



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.233Q
DBN (i.e. 01M001): 75Q233
Principal: DEBBIE EDMONDS
Principal Email: DEDMOND@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: KETLER LOUISSAINT

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
Debbie Edmonds	*Principal or Designee	
Sherwin Persaud	*UFT Chapter Leader or Designee	
Nancy Newman	*PA/PTA President or Designated Co-President	
Elaine Bila	DC 37 Representative, if applicable	
Adam Udit	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Louis Dibono		
	CBO Representative, if applicable	
Mary Butters	Member/ Parent	
Kawana Neblett	Member/ Parent	
Belinda Velez	Member/ Parent	
Pamela Gaynor	Member/ Teacher	
Phyllis Carre	Member/ Teacher	
Han Min Carey	Member/ Parent	
	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)
X	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, identified alternate assessment students in middle and high school classes will demonstrate improved independence in completing tasks aligned to targeted instructional goals as evidenced by a 20% decrease in individual support and related services as needed and noted on the student's Individualized Education Plan.

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 school data for the 2012-2013 school year indicates an overall reduction of 19.82% in support services throughout the P.233Q organization.
- Two students were recommended for a Least Restrictive Environment (one student moved from a 12:1:4 to a 12:1:1 program and one student moved from a 12:1:4 to a 6:1:1 program).
- 36.6% of students mandated for speech services have been reduced from individual to group size mandates and .8% of students mandated for speech services have been terminated (91 speech services reductions and 3 terminations).
- 8% of students mandated for occupational therapy services have been reduced from individual to group size mandate (17 OT service reductions).
- 16.5% of students mandated for physical therapy services have been reduced from individual to group size mandates and 1% of students mandated for physical therapy services have been terminated (32 reductions and 3 terminations).
- 15.8% of students mandated for health paraprofessionals have been reduced from full time to .5 (part-time). 2.5% of students mandated for health paraprofessionals have been terminated.
- 14% of students mandated for counseling have been reduced from individual to group size mandates and 3.9% of students mandated for counseling have been terminated. (8 reductions and 3 terminations).

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

- Review of IEP mandates and the results of various assessments to appropriately determine the current needs of all P233 students mandated for support services.
- Provide Professional Development opportunities for staff on issues related to positive behavior supports and increased student independence.
- Complete Functional Behavior Assessments (FBAs) for all students mandated for a 1:1 Crisis Management Paraprofessional
- Infuse social skills throughout the P233Q curriculum to promote appropriate decision making skills and self regulatory behavior.
- Recommend changes in student mandates as appropriate at IEP conferences throughout the school year.
- Continue to increase the use of the Get Ready to Learn program in 12:1:4 and 6:1:1 classes.
- Schedule meetings with the behavior management specialist, guidance counselors, school administrators, the IEP Team, related service providers, parents and classroom staff who will work together to develop strategies to decrease support services and increase students' independence

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

- Monthly team meetings will be conducted to develop strategies to decrease support services and increase student independence. Team members will include the behavior management specialist, guidance counselors, school administrators, the IEP team, related service providers and classroom staff.
- Instructional funds will be used to provide coverage for staff members to attend professional development workshops during the instructional day.
- Staff members will be used to organize student clubs that promote positive student behaviors
- Instructional funds will be used to purchase attendance and behavior incentive awards

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

- Monthly review of SEC report and recommended mandate changes proposed at IEP conferences throughout the year.
- Maintain a log of staff attendance at Professional Development workshops.
- Monthly review of FBAs completed during the school year.
- Class schedules will be reviewed throughout the year to insure that the Get Ready to Learn Program is being implemented in all 12:1:4 and 6:1:1 classes.

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

- By June 2014, staff members will review all IEP mandates and assessments to determine the current needs of all students mandated for support services.
- By October 2013, staff members will be identified to attend professional development workshops related to positive behavior supports
- By June 2014 Functional Behavior Assessments for students with 1:1 Crisis Management Paraprofessionals will be completed.
- During the 2013-2014 school year, the P233Q curriculum will include monthly activities to promote social skills, decision making and self regulatory behavior.
- By June 2014, IEP teams will recommend appropriate changes in student mandates at IEP annual review meetings.

- By September 2013, three new classes will begin to participate in the Get Ready to Learn Program.
- By October 2013, a calendar of monthly meetings will be established so that staff teams can develop strategies to decrease support services and increase student independence

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

- Power of Choice and Therapeutic Crisis Intervention Programs will be used to promote positive behavior supports.
- The Continuum of Service and the proscribed Standards of Practice for Occupational Therapy, Physical Therapy and Speech Services will be used to guide decisions related to student progress and appropriate student mandates
- The Get Ready to Learn program will be followed in 12:1:4 and 6:1:1 classes to enhance self regulatory behaviors for all 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).

- Parent Association Meetings and workshops will be scheduled throughout the year.
- Parent schedules will be considered when planning IEP conference dates
- Written progress reports will be sent to parents to keep them informed of their child's progress three times during the school year
- A site based newsletter will be sent home once per month and a school wide newspaper will be sent home twice a year.
- Interpreters will be provided during meetings and events as needed.
- Teachers will communicate daily progress via a communication notebook.

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.

- Related service funds are used to provide additional adult support for students who need to improve independence throughout the school day.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, alternate assessment students in middle and high school classes will improve targeted literacy skills in the area of reading and analyzing informational text as evidenced by an average increase of 2-3 percentage points per class as measured by the summative assessment tool Student Annual Needs Determination Inventory (SANDI) which is aligned to the Common Core Learning Standards

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.

Data from the 2012-2013, Student Annual Needs Determination Inventory (SANDI), the Assessment of Basic Language Learning Skills Revised (ABLLS-R), the New York State Alternate Assessment (NYSAA), teacher observation and the June 2013 Needs Assessment survey, and parent feedback via the SLT indicates that students in Alternate Assessment classes demonstrate difficulty with reading and analyzing informational text.

