



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P224
DBN (i.e. 01M001): 75Q224
Principal: DESMOND PARK
Principal Email: DPARK@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: ADRIENNE EDELSTEIN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Desmond Park	*Principal or Designee	
D.J Meehan	*UFT Chapter Leader or Designee	
Deborah Mecir	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Debra Grinage	Member/ Parent	
Lisa Kruger	Member/ Parent	
Juliet Iadanza	Member/ Parent	
Kathy Lennihan	Member/ Parent	
Arlene Hoffler	Member/ Teacher	
Jaimie Allen Zic	Member/ Teacher	
Danielle Hughes	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, P224 students across all grade levels will improve reading comprehension by developing the skill sets necessary to increase their functional and/or academic vocabulary as evidenced by a 3% increase over a baseline as measured by a student appropriate functional 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.

Review of Fountas and Pinnell Benchmark Assessment data, NYS ELA state tests scores, SANDI and The ABBLs revealed student deficits in the following areas: readiness, phonics, sight words, decoding, fluency, vocabulary, and comprehension.

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. Teachers will participate in a process to brainstorm, develop and implement strategies that will increase their ability to raise student reading comprehension
2. Lead Inquiry teams and collaborative teams are established across disability populations and sites to focus on goal and establish a schedule of meeting times.
3. Coaches and administration select appropriate PD to improve reading comprehension with different disability populations and develops calendar of ongoing PD and supports.
4. Lead inquiry teams review selected standards to support goal
5. Staff will administer functional literacy assessments to students 3x per year to establish baseline data and monitor progress(i.e. Fountas and Pinnell, SANDI and The ABBLs)
6. Lead Inquiry Teams and Collaborative teams brainstorm and agree upon targeted strategies designed to foster comprehension with selected groups
7. Monthly analysis of student work produced through selected strategies by Inquiry Team to assess effectiveness of strategies and interventions
8. Utilize D75 and in-house coaches to support implementation of CEP goal

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

1. Inquiry Teams will review strategies and effectiveness of those strategies.
2. Lead Inquiry Teams will brainstorm and select strategies; Lead teams will also review the effectiveness of strategies with collaborative inquiry teams.
3. Administration will guide Inquiry work and deliver PD to support improvement in teaching reading
4. Coaches will demonstrate strategies through in class lessons and PD

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

1. By mid- year assessment a 1% increase is targeted on selected assessments
2. Assessments will be conducted and reviewed 3x per year
3. Inquiry teams will have targeted 5-7 strategies by end of year
4. Monthly analysis of student work will demonstrate 70% effectiveness of strategies

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

1. June 2013 to June 2014

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

1. Schedules organized so everyone can meet 3x per week in teams
2. Per- diem and per- session bulk job established for lead teams to meet after school and for on-going professional development
3. AP's meet monthly with teachers to review progress
4. Support from district coach will foster improved pedagogy
5. PD from district will be utilized for those teachers in need of improving their teaching of reading

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).

- Workshop to inform parents of city wide Common Core Learning Standards and the P224 Standard and Alternate Assessment program and expectations.
- Workshops describing the ELA CEP goal
- Workshops on strategies to support students at home with the new CEP goal.

- Principal sends home monthly calendar of events and updates on progress of goals.
- Parent Coordinator continuously researches resources that support parents in increasing targeted skills.
- Parents sign academic and behavior goals chart outlining strategies students are working on with progress updates.
- Parents are encouraged to participate in student performances, ongoing parent workshops, parent breakfast
- P224 maintains a highly active PTA who offers opportunities for participation at all sites.
- Translation services are offered as needed.

Strategies posted on E-chalk website

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

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.

P224 Students across all grade levels will demonstrate their understanding of the basic math operations or prerequisites to their functional and/or grade level as evidence by a 3% increase over baseline as measured by an appropriate functional 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.

