instruction that follows the NYS ESL standards and core curriculum and incorporates ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, Scaffolding, and Cooperative Learning. Extensive English language exposure will be provided through explicit instruction in the areas of grammar, vocabulary development and oral expression. Visuals will be used to assist comprehension, and multi-cultural materials will be infused throughout all aspects of instruction. Our certified ESL teacher utilizes a Push-in/Push-out model of instruction and works with the classroom teachers to plan collaboratively in the development of lesson plans for the level of language proficiency and skills of listening, speaking, reading and writing. Students are also supported throughout the academic day.

d) Long-term ELL students will be given ESL services as per federal mandates and we will provide extra services such as extended tutoring times in addition to the services described above in order to bring them to grade level.

e) All of our ELLs have been identified as having special needs and instruction will be delivered according to each student’s Individual Educational Plan (IEP). ELLs in year one, will continue to be given support on a push-in basis to increase their academic language and fluency comprehension. ELLs in the second year, will have to maintain a portfolio of their work which would include work from all content areas. Work samples could include: book report, oral presentations etc..

Transitional students (ELLs who have reached proficiency on the NYSESLAT and are placed in a monolingual class without ESL services) will be supported for two years with AIS, and ESL (if the teacher’s schedule permits), and/or Tutoring in order to assist in their transition to an entirely monolingual setting.

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?

In the content areas of math, social studies, english and science the ELL-SWDs follow the common core curriculum. Elementary students follow Treasures for ELA; Go Math! for mathematics; they follow the NYS science and social studies pacing calendars. Middle School students are utilizing Code X for ELA and Connected Math for mathematics. High School students read authentic literature for ELA and follow grade appropriate math (algebra, geometry etc.). In addition students have art, music, drama and computers. In the art, music, drama and computer rooms students have visual, auditory, and tactile supports in the classroom as well as theme-based projects. These grade level instructional strategies provide teachers with a way to retrieve students background knowledge utilizing TPR, while developing their language acquisition. In computer class the students have access to media, visual, auditory, and tactile supports in both L2 and L1. Our hands-on science curriculum supports ELLs by allowing them to learn scientific principles through experiments, visuals, and interactive games. In our traveling library, the Book-Mobile students have access to books in their native language (Spanish, Bengali, Hindi, and Chinese).

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?

P23Q is apart of the NYC district 75 Special Education Program therefore our students are offered an individualized education program with mandTex goal and objectives. As these needs are meet our students transition to a least restrictive environment. We use our students IEP goals within the restrictive environment by periodical assessments of administration to move kids up from 8:1:1 to 12:1:1. Since, we have a transient population with general education and special education students, who usually go back to their home school.

Courses Taught in Languages Other than English 

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

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

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

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

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

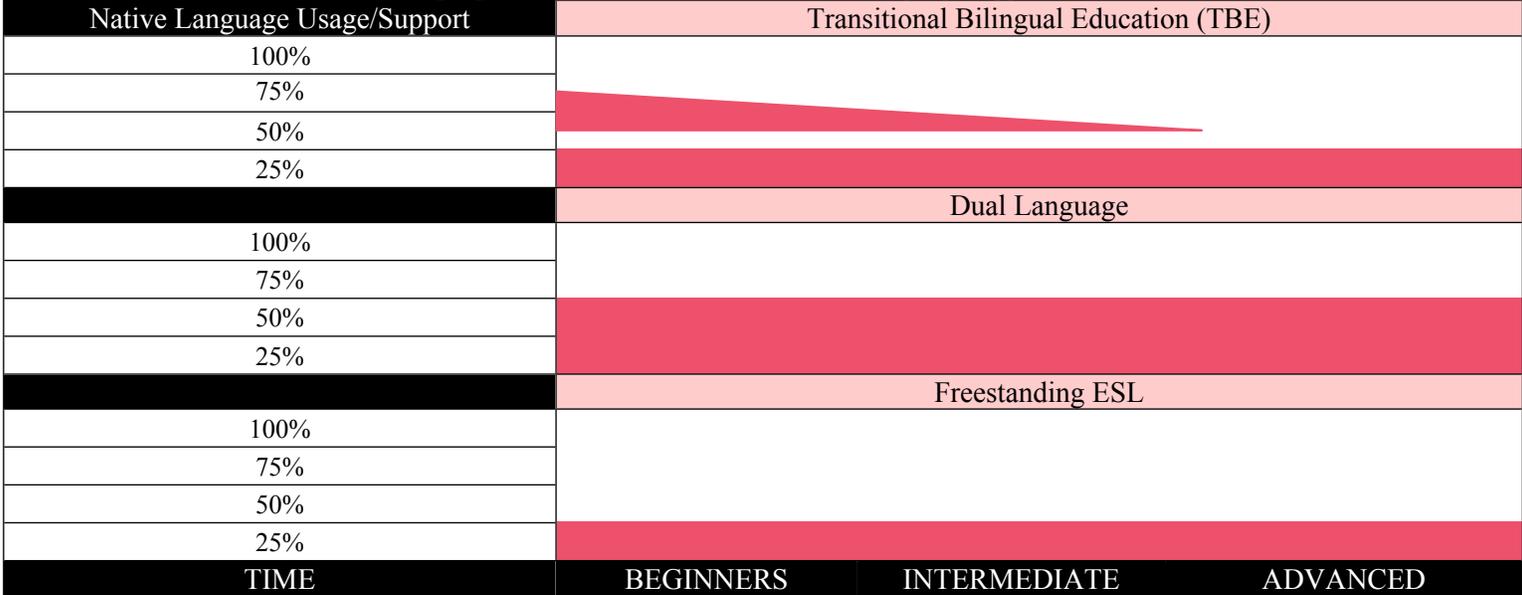
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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.