Instructional Strategies/Activities

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

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

- Students in 12:1:1, 6:1:1 and 12:1:4 alternate assessment classes will be assessed using the Student Annual Needs Determination Inventory (SANDI) to determine a baseline reading level.
- The P233Q Data Inquiry Team will analyze the assessment results and review prescribed strategies
- The P233Q Inquiry Team will consolidate information learned from the inquiry process and share their work with other staff members and the school community via faculty meetings and ARIS postings.
- Provide on-going support to teachers in need of assistance.
- Opportunities will be provided for teachers to exchange ideas/information, examine student work samples, asses and analyze data collection and review the common core reading standards,
- Common Core Reading Standards will be infused into the P233Q Curriculum

- Offer extra support for students designated as ELLs by providing a series of small group instructional interactive activities.

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

- Classroom teachers and related service providers will work together to insure that all students have been assessed using the Student Annual Needs Determination Inventory (SANDI)
- All classroom teachers will participate in the P233Q Data Inquiry Process
- The school based coach and/or District 75 coaches will provide on-going support to teachers in need of assistance.
- Common Planning time will allow teachers an opportunity to exchange ideas/information, examine student work samples, asses and analyze data collection and review the common core reading standards
- The School Team Achievement Institute (STAI) Committee will meet to infuse the Common Core Reading Standards into the P233Q Curriculum and to evaluate and modify rubrics connected to the Common Core Reading Standards.
- ESL teachers work along with classroom staff to insure that ELL students receive extra support and small group instructional activities.

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

- Baseline reading scores for students in alternate assessment classes will be established in October 2013 using the Student Annual Needs Inventory (SANDI)
- Data Inquiry Teams will meet monthly to review and analyze IEP Pal data collection, assessment results and review prescribed strategies
- Data Inquiry Teams will share their work with staff members and the school community at monthly faculty meetings
- Teachers will share strategies at weekly Common Planning Meetings
- Student progress in the area of reading will be monitored using benchmarks obtained by the administration of the FAST in November 2013 and again in May of 2014.

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

- By October 2013 all alternate assessment students will have completed a baseline assessment on the reading section of the Student Annual Needs Determination Inventory (SANDI)
- By June 2014, all middle and high school students in alternate assessment classes will show a 2-3 point increase in the area of reading and analyzing informational text as per the reading section of the Student Annual Needs Determination Inventory (SANDI)

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

- Instructional funds from the fiscal year 2013-2014 will be used to support professional development and classroom materials
- Instructional funds will be used to pay for coverage when staff members participate in professional development activities
- Instructional funds will be used to provide coverage for staff members who engage in inter-visitation opportunities at the school level and at other District 75 schools that have been identified to demonstrate Best Practices that will promote increased student outcomes.
- Title III funds will be used to provide a series of Saturday workshops focused on small group instructional activities that promote increased literacy skills for ELL 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).

- Provide workshops for parents to support their understanding of Federal, State and City standards and assessments
- Provide workshops on curriculum and literacy materials to teach parents how to help their children improve/increase academic skill levels.
- Written progress reports will be sent to parents to keep them informed of their child's progress three times during the school year
- A site based newsletter will be sent home once per month and a school wide newspaper will be sent home twice a year.
- Interpreters will be provided during meetings and events as needed.
- Teachers will communicate daily progress via a communication notebook.

Budget and Resource Alignment

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

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

- Instructional funds will be used to allow the school's Data Specialist an opportunity to engage in ongoing review of student data
- MOSL funds will be used to provide opportunities for select staff members to review and analyze current data and recommend instructional strategies

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, alternate assessment students in middle and high school classes will improve targeted math skills in the area of Operations and Algebra as evidenced by an average increase of two to three percentage points per class as measured by the summative assessment tool Student Annual Needs Determination Inventory (SANDI) which is aligned to the Common Core Learning Standards

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.

Data from the 2012-2013, Student Annual Needs Determination Inventory (SANDI), Equals Math Program, Touch Math, the Assessment of Basic Language Learning Skills Revised (ABLLS-R), the New York State Alternate Assessment (NYSAA), teacher observation and the June 2013 Needs Assessment survey, and parent feedback via the SLT indicates that students in Alternate Assessment middle school and high school classes demonstrate difficulty in functional math skills in the areas of measurement and numbers and operations in base 10.

Instructional Strategies/Activities

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

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

- Students in 12:1:1, 6:1:1 and 12:1:4 alternate assessment classes will be assessed using the Student Annual Needs Determination Inventory (SANDI) to determine a baseline math level.
- The P233Q Data Inquiry Team will analyze the assessment results and review prescribed strategies
- The P233Q Inquiry Team will consolidate information learned from the inquiry process and share their work with other staff members and the school community via faculty meetings and ARIS postings.
- Provide on-going support to teachers in need of assistance.
- Opportunities will be provided for teachers to exchange ideas/information, examine student work samples, assess and analyze data collection and review the common core reading standards,
- Common Core Math Standards will be infused into the P233Q Curriculum
- Offer extra support for students designated as ELLs by providing a series of small group instructional interactive activities.

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

- Classroom teachers and related service providers will work together to insure that all students have been assessed using the Student Annual Needs Determination Inventory (SANDI)
- All classroom teachers will participate in the P233Q Data Inquiry Process
- The school based coach and/or District 75 coaches will provide on-going support to teachers in need of assistance.
- Common Planning time will allow teachers an opportunity to exchange ideas/information, examine student work samples, assess and analyze data collection and review the common core math standards
- The School Team Achievement Institute (STAI) Committee will meet to infuse the Common Core Math Standards into the P233Q Curriculum and to evaluate and modify rubrics connected to the Common Core Math Standards.
- ESL teachers work along with classroom staff to insure that ELL students receive extra support and small group instructional activities.

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

- Baseline math scores for students in alternate assessment classes will be established in October 2013 using the Student Annual Needs Inventory (SANDI)
- Data Inquiry Teams will meet monthly to review and analyze IEP Pal data collection, assessment results and review prescribed strategies
- Data Inquiry Teams will share their work with staff members and the school community at monthly faculty meetings
- Teachers will share strategies at weekly Common Planning Meetings
- Student progress in the area of math will be monitored using benchmarks obtained by the administration of the FAST in November 2013 and again in May of 2014.