Review of Math in Focus, Scantron, ECAM Benchmark Assessment data, NYS Assessments (Math), SANDI and The ABLLS revealed student deficits in fluency and understanding of the four basic math operations

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

Teachers will develop teaching practices that will increase students' fluency and conceptual understanding of the four basic operations or prerequisites

1. Lead Inquiry teams and collaborative teams are established across population and sites to focus on goal and establish a schedule of meeting times.
2. Coaches and administration select appropriate PD to improve teaching of math concepts with different disability populations and develops calendar of ongoing PD and supports.
3. Lead inquiry teams review selected standards to support goal
4. Staff will administer functional math assessments to students 3x per year to establish baseline data and monitor progress (i.e. Math in Focus, ECAM, SANDI and The ABLLS)
5. Lead Inquiry Teams and Collaborative teams brainstorm and agree upon targeted strategies designed to foster students' fluency and conceptual understanding of the four basic operations or prerequisites with selected groups
6. Monthly analysis of student work and progress produced through selected strategies by Inquiry Team to assess their effectiveness
7. Support of D75 and in-house coaches is utilized to help achieve progress in CEP goal

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

1. Inquiry Teams will review strategies and effectiveness of those strategies
2. Lead Collaborative Teams will brainstorm and select strategies and review effectiveness with inquiry teams.
3. Administration will guide Inquiry work and deliver PD to support improvement in teaching reading
4. Coaches will demonstrate strategies through in-class lessons and PD

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

1. By mid- year assessment a 1% increase is targeted on selected assessments
2. Assessments will be conducted and reviewed 3x per year

3. Inquiry teams will have targeted 5-7 strategies by end of year
 4. Monthly analysis of student work will demonstrate 70% effectiveness of strategies
- D. Timeline for implementation and completion including start and end dates**
1. June 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Schedules organized so everyone can meet 3x per week in teams
 2. Per- diem and per- session bulk job established for lead teams to meet after school and for on-going professional development
 3. AP's meet monthly with teachers to review progress

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).
- Workshop to inform parents of city wide Common Core Learning Standards and the P224 Standard and Alternate Assessment program and expectations
 - Workshops describing the Math CEP goal
 - Parents sign academic and behavior goals chart outlining strategies students are working on with progress updates
 - Parents are encouraged to participate in student performances, ongoing parent workshops, parent breakfast
 - P224 maintains a highly active PTA who offers opportunities for participation at all sites
 - Translation services are offered as needed.
 - Strategies posted on E-chalk website

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

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

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.

Targeted students across all grades levels will demonstrate improved social skills/social interactions as measured by a 5% increase over baseline on functionally appropriate behavioral 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.

A Review of the social emotional components of the following assessments: SANDI, The ABLLS, Emotional Literacy and data from The Power of Choice, OORS, and SWISS revealed that students' disability's greatly impacted their social emotional growth.

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

- All Staff will focus on practices that promote appropriate social skills and social interactions
1. School wide behavior team in collaboration with lead inquiry teams develop strategies to enhance appropriate social skills to shape behaviors and increase social interactions
 2. School- wide behavior team in collaboration with lead inquiry teams develop plans to improve social interactions with targeted students in each disability population
 3. Administration and behavior team selects students whose disability significantly impacts behavior
 4. Coaches and behavior team research best practices to increase social skills/ interactions with each population
 5. Feedback and successful strategies shared at collaborative teams so teachers can implement them
 6. In house PD to support ongoing implementation of plans

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

1. School wide behavior team will spearhead initiative throughout organization
2. Lead inquiry team will generate and disseminate strategies
3. Behavior team and Collaborative Inquiry teams in conjunction with administration will target specific students
4. District coach works with behavior team and members of Lead Inquiry teams to provide resources and support
5. Speech teachers and counselors will act as a resource to support and model strategies
6. In house PD to support ongoing implementation of plans
7. District PD will be used to support teachers' efficacy in managing behaviors and developing FBAs and BIPs

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

1. A 5 % increase in the selected social components of The ABLLS and SANDI will be achieved by the end of the year showing social skills acquisition by targeted students
2. There will be a 5% increase in students reaching level 4 in the Power of Choice behavior program
3. There will be a decrease in SWIS and OORS data reflecting improved behaviors

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

1. June 2013- June 2014

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

2. Schedules organized so behavior team can meet monthly with lead team members
3. Per- diem and per- session bulk job established for on-going professional development
1. AP's meet monthly with teachers to review progress of behaviors of targeted students

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).

- Workshop to inform parents of behavior CEP goal
- Parents sign academic and behavior goals chart outlining strategies students are working on with progress updates.
- Parents are encouraged to participate in student performances, ongoing parent workshops, parent breakfast
- P224 maintains a highly active PTA who offers opportunities for participation at all sites.
- Strategies posted on E-chalk website to improve behaviors and social interactions
- Where appropriate behavior plans developed in conjunction with parents
- Communication books where appropriate inform parents of behavior strategies to work on

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.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

- 1.