Our school offers a range of intervention services in the areas of ELA, math and other content areas. Intervention services offered at P23 for ELLs include technology based, such as SmartBoard, multimedia projectors, audio speakers, digital cameras, laptop computers, color printers and internet access in the classrooms. Our AIS coordinator provides small group instruction. Some additional instructional materials that are used to support ELLs:

- Flocabulary- ESL component
- Lessons in Literacy- ESL component
- Reading Advantage -ESL component
- GoMath! - ESL component
- Math Steps - ESL component
- Great Leaps - ESL component
- Impact Math - ESL component
- The Living Environment – ESL component
- Harcourt -S.S. ESL component

Native language support will be given to the ELL student by providing extra tutoring with a native language staff member. We provide students with textbooks in their native language (Spanish). Support for other languages is provided through web-based components of the various programs listed above.

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

P23's ELL program meets the needs in all content areas. Support for languages other than English is provided on line through web based work sheets that are aligned to the curriculum that the rest of the students are using. Teachers are aware of the students that are ELLs. Our ESL teacher works collaborately with all teachers of ELLs towards language acquisition. The infusion of fluency, comprehension, and grammar are incorporated into instruction for our ELLs in all content areas.

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

Based on the NYC DOE recommendations the following programs will be implemented for the new school year:

NEW CURRICULUM

- Fountas & Pinnell (Assessment)
- Code-X (6-8)
- Amplify Core Knowledge - Language Arts Program and Skills Program
- Go Math! (K-5)
- Connected Math (6-8)

NEW PROGRAMS

Afterschool- Creative Arts ESL Drama Program

New instructional materials, such as books on folktales, biographies and autobiographies, fiction and non-fiction, and content area informational books will be purchased to support ELLs.

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

No programs are being discontinued.

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

All students, ELLs included receive a letter in their native language (when applicable) in the beginning of the school year.

All students (ELLs and non-ELLs) are afforded equal access to all school programs. Students who need extra academic help will

receive additional assistance in the form of after-school programs. The programs that are in place for after school include the following: a Music/Drama program for ELLs grades 6-8, CHAMPS program for grades 5-8, a Credit Recovery Program and Vocational classes for grades 9-12. At the present time, all our programs are working successfully and will not be discontinued.

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

New core curriculum such as Code X, Connected Math, Go Math! come with an ELL component within textbooks and web based. The use of technology will give students an additional instructional support. Multi-cultural materials will be infused throughout all aspects of instruction, and students' native languages and cultural backgrounds will be activated to facilitate second language acquisition. To comply with the New York City's literacy requirements, each classroom library will contain books in native languages, including those adapted by teachers to meet the needs of students with severe disabilities. All support and resources will correspond to ELLs' ages and grade levels.

Content Area Instruction are taught by content area teachers that work collaboratively with the ESL teacher and will use graphic organizers, text representation, modeling and bridging infused into instruction. Extensive English language exposure will be provided through explicit instruction in the areas of grammar, vocabulary development, oral expression, and visuals will be used to assist comprehension. Content area instructional programs will be explicitly aligned with mandated ESL, ELA standards, the New York State Common Core learning standards, and the content-based learning standards.

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

Native language support will be given to the ELL student by providing extra tutoring with a native language staff member. We provide students with textbooks in their native language (Spanish). Support for other languages is provided through web-based components of the common core programs we utilize.