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

- By October 2013 all alternate assessment students will have completed a baseline assessment on the math section of the Student Annual Needs Determination Inventory (SANDI)
- By June 2014, all middle and high school students in alternate assessment classes will show a two-three percentage point increase per class in the area of math as per the math section of the Student Annual Needs Determination Inventory (SANDI)

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

- Instructional funds from the fiscal year 2013-2014 will be used to support professional development and classroom materials
- Instructional funds will be used to pay for coverage when staff members participate in professional development activities
- Instructional funds will be used to provide coverage for staff members who engage in inter-visitation opportunities at the school level and at other District 75 schools that have been identified to demonstrate Best Practices that will promote increased student outcomes.
- Title III funds will be used to provide a series of Saturday workshops focused on small group instructional activities that promote increased math skills for ELL 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).

- Provide workshops for parents to support their understanding of Federal, State and City standards and assessments
- Provide workshops on curriculum and math materials to teach parents how to help their children improve/increase academic skill levels.
- Written progress reports will be sent to parents to keep them informed of their child's progress three times during the school year
- A site based newsletter will be sent home once per month and a school wide newspaper will be sent home twice a year.
- Interpreters will be provided during meetings and events as needed.
- Teachers will communicate daily progress via a communication notebook.

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.

- Instructional funds will be used to allow the school's Data Specialist an opportunity to engage in ongoing review of student data
- MOSL funds will be used to provide opportunities for select staff members to review and analyze current data and recommend instructional strategies

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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

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

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **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.

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 #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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

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

6.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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	<ul style="list-style-type: none"> • Rigor - a reading program [used in a 12:1:1 classrooms] is an intervention program that supports learning for struggling readers [including ELL students] by providing age appropriate and explicit instruction that supports vocabulary development and comprehension skills for particular content areas. • STEM [Science, Technology, Engineering and Math] - is differentiated reading program used in 12:1:4 and 6:1:1 classes. It supports vocabulary development, purposeful interaction with print, comprehension development for students with severe and multiple disabilities 	<p>Small group Individual Whole group</p>	<p>Literacy block period five days a week during the instructional school day.</p>
Mathematics	<ul style="list-style-type: none"> • Math games are used to create problem solving opportunities and peer-to peer learning as well as opportunities to appropriately use math manipulatives • Equals math program supports learning for students in both 6:1:1 and 12:1:4 as it provides opportunities to teach foundational skills in mathematics via the use of purposeful and interactive activities • Attainment math – used in 12:1:1 classes allows students to learn functional math skills in the areas of money and measurement 	<p>Small group Individual Whole group</p>	<p>Math block period five days a week during the instructional school day.</p>
Science	<ul style="list-style-type: none"> • Project Based Activities • Inquiry Learning • Use of Scientific Method 	<p>Small group Individual Whole group</p>	<p>Science period five days a week during the instructional school day.</p>
Social Studies	<ul style="list-style-type: none"> • To support learning students identify and highlight key historical events via interactive, project based activities. • 	<p>Small group Individual Whole group</p>	<p>Social Studies periods five days a week during the instructional school day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School)	<ul style="list-style-type: none"> • Therapeutic Crisis Intervention • Social Skills Training 	<p>Small group Individual</p>	<p>During the school day one day a week and/or on an as-needed basis</p>

Psychologist, Social Worker, etc.)

- Self- regulation techniques

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

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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	X
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 75	Borough Queens	School Number 233
School Name P233Q		

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 Debbie Edmonds	Assistant Principal Bruce Elfant
Coach Judy Leight	Coach type here
ESL Teacher Farida Jhaveri	Guidance Counselor Sandy Park
Teacher/Subject Area Luz Baena/TBE/Spanish	Parent Nancy Newman
Teacher/Subject Area Henry Feder/Related Service Co	Parent Coordinator Nelly Gutierrez
Related Service Provider type here	Other Shan Gu/ESL Teacher
Network Leader(Only if working with the LAP team) Ketler Louissant	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	376	Total number of ELLs	93	ELLs as share of total student population (%)	24.73%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	93
SIFE	13	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	46

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			1		2				4	0
Dual Language										0
ESL		5	11			18		2	50	0
Total	0	5	12	0	2	18	0	2	54	0

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
Spanish												1	6	7
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	1	6	7

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								2	3	11	3	6	19	44
Chinese							1	2		1			5	9
Russian							1							1
Bengali					1			1	2	2			4	10
Urdu											1		3	4
Arabic										1				1
Haitian													2	2
French														0
Korean								1					1	2
Punjabi							2			2	1		3	8
Polish												2	1	3
Albanian														0
Other										1			1	2
TOTAL	0	0	0	0	1	0	4	6	5	18	5	8	39	86

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					1		4	5	5	17	4	8	44	88

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		1	1		2	5
Advanced (A)														0
Total	0	0	0	0	1	0	4	6	5	18	5	8	46	93

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

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

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

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

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

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

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

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

Paste response to questions here:

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

Paste response to question here:

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](#))

Paste response to question here:

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?

Paste response to questions here:

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](#).)

Paste response to question here:

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

Paste response to question here:

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?