B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

Goal and Action Plan #5

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

Annual Goal #5
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

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

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

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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



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	Words Their Way, Bookshop Mondo and Foundations are used to improve decoding skills. Great Leaps is used for students in Gr. K-5 to improve fluency. Treasures Enrichment Activities, Leap Frog, Scantron resources and I-Pad activities are used to improve vocabulary and comprehension skills .NY Ready is used to develop and improve test taking strategies, Common Core Clinics are used to improve all skill areas.	Small groups and/or 1:1 instruction	During the school day
Mathematics	Math In Focus activities, Scantron Resources, I-Pad activities and Common Core Clinics are used to improve all skill areas .NY Ready is used to develop and improve test taking strategies. These activities are used to improve problem solving skills, number sense and operational skills	Small groups and/or 1:1 instruction	During the school day
Science	Students will complete intervention activities as outlined in the Harcourt Teacher resource book, Smart Exchange activities, and Brain Pop These activities are used to teach concepts in different modalities and prepare children for the skills needed to succeed on state and local assessments	Small groups and/or 1:1 instruction	During the school day
Social Studies	Students will use leveled Social Studies Readers, Harcourt Activities, Brain Pop and I-Pad activities. These activities	Small groups and/or 1:1 instruction	During the school day

	<p>are used to teach concepts in different modalities and prepare children for the skills needed to succeed on state and local assessments.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Students will be taught the strategies they need to maintain their behavior and interact appropriately in social settings as well as organize their time and materials. Students will be taught pre-vocational skills and transitional skills. Services will be provided by the guidance counselor and/or the School Psychologist.</p>	<p>Small groups and/or 1:1 instruction</p>	<p>During the school day</p>

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

- 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 *TAS Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.		
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

P224Q 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 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;
- 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;
- 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;

II. supporting parental involvement activities as requested by parents;

III. 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;
- 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,
- share responsibility for the improved academic achievement of my child;

IV. 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 224
School Name P224Q		

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 Desmond Park	Assistant Principal Danielle Hughes
Coach Mary Joyce	Coach
ESL Teacher Erin Betito	Guidance Counselor Andrea Spadaro
Teacher/Subject Area Elsa Meyer	Parent Juliet Iadanza
Teacher/Subject Area	Parent Coordinator Susan Gelman
Related Service Provider	Other Celina Nunez
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	453	Total number of ELLs	117	ELLs as share of total student population (%)	25.83%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	117	Newcomers (ELLs receiving service 0-3 years)	81	ELL Students with Disabilities	117
SIFE	0	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	7

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	81	0	81	29	0	29	7	0	7	117
Total	81	0	81	29	0	29	7	0	7	117

Number of ELLs who have an alternate placement paraprofessional: 3

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	8	11	7	9	15	2	6	6	0	0	0	0	70
Chinese	3	3	3	1	0	0	0	0	3	0	0	0	0	13
Russian	0	0	0	0	0	1	0	1	0	0	0	0	0	2
Bengali	0	2	1	0	1	1	0	0	2	0	0	0	0	7
Urdu	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Arabic	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Haitian	0	0	0	1	1	1	0	1	0	0	0	0	0	4
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	2	0	0	1	1	0	0	0	0	0	0	4
Punjabi	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Other	1	1	0	1	1	1	1	1	2	0	0	0	0	9
TOTAL	11	15	18	10	16	21	4	9	13	0	0	0	0	117

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	9	10	9	11	18	1	7	4	0	0	0	0	79

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	4	6	1	4	1	1	2	7	0	0	0	0	27
Advanced (A)	0	2	2	1	0	2	2	0	2	0	0	0	0	11
Total	11	15	18	11	15	21	4	9	13	0	0	0	0	117

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	5	0	0	0	5
4	5	0	0	0	5
5	2	3	1	0	6
6	7	1	0	0	8
7	3	0	0	0	3
8	2	1	0	0	3
NYSAA Bilingual (SWD)	0	0	0	40	40

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	1	0	0	0	0	0	5
4	4	0	0	0	1	0	0	0	5
5	1	0	2	0	2	0	1	0	6
6	6	0	2	0	0	0	0	0	8
7	3	0	0	0	0	0	0	0	3
8	1	0	0	0	2	0	0	0	3
NYSAA Bilingual (SWD)	0	0	0	0	0	0	40	0	40

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6	0	4	0	0	0	1	0	11
8	2	0	1	0	0	0	0	0	3
NYSAA Bilingual (SWD)	0	0	0	0	0	0	16	0	16

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

This year 224Q has 117 ELL students. Assessment data reveals that 80 students are in alternate assessment and 37 are in standardized assessment. Of the 80 ELL students in alternate assessment 46 of them from grades 3-8 will participate in NYSAA Datafolios this year. They will be assessed either in ELA and Math or in ELA, Math, Science and Social Studies based on their birth dates and grade equivalent.