In ESL, native language support is delivered by providing home communication and instructional materials in the ELLs, L1. Also, students are allowed to communicate with each other in their native language and to ask questions to the teacher in this language too, when applicable. All students have materials in their native language of literacy and home communication is available in that language as well.

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

Students are assessed and grade level, age level and functional levels are determined. The common core curriculum is used in all five different school settings. It is modified and differentiated for the needs of the students. The infusion of fluency, comprehension, and grammar are incorporated into instruction for our ELLs in all content areas according to their levels.

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.

P23 Q is a mandated 12-month educational program including Chapter 683 (6-week summer program). Before the beginning of the school year, we will hold orientations with families to share suggestions for literacy activities that can be done in the home and to inform parents of learning opportunities in the community. Also, our parent coordinator will invite parents to meet at our local Public Library for a tour, to create a library card account, and to check out books for the summer.

18. What language electives are offered to ELLs?

All students, including ELLs, are offered Spanish as a foreign language in grades 8-12.

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)?

Currently our school features only an ESL program.

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.

1. All staff members receive differentiated professional development. A needs assessment is conducted to determine what support the staff will benefit from. They participate in all in-house professional development workshops provided by our administration and staff. The ESL teacher also regularly meets with classroom teachers to discuss student needs, plan lessons, and set appropriate learning goals for ELLs with ESL strategies that develop content area skills. ESL professional development will be given to all staff members of ELLs by the ESL teacher to support instructional learning environment for all ELLs. The ESL teacher will attend all applicable professional development workshops offered by the DOE.

Professional Development:

Writing Differentiation for ELLs.

Reading Differentiation for ELLs

Math Differentiation for ELLs

How to Infuse Language Acquisition for ELLs (Social Studies, Science)

All teachers that work with ELLs will participate in these PDs.

2. Our teachers regularly attend NYC District 75 Workshops and Professional Developments on the new common core learning standards and instructional practices for ELLs. Our transition coordinator and guidance counselor assist all students including ELLs.

3. Our Staff will participate in an orientation, so they are familiar with the articulation process from elementary to middle school and middle school to high school. The parent coordinator and guidance counselor along with school leadership and support will be versed in the transitional process for our students. The guidance counselor will attend professional development workshops about articulation and bring back information for the students and their parents. Parent Coordinator and Guidance Counselor will schedule workshops about the articulation process. Translation and interpretation services will be provided. Our ELLs will be given literature that is mailed and sent home in their native language. This will give their parents information about the different programs/schools available, in addition to deadlines for admissions. Also, we will take our students to middle school fairs and school visits to aid them in their selection process.

4. Our special education teachers are required to complete the minimum of 7.5 hours of ELL training as per Jose P. New teachers have registered for workshops and are currently on a wait list. Teachers who will receive Jose P. training in the near future will be exposed to theories of first and second language acquisition, ESL methodologies, approaches and strategies used to foster second language acquisition.

ELL teacher will maintain an on-going record of teachers that have completed ELL training as per Jose P. in the school's compliance binder.

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?
 1. Our school has a very small number of ELLs or parents that need any extra support. All our ELL parents are included in our mainstream parent activities. In addition to the HLIS, our school uses a Parent Language Survey (PLS) which is sent out to each parent in multiple languages. This data is then used to plan for parent engagement and outreach.
 2. Workshops and activities are provided based upon feedback from the parent community gathered informally and formally. Listed below are examples of some of our in-house parent involvement activities:
 - ELL Parent Orientations (Sept.)
Meet the Staff & Administration Breakfast
 - Parent Support Breakfast (Sept.)
 - P23Q Family Resource Fair (Oct.)
The NYC Fire Department (smoke detectors), Families on the Move, NY Life-Guardianship, Estate Planning, Queensborough Community College Disability Program, NY Life -Fingerprinting (Child ID Program), Health First/Obama Care, VESID, Dial-A-Teacher, Food Bank of New York-Cookshop Program, Safe Space (Family Assessment Program), Foundation for a Drug Free America, First Book, Dept. of Transportation - Safety Education, Costco, LaGuardia Community College Disabilities Program, Ready New York (Emergency Management), ACS, MHA, SYNERGIA, NAMI(National Alliance of Mental Illness), Advocates for Children
 - Guardianship & Estate Planning (Nov.)
 - Holiday Craft Workshop (Dec.)
 - Cookshop for Families (Dec.)
 - Cookshop for Families FoodBank of NY (Series of 6)(Jan.)
 - Cookshop for Families (Feb.)
 - Cookshop for Families (March)
 - Stress Management (March)
 - Cookshop for Families (April)
 - Mothers Day Craft Workshop (May)
 - Cookshop for Families(May)
 3. Our Parent Coordinator directly contacts parents that need information translated and arranges for staff members, who speak other languages, to communicate directly with parents when there is a need. NYC translated services are also utilized when needed. Also, all parents are notified of city-wide parent events.
 4. Parent Coordinator administers a needs survey which is distributed in the beginning of the school year. She plans workshops based on the results of the survey.