Paste response to questions here:

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

At P233 Q we have 86 ESL students and 7 Bilingual students. P233Q uses summative and formative assessments, All these students participate in NYSAA, are also assessed via SANDI, Assessment of Basic Language and Learning Skills (ABLSS), a criterion referenced assessment tool, also assessed through FAST, NYSAA, EQUALS, TOUCH MATH, NYSESLAT, LAB-R, and Scantron. These assessment tools are used for our 6:1:1 and 12:1:4 students. The ELL / Bilingual teachers (Ms. Gu , Ms. Jhaveri and Ms Baena) design their academic instruction through the analysis of the data. based on the LAB-R and NYSESLAT scores a data has proven that students need extensive support in reading and writing modalities. Whereas speaking and Listening modalities have proven to be their great strength. During the 2012-2013 school year, ELL students performed as well as their monolingual peers on the NYSAA as reflected by the data in all content areas including ELA, Math, Science, and Social Studies. None of our ELL students are involved in standardized assessment . Using NYSAA data folios, our ELL students have received scores of 3 and 4 in both accuracy and independence. All of our 86 ELLs and 7 Bilingual students are administered the NYSESLAT during the spring semester. P233q uses Weekly Reports data, Lessons assessment, Inquiry Team data, and culminating projects.

The data patterns from the results of the LAB-R and NYSESLAT reveal that most of are students are at the beginners level (93%). These ELLs are limited in terms of their receptive and expressive language. The vast majority of our ELLs do not read or write. Therefore we are gearing our instruction towards increasing receptive and expressive language. The following components comprise our various ELA Programs SMILE, RIGOR, STEM AND WILSON READING PROGRAMS. This allows for scaffolding and academic progress. The ESL teacher also collaborate with classroom teachers in during thse ELA programs. The students native language is used in the following ways: Bilingual teaching assistants are utilized in the classroom, classroom libraries are supplied with Dictionaries and books in students 1st lang and multicultural thematic units are taught throughout the school year. Additionally, instruction in the grade level classroom is differentiated based on the needs of the ELL students. Classroom teachers are provided with support from Speech therapist, to ensure all ELL students needs are met. Our classroom teacher creates rubrics which helps us identify whether or not ELL students are grasping the concept so we are able to advance our academic insruction. Teacher observation, teacher made, and informal test all assist in helping to evaluate the ESL program.

Students participate in reading and writing activities that are modified and adapted according to their academic and developmental

needs. ELLs who attend P233Q are administered the NYSAA and the NYSESLAT. Our ELLs are not involved in Scantron or Acuity periodic assessments. ELL teachers create an instructional schedule based upon the students proficiency level. The student will receive instruction in terms of listening, reading, speaking and writing in English. In order for ELL students to develop their reading comprehension, we use different types of text books. Therefore students will be able to make the connection to text to text, text to self, and text to world. Real life experience is used when discussing reading materials. Stories that have cultural relevance are included. Students also create their own books related to the activity. This whole process is done by our two ESL and one bilingual teacher.

We use the NYSESLAT as our Annual Measurable Achievement Objectives (AMAOs). We look for progress in English language acquisition; Exiting or reaching English language proficiency; and adequate progress for the ELL subgroup in meeting grade-level academic achievement standards in ELA (reading) and math.

Within the RTI framework we derive the data from SANDI. Sandi shows a strong deficit of word learning in our ELLS. To build a stonger vocabulary base for our ELLS, the ESL teachers conduct short lessons and discussions around vocabulary of the text. The concrete words are represented in picture symbols so that they are learned more easily than the abstract words themselves. Again, within the RTI framework, teachers write language objectives that are clear for our ELLS to understand; ESL teachers adapt content to all levels of student proficiency; and teachers use speech appropriate for student's proficiency level.

At this time D75/P233Q does not offer a dual language program.

The IEP drives all instruction at P233. Classroom and ELL teachers create instructional activities and differentiate the lessons based on each student's IEP goals. P233Q evaluates the success of our programs for ELLs through 3 criteria; the NYSESLAT, the NYSAA and teacher observation. Spring 2013 NYSESLAT scores showed that almost 96% of our ELLs are beginners and 4% are in the intermediate to advanced level. During the 2012-2013 school year, ELL students performed as well as their monolingual peers on the NYSAA. Using NYSAA data folios, our ELL students have received scores of 3 and 4 in both accuracy and independence. In terms of teacher observation, we have seen considerable progress in the areas of receptive and expressive language in our ELL students. Paste response to question here:

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](#).)
Paste response to question here:
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.
Paste response to question here:
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 [\[see tool kit\]](#).)
Paste response to question here:
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.
Paste response to question here:
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.
Paste response to question here:
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. ①

ELLs who attend P233Q are identified as ELLs at the CSE level, through the completion of the Home Language Identification Survey. If the HLIS indicates that a child uses a language other than English at home, the student is administered the Language Assessment Battery-Revised Test. If the HLIS and LAB-R results show that a student is an ELL and Spanish is used in the home, the child must also take a Spanish LAB to determine language dominance. Initially the LAB-R is administered in English. If the CSE fails to administer the HLIS, the ESL teachers at P233Q will perform this assessment within the first 10 school days that the student is in school. The 2 ELL teachers who administer the HLIS and the LAB-R, are both permanently certified as ESL teachers. One teacher, Shan Gu, speaks English and Chinese and the other teacher, Farida Jhaveri, speaks English, Urdu, Hindi, Punjabi, and Gujarati. If the parent does not speak, read, or write English, the ESL teachers get the support of a pedagogue that speaks the same language as the parent.

All ELLs within P233Q participate in the New York State English as a Second Language Achievement Test (NYSESLAT). This includes students receiving ESL as per their IEP and students who receive bilingual instruction. In addition we use the following ATS screens RLER, RLAT and RMSR to clarify who is eligible to take the NYSESLAT. The NYSESLAT is administered by our certified teachers (Ms. Shan Gu, Ms. Farida Jhaveri, and Ms. Luz Baena.) The test is administered every year to determine how well ELLs are learning English. This test consists of four modalities; speaking, listening, reading, and writing. Scores from the NYSESLAT are divided into 4 performance levels. The 4 levels are Proficient, Advanced, Intermediate, and Beginning. Based on the RLAT screen in ATS, 0% of our students are at the proficient level 1% of our students are at the advanced level, 5% of our students are functioning at the intermediate level, and 94% are at the beginning level.