Last year a total of 40 ELL Alternate Assessment students were assessed. These students, in grades 3 through 8, were assessed using NYSAA data folios based on their age/grade equivalent. They were assessed either in ELA and Math or in ELA, Math and Science. Based on a 4 scale rubric, level 4 indicated that a task was completed with 100% level of accuracy. All 40 ELL students, who participated in NYSAA, grade 3-8 achieved level 4's as per their student reports.

Based on data measured through ECLAS-2 and Fountas and Pinnell, we have decided to return to a Balanced Literacy program. We noticed a drop in the performance of our standardized K-2 students from previous years. Using a Balanced Literacy Approach will help provided our students in the early grades with a strong foundation in literacy skills. Based on data measured through SANDI, our ELLs in Alternate Assessment made a 12% increase in their reading and writing skills from last year. We will continue to focus on literacy and the other content areas through a thematic approach.

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

In determining patterns of proficiency we reviewed testing diagnostic data, teacher reports and observations. In reviewing NYSESLAT/LAB-R results, patterns show that 22% of ELLs progressed one proficiency level. It is important to recognize that the majority of our ELL students are cognitively challenged therefore they tend to only attain a beginner level. In lower grades k-2, standardized assessment ELL students have stronger basic interpersonal communication skills than cognitive academic language skills. They are able to converse and perform well in speaking and listening but perform significantly below level in their reading and writing ability. Several kindergarten students showed significant improvement from the beginning of the year on the LAB-R to the end of the year on the NYSESLAT. Progress was noted for most students in speaking and listening, while reading and writing skills are still an area of weakness for the majority of our students.

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 [AMAO tool](#))

Current data includes NYSESLAT scores from May 2013 and LAB-R scores for all 117 ELLs. Students scored as follows: 67% scored at beginning level, 23 % scored at intermediate level, 10% scored at the advanced level, not included in the total of ELL students are 2 students who scored at the proficient level and will receive transitional services per CR Part 154. While our students do make progress within each modality, we notice that as our students test on a new grade band their scores plateau or even decrease. Our plan for our ELL students is to schedule on-going instructional intervention services through ability grouping, one-to-one tutoring, the use of specialized materials, and test prep opportunities to help students achieve improvement in language proficiency. Assessment is obtained through ECLAS-2, Standardized Testing, SANDI, ELL Periodic Assessment, and informal Teacher Observations. This data is necessary in designing lessons that meet specific areas of need.

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?

Last year, 40 standardized assessment ELL students in grades 3-8 were eligible for state tests. The following is a breakdown of state ELA test results for Spring 2013:

3rd grade 20 students were tested. 74% scored a level 1. 21% scored a level 2 and 5% scored a level 3 there were no level 4 students. 5 ELL students were tested all of them scored a level 1.

4th grade 18 students were tested. 56% scored a level 1 28% scored a level 2, 16% scored a level 3. 5 of the 18 students were ELL students. All of them scored a level 1

5th grade 22 students took the test 68% scored a level 1 27% scored a level 2 and 5% scored a level 3 and none scored a level 4. 6 ELL students were tested of which 2 scored a level 1, 3 scored a level 2 and 1 scored a level 3.

6th grade 20 students tested 60% scored a level 1 and 15% scored a level 2, 20% scored a level 3 and 5% scored a level 4. 8 ELL students took the test and 7 scored a level 1 and 1 scored a level 2.

7th grade 15 students tested 67% scored level 1 33% scored level 2. 3 ELL students were tested and all scored a level 1.

8th grade 11 students were tested 27% scored a level 1 73% scored a level 2. 3 ELL students were in this group 2 scored a level 1 and 1 scored a level 2.