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.

In collaboration with the Office of Mental Health, PS 23 Q is implementing a new PBIS (Positive Behavior Intervention Services) program. This program is culturally sensitive to our ELL students. We are going to provide language interpretation services so that the students will understand the expectations of the behavior program in their native language.

Part VI: IAD Answers

School Name: P023

School DBN: 75Q23

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Jones	Principal		11/15/13
Pam Hicks	Assistant Principal		11/15/13
Debbie Hamburger	Parent Coordinator		11/15/13
Babita Hiralall	ESL Teacher		11/15/13
Joanne Struman	Parent		11/15/13
Gerard Kingston	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Iolanda Fox	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 023 **School Name:** NYC Queens Childrens's Center

Cluster: 4 **Network:** 754

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

Part A: Needs Assessment Findings

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

Prior to admission to our school, students must participate in a collaborative process between the Department of Education and the Office of Mental Health. Screening appointments are set up, and the need for translation services is identified shortly thereafter. Once students are newly enrolled, an initial interview with all parents or guardians is conducted and a Home Language Identification Survey (HLIS) is completed in their native language. If it is the first time a student is entering a Department of Education School. On the HLIS document a parent is requested to indicate their home language in receiving oral communication or written communication from their school. This survey lets the school staff know what language is spoken in the students' home and what language is the preferred language of communication of the parent or guardian. This information is then shared with teachers, clinicians, and related service providers. Our school is unique because we have a transitional population. Therefore, the school sends home a Parent Language Preference Letter (PLPL), asking the parents their language preferences when receiving important information from the school. The parent coordinator, site coordinators and guidance counselor make certain that there is communication with parents or guardians by providing translated school documents and communication that needs to be sent home. In addition, interpretation services are provided, as they are needed in the 150 foreign languages the Department of Education provides. Translators will be available to come to the school or be accessible by phone with any of the translation or interpretation needs of the parents.

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.

The home language of our ELLs and their parents are Chinese, French, Greek, Manderian, Polish and Spanish. Our major finding is that at this time written translation and/or interpretation is required with two of our students' parents in Manderin, one in Polish, one in French, one in Chinese and ten in Spanish. The schools written and/or translation and/or oral interpretation needs for the aformention parents and languages were found to be met. Therefore, we will contact the Translation and Interpretation Unit of the Department of Education, and obtain additional written translation services through one of the DOE-approved contracted vendors in the event of future needs of our ELL students. The school community was informed about the finds through the Language Allocation Policy and parent teacher conferences. Since our school has a mental facilities component the clinicians are considered part of the school community and are also providing language services in the above mention languages to parents and students.

Part B: Strategies and Activities

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

P23's written translation needs are provided in house by school staff. A staff language survey was taken, resulting in the school being able to provide translation services in Arabic, Hindi, Urdu, Bangali, Spanish, Russian, Hebrew, and Portugese. Additional staffs that can also provide language services consist of the guidance counselor, the school social workers, psychologist and paraprofessionals. Parents of English Language Learners are given a copy of "Guide for Parents of English Language Learners" and "Bill of Parental Rights and Responsibilities" in their native language upon enrollment. When the need arises, we have been able to accommodate parents of ELLs through access of our bilingual personnel. The Translation and Interpretation Unit of the Department of Education is contacted if necessary. Additional written translation services will be obtained through one of the DOE-approved contracted vendors when required. This service will translate the written notices to the parents in a most timely fashion.

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.

We will provide oral interpretation services in-house by school staff (bilingual personnel). The Translation and Interpretation Unit of the Department of Education will be contacted if necessary. The additional staff who can provide this service consist of the guidance counselor, the school social workers, psychologist, bilingual related service providers and paraprofessionals. If no staff is available with knowledge of the students native language, the Translation and Interpretation office will be asked to provide this services. This action is available through three way phone conversations, for persons arriving at the school for oral interpretation needs.

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>.

In order to fulfill Section VII of Chancellor's Regulations of A-663 regarding parental notification requirements for translation and interpretation services, all parents will be informed about a website posting the availability for them to obtain translation and interpretation services as well as receiving a copy of the "Bill of Parental Rights and Responsibilities" in their native language. The "Bill of Parental Rights and Responsibilities" is available and posted at the school in addition, our school provides a school safety plan for parental information.