There are no Dual Language programs in District 75 at this time. When ELLs enter P233Q our Transitional Bilingual program (located at P233@875 Site and is a single Spanish language class) and the Freestanding ESL (located at seven sites) are explained to the parents at a parent meeting facilitated by our Parent Coordinator, who is also bilingual Spanish. Interpreters are employed when necessary. The meetings are chaired by the 2 ESL teachers and the Bilingual teacher. This meeting takes place within the first 4 weeks of school. For those parents who are unable to attend due to family commitments, alternative meeting dates are arranged. These meetings are chaired by Shan Gu and Farida Jhaveri who are permanently certified in ESL. Luz Baena is permanently certified in Bilingual education.

An informal interview takes place between the family and the ESL teacher, when the new ELL enters P233. In addition, the HLIS is completed. Based on the responses by parents at the completion of HLIS, the LAB-R is administered to determine his/her level of English Proficiency. Our school then sends home an Entitlement letter for parents to select the right program for their child and return to school. Parents are then invited to an orientation session to attend at school. At the orientation session, parents of ELLs are given a Parent Survey and Program Selection form to fill. This whole process is chaired by the 2 ESL teachers Shan Gu, Farida Jhaveri, and Luz Baena our Bilingual Spanish teacher, and our parent co-ordinator Nelly Guterrez, who also speaks Spanish. A Non Entitlement Letter is also sent to parents whose children were not entitled for ESL, based on HLIS or the LAB-R scores.

ELL students typically enter P233Q with entitlement letters already filled out. These letters are stored at school. Non-entitlement letters are sent home to parents whose children are not entitled to ESL services due to the LAB-R score. At the parent orientation session, the ESL teachers give a detailed explanation of the different ESL programs. P233 has a Freestanding English as a Second Language program at all seven sites and a Transitional Bilingual program/Spanish at only one site. After the orientation, parents are asked to fill out the Parent Survey and Program selection form. Based on the information provided by the parent, P233 makes every effort to respond to parents' needs. However if the parent is unable to attend the scheduled orientation, our parent co-ordinator Nelly Guterrez, calls the parent to discuss the program over the phone. The Parent survey Program is still sent home to be completed and returned to school.

Based on the results of the HLIS and LAB-R, students who are identified as ELLs are administered the NYSESLAT. The ESL teachers and the Bilingual teacher collaboratively administer the NYSESLAT. Teachers score the writing and speaking sections of the NYSESLAT. This test is given once a year in the Spring. Based on the NYSESLAT TEST MEMO, the ELL and Bilingual teachers, administer, proctor, and score the four modalities of NYSESLAT.

Based on the parent responses to the Parent Survey and Program selection form, only 7 students were placed in the Transitional Bilingual program at P233 @ 875 site, and the remaining 86 students are receiving the Freestanding English as a Second Language Program, at all the seven sites.

Program models offered at P233Q have, for the most part, been aligned with parent requests. Some parents have requested the Transitional Bilingual Education Program. In some instances we have not been able to fulfill this request. P233Q has one TBE class at our 875 High School site. There is a certified bilingual teacher in that class. P233Q has 7 different sites in Queens. Three

are high school sites, three middle school sites, and one elementary inclusion program. There are not enough ELLs in each respective language to open up a bilingual class. For those students who are mandated for a Transitional Bilingual Ed. Program that we cannot provide, the student is given an alternate placement para (if we have a paraprofessional who speaks the language), and the services of an ESL teacher. If we don't have a paraprofessional who speaks the child's language, we will move staff from another site to accommodate the needs of the student.

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])?

Paste response to questions here:

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)?

Paste response to questions here:

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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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).

Paste response to questions here:

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?

Paste response to question here:

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?

The ESL teachers use the instructional model of push-in/pull-out, which is based on classification of student to staff ratio of 12:1:1, 8:1:1, 6:1:1 and 12:1:4. The push in models allows the ESL and classroom teacher to collaborate on instructional strategies. The Bilingual instructor teaches in a self-contained environment utilizing the native language Spanish/ English. Students are grouped according to their abilities. The program model for ELLs is ungraded and the proficiency level is generally homogeneous. 95% of our ELLs are beginners. Pull out service is provided during 45 minutes sessions, according to students' mandated student-to-staff ratio. The co-operative learning approach is used. Depending on the students needs the push in model is used to assist students and allow the students to remain in the classroom with their English speaking peers.

There is no Dual language program in District 75 at this time. Students in our TBE class receive the number of units of ESL instruction as required by CR Part 154. Sixty percent of the school day in the TBE class is devoted to NLA instruction. Forty percent of the day is devoted to ESL instruction. P233Q is comprised of 7 different sites spread over the borough of Queens. P233Q employs 2 certified ESL teachers. The maximum number of minutes of ESL instruction is delivered given the number of students, sites, and ESL teachers.

All of our students in the TBE program receive the mandated number of minutes per week. Students in TBE program receive 189 minutes per day of NLA, of which 45 minutes is mandated. Sixty percent of the school day in the TBE class is devoted to NLA (Spanish), and 40% is devoted to ESL instruction. All students in the TBE program are beginners.

All students in the TBE class receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards, ELA Standards and Common Core Standards. P233 incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Differentiated instruction, Whole Language, graphic organizers, and Co-operative learning in conjunction with augmentative communication devices and pictorial/symbolic representations. The use of technology is incorporated through

Smart board activities, VIZZLE Program Microsoft Power Point and the use of dictionaries to give students additional instructional support.

Instruction follows the NYC's Balanced Literacy Program, which is supported by multicultural library books, the use of technology and the adaptation of literacy materials to meet the individual needs of students with severe disabilities. Included in this, is the use of voice output devices. Classroom libraries are in both students' native language as well as English. The stories read connect to student's cultural needs and prior experiences. The school library specifically purchased books for ESL learners. Purchased books include pages that are not too busy; language that can be bridged for ESL learners content that is of interest and age appropriate to the students; language that can be extended to real work situations; and the use of a repetitive structure to reduce the comprehension load of the students.