The following is a breakdown of state Math test results for Spring 2013:

3rd grade 20 students tested 65% scored a level 1. 20% scored a level 2 and 15% scored a level 3. 5 ELL students were tested 4 scored a level 1 and 1 scored a level 2.

4th grade 18 students were tested. 44% scored a level 1 44% scored a level 2 and 12% scored a level 3. There were no level 4 students. 5 of the 20 students were ELL students 4 received a level 1 and 1 received a level 3.

5th grade 24 students took the test 54% scored a level 1 29% scored a level 2 and 13% scored a level 3 and 4% scored a level 4. 6 ELL students were tested of which 1 scored a level 1. 2 scored a level 2, 2 scored a level 3 and 1 scored a level 4.

6th grade 20 students tested 50% scored a level 1 and 30% scored a level 2., 10% scored a level 3 and 10% scored a level 4. 8 ELL students took the test and 6 scored a level 1 while 2 scored a level 2.

7th grade 15 students tested 40% scored level 1 40% scored level 2, 13% scored a level 3 and 7% scored a level 4. 3 ELL students took test and all scored a level 1.

8th grade 11 students were tested 18% scored a level 1 64% scored a level 2 18% scored a level 3. 3 ELL students took test 1 scored a level 1 and 2 scored a level 3.

The periodic assessment is administered in the Fall and Spring. This assessment helps us to target areas of need in listening, reading and writing. This then drives our instructional planning throughout the year.

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.](#))

In order to meet the needs of our diverse students, we use streaming. Students are grouped based on literacy and math levels. This allows teachers to target specific areas of development for each student and provide instruction based on student need. We also use academic intervention services. Using AIS, student's needs are determined and targeted strategies are put into place. Progress is monitored on an ongoing basis to determine the success of the strategies on student achievement.

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

In order to develop second language learning, we use a variety of ESL approaches. These approaches include, Total Physical Approach, Language Experience Approach and the Cognitive Academic Language Learning Approach. These methods help to make language purposeful and meaningful. We use the strategy that best meets the needs of our students based on proficiency levels and learning styles. The goal of all of our lessons is focused on second language acquisition.

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?

At this time, we do not have a dual language program.

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

This year, with the implementation of the new evaluation system, we are using the NYSESLAT to measure outcomes of student learning. This will assist us in determining if our ELLs make adequate yearly progress. Based on their progress, we will take the necessary steps to enhance our ELL program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)

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

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

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.
Options for our ELL students are presented to parents during the Educational Planning Conference at the CSE level. However, if this does not occur then, it is done when the child is admitted at the school level, by our ELL Teachers. District 75 parents are offered several options for their ELL children. Among the choices are: Transitional Bilingual Education, Dual Language or Freestanding English as a Second Language. Our population of students is very diverse, of our 117 ELL students, 114 are ESL, 3 are Bilingual. There is an insufficient number of students with the same native language background/age group/testing category and classification to make up one discrete bilingual class. Hence, 100% of our Bilingual population is serviced in the Alternate Placement model, with ESL support services.
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](#)].)
Once it is determined that a child is eligible for bilingual services, the parent is informed of the choices during the IEP meeting. Presently our school only offers freestanding ESL push-in/pull-out program. Parents are made aware of the three choices but ultimately choose freestanding ESL. We are continuously looking at student demographics to create self contained ESL and biligual classes.
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.

Once students are identified for ESL instructional services, the information is passed on to our unit coordinator(s) who then relay the students' ELL eligibility determination to the School Base Support Team. The School Base Support Team then makes contact with the parent(s) to assure services and placement. The team uses in house staff or the Translation and Interpretation unit in order to communicate with the families in their native language when necessary. Our parents have been given the opportunity to look at bilingual programs, but they have chosen to remain at P224Q with ESL services.

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.

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

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.  Parents are made aware of all three biligual program models. 100% of parents choose to place their child in our Freestanding ESL program model. At this time we currently do not have enough bilingual students with the same class mandate, age, and language to open a bilingual class.

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])? P224Q is a Pre-K-8 school that has a freestanding ESL program for students in grades K-8, consisting of a push-in/pull-out collaborative model. Presently, our school has three full time certified ESL. These ESL teachers are assigned to work at our seven sites thereby providing continuity when students move from the elementary to the middle school level. Our teachers group their students according to their proficiency levels, abilities, and learning styles. Groups consist of students within a range of three contiguous grades.

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)?