At a minimum, students will listen and speak on a daily basis. Over the course of the year, students will read a minimum of 25 books or the equivalent (using adapted books). Also, students will write on a daily basis in all content areas using the school curriculum and following the methodologies of Danielsons Framework, AGLI's and books in English, including commercially written trade books (e.g. Spring Summer, Autumn, and Winter by G. Smith, Polar Bears by Emily Townsend; and The Pilgrims First Thanksgiving by Anne McGovern) as well as books written and/or adapted by classroom staff to meet the needs of students with severe disabilities. In terms of math, we use the Touch Math program students are taught measurement, weights, numeration, and currency. Science curriculum emphasizes human anatomy and how to take care of one's body. Topics covered in social studies include school elections, debates, and school newspaper. P233 is also using the STEM Program (Science, Technology, Engineering and Math). The STEM Program is geared for our 6:1:1 population. The RIGOR program (Reading Instructional Goal for Older Readers) is geared for our 12:1:1 population.

All students in the TBE class are beginners. They are all assessed in Spanish, using teacher made materials.

Based on the scores of the spring NYSESLAT, the ESL and Bilingual teachers are able to baseline the instructional levels of their students. Baseline results are in the four modalities of speaking, listening, reading, and writing. Student are periodically re-evaluated in the four modalities during the school year. The ESL teachers always differentiate instruction to meet the needs of our students.

There are currently 13 SIFE students attending P233Q. SIFE students receive small group and individualized instruction, when possible. Areas of emphasis are literacy, math, vocational, and technology skills.

Currently, newcomers who attend P233Q are moderately to profoundly developmentally disabled. Using ESL modalities and keeping in mind the ESL standards, all instruction is adapted to the individual needs of the students. Students are given an opportunity to hear English spoken throughout the day so that they have the opportunity to strengthen their English language skills. Since many of our students are non-verbal, all classrooms, including our TBE class, use picture symbols and communication devices (PECS, IPAD, TEACH, DYNAVOX, etc.) to help our students communicate with each other, the staff, their families, and the community at large. In some instances, newcomers are supported by paraprofessionals who speak their native language.

Every ELL student at P233 is administered the NYSESLAT. However many of our students are severely disabled and their scores are either very low or invalid. Therefore, we need to continue their ELL services. The goal for ELLs receiving service in the 4-6 year category is to improve their English Language Acquisition in the four modalities. In addition to English language the ESL teachers also integrate instruction in the content subject areas of Math, Science, and Social Studies. Based on our monthly school curriculum, and following the ESL methodologies students either read books or books are read to them.

In the long term ELL category (completed 6+ years), ELL instruction is geared to the community and the work place. Instruction focuses on socialization skills, job skills, and improving the four modalities of English literacy. Our long term ELLS work at some of the following work sites:

QCP---packiging

Goodwill----sorting clothing

CVS----stacking and cleaning

Food pantry---sorting and packing food

Sorrentino center-----stacking books.

Staples--- stacking, sorting and cleaning

Carter Burden---- food service

In addition our long term ELLs work in house at P233 in the following areas:

Print shop---copier, shredding laminating and binding books.

Metro Café-----running a snack shop and preparing lunches for staff and students.
 Mail delivery---delivering from site to site using OPT buses.

Once proficient, the ELL will be closely monitored by his/her classroom teacher and the student will be assessed on NYSESLAT for two additional years.

The instructional strategies that our ESL teachers use are Scaffolding, Modeling, Bridging and Text representation. ELL teachers attempt to align language and vocabulary to the level of the student. They integrate technology using websites, software with adaptation, smartboard activities, Edmark and VIZZLE pilot program to their teaching strategies. ESL teachers with their classroom colleagues use scaffolding and differentiated instruction to help meet the standard of our ELLS.

Based on our students level /grade and disability, our ESL teachers choose either published or adapted books. For example, under the science curriculum students read the book "FALL" by Tanya Thayer, "SEEDS" by Vijaya Khisty Bodach, and a book concerning the seasons was converted to the smart board and VIZZLE format. Under the ELA curriculum students also learn how to write letters and send e-mails via computers. Students are also given the opportunity to research different career opportunities in preparation for when they leave the school. The 12:1:4 classes are provided with concrete objects, items they can touch, hear, and smell. The instruction is provided with intermittent reinforcement. Instruction is also supported by the VIZZLE PILOT PROGRAM and smart board activities. This makes the lessons interactive, increase motivation, and accommodates different learning styles. It also captures student's attention and makes the subject alive. This gives the ELLS the opportunity to strengthen their vocabulary and further improve their English language skills. The 12:1:1 class is involved in activities paired with other students. These groups have different levels of English proficiency which makes it possible for students to help each other, understand, and complete the task.

Although many of our ELLS meet some of their IEP goals, none of our students have attained English proficiency within the least restricted environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

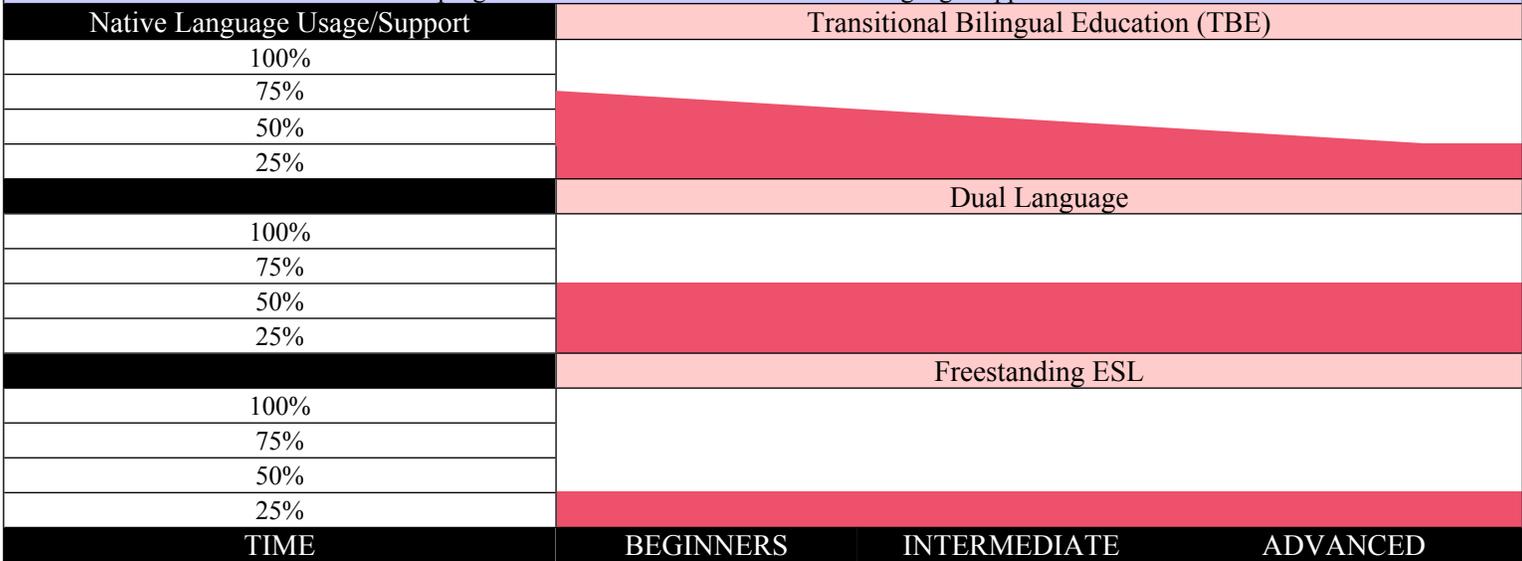
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

For ELLs in our 12:1:4 and 6:1:1 program, the following intervention programs are being utilized:

ELA – S.M.I.L.E. (Structured Methods in Language Education)

MATH – Equals Math& Touch Math.

SOCIAL STUDIES - Emphasizes being a responsible citizen in school and in the community. Emphasis is on social skills and following rules during school elections, debates, and publishing the school newspaper. Students relate to prior knowledge to bridge new experiences.

Get Ready to Learn program(YOGA)

Science, technology, engineering math (STEM)

Edmark reading and vocabulary program.

For ELLs in our 12:1:1 program, the emphasis is on ELA/Writing, Reading, and Math. Specifically P233 is utilizing the RIGOR program(Reading Instructional Goals for Older Readers). The concentration is on expository , letter , descriptive, and persuasive writing; and in terms of math, the emphasis will be on Attainment Math. Attainment Math has daily lessons that begin with a real life story, illustrated with picture cues, and are taught with fading support levels. A graphic organizer presents a problem for every story.

Reading, writing,and Math are also done by our students through our Power of Choice Program. During this program students attend various clubs- i.e. sports, music, and video. During this time Ell students are encouraged to socialize and interact with their fellow

students. Title III is also a targeted intervention program for our ELLS. All lessons are aligned with Common Core Learning Standards. Last year ELL students cooked various foods from different countries.

For all of our ELLs, lessons are multisensory and address the learning style of each student. All lessons reflect/mention NYS Standards, and Common Core Standards.

The effectiveness of our current ELL programs can be seen in the way P233 continuously monitors ELL student progress. This is done through SMILE (emphasize vocabulary), EDMARK (emphasizes reading), RIGOR (emphasizes reading and writing in our 12:1:1 students), STEM (emphasizes building vocabulary, strengthening reading, and encouraging students to write in our 6:1:1 students), and TOUCH MATH (increases counting, measurements etc in our 12:1:14 and 6:1:1 students). Our program is also effective because the ELL teachers and classroom teachers know their ELL population and their needs. Teachers support and learn from each other in a way that recognizes the interdependency of language proficiency and content instruction. Finally curriculum and instruction at P233Q are closely aligned to applicable standards.

P233Q implemented the STEM and RIGOR program for our ELL students during the 2013-2014 school year.

P233Q is not planning to discontinue any programs/services for the 2013-2014 school year. Due to the success of programs during the 2011-2013 school year there is no necessity to discontinue any programs.

ELLs who attend P233Q are afforded equal access to all programs within P233. Inclusion students have access to programs within the general ed population. At our Metropolitan High School site we will offer the Title III Saturday program. This program will focus on ESL through culinary arts and technology. All of our ELLs are encouraged to participate in the Title III program. Parents are also invited to attend and participate. Teachers differentiate instruction to meet the needs of students and integrate alternative assessment students to the fullest extent possible.

The ESL and TBE educational program at P233Q currently serve 12:1:4, 6:1:1, and 12:1:1 students. Due to the academic levels of the students, the instructional materials being utilized for both programs are similar. Below is a list of some of the materials being used for instructional purposes;

- Communication symbols (bilingual-spanish)
- Communication devices
- Pictures
- Tactile objects
- Olfactory materials – scented markers, sprays, etc.
- Visuals – ESL videos, internet videos
- Smart boards
- Audio materials
- Adapted bilingual-spanish books
- Community Based Instruction (bilingual-spanish) – i.e – shopping at the supermarket using pictures, words, symbols, etc.
- Teacher made communication boards (bilingual-spanish)

Instructional materials that we use to instruct all level ELL students are: Smart Board, VIZZLE PILOT PROGRAM, Mayer Johnson symbols, the Wilson Program, Microsoft Word, PowerPoint, graphic organizers, math manipulatives, dictionaries, fiction and non-fiction books.

In terms of native language support for our TBE/ESL programs (at this point there is no Dual language program in D75), instruction follows the tenets of balanced literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature based and standard based materials and activities. The use of bilingual software and multimedia enhances and supports the development of native language skills. Native language support in terms of literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with language experience charts, whole language, multisensory approaches, cooperative learning, the infusion of the arts and the use of technology. To comply with the New York City's literacy requirements, each classroom library contains books in the native language, as well as books adapted/written by classroom staff to meet the needs of students with severe disabilities. Through adaptation, all services support, and resources correspond, to the ELLs' ages and grade levels. Bilingual students who are not in bilingual classes receive the support of an alternate placement para with ESL services.