Based on the New York State CR Part 154 mandates, our ESL practitioners are aware that ELL students in grades K-8, at the beginning and intermediate proficiency levels require 360 minutes per week of ESL instruction. They are also aware that students who have achieved the advanced level on the NYSESLAT, should receive 180 minutes of ELA instruction and 180 minutes of ESL services, and those students who have scored at the proficient level will receive two years of transitional services. In order to deliver the mandated ESL instructional minutes to our students, ESL teachers have maximized their groupings optimally based on class ratios.

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.

In our Freestanding ESL Program, we deliver content area instruction through thematic units, utilizing a variety of ESL approaches such as: TPR, LEA, the Natural Approach and CALLA. When planning instruction, adaptations, scaffolding techniques and differentiated instruction are incorporated. This facilitates learning, and targets various learning styles in order to make content comprehensible and enrich language development. We create the units by aligning them to the Common Core Learning Standards. In order to support ELLs in accessing the common core, we provide scaffolds. Our goal is to provide ELLs with comprehensible concepts so they can easily and comfortably begin to use language within context. Then, we gradually pull back the supports to allow our students to become more independent in their own learning and language use.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that ELLs are appropriately evaluated in their native language, we utilize the services of our diverse multi-lingual staff to assist our ESL staff during the LAB-R and Spanish LAB assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that ELLs are appropriately evaluated in all four modalities, we have created an ESL inquiry team. This team is comprised of our ESL pedagogues. This year we created NYSESLAT formatted assessments for each of the modalities. These assessments will be used along with Periodic Assessment results to determine english acquisition throughout the year.
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).

P224Q is a Special Education school that presently has 1 SIFE student. The services available to this student includes technology, community awareness, support of native language and culture, and a nurturing environment to facilitate language production. We also encourage a high level of parental involvement for SIFE students by engaging their parents in the school community. This is done through our large number of parent workshop offerings, our PTA meetings and many other school events. The use of our translation plan also helps to reach out to these parents. These intensive services are offered to newcomers and long term ELLs. P224Q has 3 subgroups of ELLs. 1. Newcomers (students with less than 3 years of service) 2. Students with an Extension of Services (students with 4-6 years of service) 3. Long term ELLs (students who have completed 6 years of service) . We provide these subgroups with extensive exposure to the English language in the 4 modalities using the ESL standards, NYSAA, and CCSS; we will target the five CORE reading elements:

phonemic awareness, phonics, reading fluency, vocabulary and comprehension using scaffolding strategies, during instruction, to support newcomers; we will differentiate instruction using learning styles, multiple intelligences and Universal Design for Learning in order to provide multiple means of representation, action and expression, and engagement; we will provide opportunities for students to utilize CALLA learning strategies to enhance learner independence; we will use the students' L1 native language to improve L2 comprehension, where relevant, via cognates; we will provide comprehensible input by using visuals, realia, concrete examples, TPR, and technology; we will tap into students' background culture and knowledge to help make L1 to L2 connections; and we will also provide learning experiences targeting the four language modalities: speaking, listening, reading and writing. For those students who score at a proficient level on the NYSESLAT, a two-year Transition Plan of ESL support services will be provided. Presently, P224Q has two students who have achieved the status of proficiency. Please note that these students have not been included in our ELL totals. Our ESL teachers, in consultation with the monolingual classroom teacher(s) will collaborate and determine the needs of these transitioning student(s). Based on this information, the ESL teachers will then provide services as often as needed, and whenever possible, to facilitate the student(s) transition. Transition services will be provided for two years according to state mandates.

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

P. 224Q system wide curriculum in the content areas (Math, Science and Social Studies) is also used by our ESL staff. We adapt the content area materials in order to support our ELL students' needs. Creative and flexible programming is used to allow ELL teachers the ability to collaboratively plan with classroom teachers and infuse ELL strategies into classroom instruction. Block ELA schedules are programmed mid morning to allow students to receive 90 minutes of whole language instruction.

Collaboration among ELL teachers and classroom teachers is maximized at this time. As our school's student body consists of all students with disabilities, time spent with non disabled peers occurs through partnerships with mainstream principals and classroom teachers. Our students participate alongside their same age non-disabled peers during special activities and events whenever possible. Students in inclusion receive their services primarily in their general education classrooms where they spend the majority of their day. Their adaptations are made through collaboration between the mainstream teacher and the SETTS teacher who adapt materials and curricula accordingly. This allows for minimal pull out services thus maximizing times spent with non-disabled peers. Students who improve in all areas are re-evaluated and moved to the next LRE, whenever instructionally appropriate.

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?**

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

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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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.
- Ongoing instructional intervention services help students improve language proficiency. We use thematic units to address all content areas; using scaffolding strategies and differentiated instruction for various learning styles to support all subgroups. Explicit ELA instruction for any student at the advanced level will be given for 180 minutes, weekly, per CR Part 154 mandates. It is provided through the workshop model for Balanced Literacy.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- P224Q currently uses the push-in/pull-out model for ELL instruction. Our program focuses on language acquisition through the content areas. To measure student progress we use a combination of formative and summative assessments. We use data from summative assessments such as Periodic Assessments and the NYSESLAT to determine areas of need. We plan our instruction based on these high needs areas. Our formative assessments are used throughout instructional units to measure student learning in content areas and in language development. Students show progress within each modality and in their level of proficiency. The data shows that our students generally perform better on Speaking and Listening and continue to need the most support with Reading and Writing.
11. What new programs or improvements will be considered for the upcoming school year?
- Presently, no new programs are being considered for the upcoming school year. We will continuously analyze student demographics across sites to create self contained ESL and bilingual classes when possible.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of P. 224Q's programs are offered to all students regardless of ELL status. Program participation is based on ability and appropriateness in meeting a student's overall goals. Academic, social and emotional factors are taken into consideration. ELL students are offered the same opportunities in these types of curricular activities as their English speaking peers. Examples of some of these programs are: Big Buddies/Little Buddies, Big Buddies Reading Program, Basketball Tournaments, CASTA, Get Ready to Learn. Programs offered vary from year to year. We invite all students to participate based on functional ability and parental permission. Written correspondence is translated for our ELL parents. ELLs participation in these activities is in direct proportion with participation by their non-ELL peers. At the current time, P224Q does not have after school extra-curricular activities. However, our ELLs receive additional supplemental services through our Title III Program, based on funding. With our Title III funding, we offer our students and their families before school activities on school mornings for 30 minutes per day, and three hour Saturday sessions. During these sessions, students, teachers and parents are given techniques and programs to improve their children's language acquisition. These programs are only offered to our ELLS.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials presently used in our ESL program include: iPads, SmartBoards, Laptops, LeapFrog Language First Program for grades K-5 with Audio Support in six languages for families, Rigby Curriculum - Activate Early Learning and On Our Way to English with ELL Assessment Kit (aligned to TESOL Standards), Uniques Learning Systems Cavallo Publishing Letter Buddies Alphabet books, Attanasio & Attanasio/NYSESLAT Test Preparation materials for grades K-8, RADIUS Audio Learning System by Learning Resources (targets content area concepts and vocabulary), Children's Press Soundbox Books (targets initial sounds - vowels and consonants), Lakeshore's photo cards to build language, Word and Sentence Flip Books, Word Family Stamps and Teaching Cards (targets homophones, idioms and multiple meanings), Alpha Chants, music, puppets, ESL libraries, Amazing English by Addison Wesley, A Chorus of Cultures: Developing Literacy Through Multicultural Poetry, thematic teaching materials, graphic organizers, multicultural charts, and teacher-made adapted materials.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our school does not presently have a TBE program that targets Native Language Arts, however our ESL teachers deliver native language support through NLA libraries, dictionaries, and use of bilingual paraprofessionals in the school. Native language culture is valued in a variety of ways. To support native language, instructors enhance their vocabulary for foreign languages whenever possible, plan multicultural events and continue cultural explorations. For those students with formal education in native language arts, instruction will be offered with the understanding that a basic education has already been established. Therefore, we will

concentrate initially making connections between native and English language instructions.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ESL support services and resources are differentiated to correspond to ELLs' ages and grade bands.
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.
ELLs that enter before the academic year may participate in the Chapter 683 program that our school offers.
18. What language electives are offered to ELLs?
Language electives are offered to our middle school students. Presently, spanish is the langugae offered.
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)?

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.

This year our ELL staff will participate in several professional development sessions. These sessions are provided by District 75/Citywide Programs Office of ELLs. They are held on: 9/12/13, 10/22/13, 1/22/14, 3/21/14, 4/1/13 and 6/13/13. Aside from these sessions, ELL staff will also attend various ELL related professional development sessions from NYS/NYC Regional Bilingual Resource Network and United Federation of Teachers.

Professional development provided for our staff in curriculum, computer technology, literacy and language development have resulted in effective instruction for our ELL students. The collaboration between classroom and ESL staff is imperative for student success. Classroom teachers provide content area instruction using ESL techniques and methodology with support from our ESL staff in both push-in and pull-out sessions. This year we will provide the following training:

- Training in Language Experience Approach, the Natural Approach, TPR, the integration of the Arts and use of multi-cultural literature with ESL instruction
- Training in CALLA learning strategies required to develop Cognitive Academic Language Proficiency (CALP) in ELL students
 - How ELLs Access the Common Core
 - Workshops on scaffolding strategies to target critical thinking skills
 - On-Going Jose P. training to ensure all SPED Teachers meet 10 hour requirement
 - Turn-key training based on the ESL District, UFT andn University workshops
 - Opportunities for classroom and ESL teachers to collaborate on units of study/CCLS
 - * Ongoing development of the Alternate assessment curriculum K-8

We will continue to provide time for collaborative planning among classroom teachers, ESL teachers, and related service providers in order to enhance instruction for all ELL students. This will be conducted during common planning times and in inquiry sessions.

In order to support ESL staff, opportunities to attend training is provided to them to develop strategies and ideas to assist with student and teacher development.

To assist ELLs in their transition to a new school, the counselor meets with transitioning students in small groups. In these small transition groups, students discuss their expectations and anxieties of moving on to a new school. Transition is generally a difficult time for all students. Meeting in small groups helps our students feel comfortable to ask questions and share their concerns for their future placement.

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

Each professional development session encompasses a focus on ESL relevance and accompanying suggested strategies for this population. ESL teachers plan common meetings with teachers of ELLs to assist them in providing content area instruction using ESL techniques and methodology.

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

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?

In order to involve parents at our school, efforts are made to reach out to all of our parents, including those of ELL students, to attend Parent Orientations, Parent Breakfast, events/workshops, PTA meetings, and Parent Teacher Conferences. Our Parent Coordinator continues to assist in the planning of parent events/workshops that include topics specific to our ELL students. Her previous outreach efforts have demonstrated an increase in parental attendance at school events/workshops that target community based organizations and topics that pertain to specific Special Education concerns. The most commonly used agencies are QSAC, YAI and Singeria which is specific to Spanish speaking families. Workshop topics include but are not limited: Increasing Appropriate Behaviors, Increasing Communication, Speech and Language Defined and Toilet Training. Furthermore, interpreters and translators are provided when requested and when possible. When in-house interpreters and translators are unavailable, we use the NYCDOE Translation & Interpretation Unit to assist us. During scheduled parental events, consideration of parental needs are evaluated and addressed. At all times P224Q's staff take into consideration the language and cultural needs of our ELL parents. We also use our school website on eChalk to share information about upcoming events. This information can also be translated into over 70 other languages to accommodate the needs of our diverse families.

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.

Part VI: LAP Assurances

School Name: 224

School DBN: 75Q224

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Desmond Park	Principal		12/13/13
Danielle Hughes	Assistant Principal		12/13/13
Susan Gelman	Parent Coordinator		12/13/13
Erin Betito	ESL Teacher		12/13/13
Juliet Iadanza	Parent		12/13/13
Elsa Meyer	Teacher/Subject Area		12/13/13
	Teacher/Subject Area		1/1/01
Mary Joyce	Coach		12/13/13
	Coach		1/1/01
Andrea Spadaro	Guidance Counselor		12/13/13
	Network Leader		1/1/01
Celina Nunez	Other <u>ESL Teacher</u>		12/13/13
	Other		1/1/01
	Other		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: 75@224

School Name: P224Q

Cluster: _____

Network: 1

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

Part A: Needs Assessment Findings

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

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

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

Major findings of our schools written translation and oral interpretation needs are collected from the data gathered using the Language Preference Forms, Home Language Identification Survey and The Place of Birth Report. This data is then disseminated to the school community.

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.

Our school uses a website called eChalk. This website has the capacity to translate notices from our school into 71 other languages. For other important notices that are not placed on our website, our Language Access Coordinator, uses in-house staff and outside vendors to translate documents several weeks before they are distributed.

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

Oral interpretation services are provided by our diverse bilingual staff, parent volunteers and The Translation and Interpretation Unit.

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

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