ESL teachers create an instructional schedule, based upon the proficiency levels which range from beginner through advanced. Learning style, chronological age, IEP ratio, and grade level are all essential factors to keep in mind when determining a student's level of proficiency. Differentiated instruction is used with students on every level of proficiency.

The new ELLs who enroll throughout the school year are provided with push in/pull out models. In addition the ESL teachers provide academic and emotional support to the newly enrolled students. Alternate placement paras also help to integrate newly enrolled ELLs in ESL groups and classroom settings.

At P233 language electives are not offered to our ELLS.
We do not have a Dual language program at P233 Q.

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.

The professional development plan for ESL focuses on the following:

Developing and understanding of the Common core Learning Standards (CCLS) and their implication for the instruction of English Language learners.

Insuring that the instruction of ELLS incorporates the use of technology, in line with the CCLS.

Utilizing technology to analyze information about students , literacy performance.

Developing an on line support- tool kit - collaboratively between ESL and Mainstream tchers.

ELL personnel are sent to the Compliance, BESIS, and NYSESLAT workshops. In addition ELL personnel will attend instructional workshops offered by the ELL division, to meet the criteria of CCLS. Classroom teachers with the exception of the ESL teachers are required to take the Jose P. training, which is a 10 hour workshop.

There is a Professional Developemnts offered by the ELL department, the theme is "EMPOWERING ELLS WITH DISABILITIES". This PD is offered in four sessions, during which integrated curriculum,aligned with and conncted to CCLS will be modelled. Technology will be integrated into the presentation, including the use of IPAD apps to support participants growth as educators. The domains of Danielson's Framework will also be addressed.

As ELLs transition from elementary to middle and middle to high school, ESL teachers communicate with each other to facilitate a smooth passage from one site to the other. The ESL teachers collaborate with the content area teachers on instruction, socialization, assessment, and IEP goals and standards to ensure that the individual needs of the ELLs are addressed during the transition period. Guidance Counselors reassure students that their transition to the new school will be smooth; that they will feel comfortable in their new location; and that the counselors will be there to support them if any problems should arise.

The minimum 10 hours of ELL training for all staff as per Jose P., include ESL methodologies, the Natural Approach, the Whole Language Approach, graphic organizers, and multisensory approaches. These are supported by augmentative communication devices and Mayer-Johnson picture symbols.



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?

The P233Q Parent Coordinator is bilingual and offers parents of all ELL students support throughout the year. She helps parents become more involved in their child's educational program by providing information about available services. She is available to answer questions and meet with parents at school or at home. Meetings are held at the school level with translation services. Every effort is made to send notification of such events in the native languages represented in our school. On September 25th, 2013 a workshop was held for parents. At this meeting Social Security, SSI, Health Insurance, and Food stamps were discussed. An orientation session for newly enrolled ELLs took place on October 9th, 2013. The orientation program discussed ELL methodologies that are employed at P233Q and hands on materials that are utilized with all the students. In addition an Open Door/Transition meeting was held for Parents whose children are graduating. The parent coordinator speaks English and Spanish. Topics discussed at parent meetings, with translation services, include transition services, ESL and Bilingual education, Behavior management needs of our students, and visitations to post DOE facilities. Parent teacher conferences, that are held twice a year, also help to encourage communication between home and school. Also, there will be a parental instructional component added to the Saturday program as part of the Title III grant. We will have additional parent meetings in December and May. The December meeting is a holiday party and dance. The May meeting is a family night. These meetings allow parents to socialize and speak about common concerns. We have multiple staff who speak multiple languages, who attend these events. Ongoing monthly meetings are held on various topics.

P233Q partners with a number of Community Based Organizations to assist all parents (including ELLs) in their child's transition from public school to over 21 programs. Queens Parent Resource Center and ANIBEC have played an integral part in this process. Heavenly Hands has assisted us in the area of behavior management. All information transmitted, be it oral or written is translated into the parent's native language by P233 staff. We have also developed partnerships with businesses that serve as our job sites. Some of these organizations are Staples, CVS, and JASA, Carter Burden, Creedmore (meal Program), QCP (pilot program), Nursing Home and Food Pantry at the church.

ELL teachers communicate with parents via parent meetings, telephone conferences, and written communication. Needs are evaluated by the ELL teachers and specific concerns are addressed. Our ESL teachers are multi-lingual. Throughout the school year parents are invited to different workshop programs. For parents that speak a language other than what the ESL teachers know, we employ other P233 staff to provide translation services.

Parents receive suggested activities by the ESL teachers. These suggested ideas are individualized to meet the needs of the students and can be carried out in the home environment. The parent coordinator makes certain that there is communication with the families and guardians of ELLs by providing translated school documents and any other information that needs to be sent home. Parent outreach shall include opportunities for orientation meetings and other meetings throughout the school year. Parents of ELLs are always invited to parent teacher conferences, IEP meetings and the Saturday Title III program. At these gatherings, parents are always asked by the ESL teacher if they have questions or concerns about their child's progress in the ESL program. To ensure that the needs of ELL parents are met, P233Q has monthly PTA meetings, Transition Fairs, and Resource Fairs (Medicare, Medicaid, Respite, and after school programs are discussed). At the Parent/Teacher conferences, translators are hired to meet the needs of the 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: P233

School DBN: 75Q233

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debbie Edmonds	Principal		10/23/13
Bruce Elfant	Assistant Principal		10/23/13
Nelly Gutierrez	Parent Coordinator		10/23/13
Farida Jhaveri/Shan Gu	ESL Teacher		10/23/13
Nancy Newman	Parent		10/23/13
Hank Feder	Teacher/Subject Area		10/23/13
Luz Baena	Teacher/Subject Area		10/23/13
Judy Leight	Coach		10/23/13
	Coach		1/1/01
Sandy Park	Guidance Counselor		10/23/13
Ketler Loissannt	Network Leader		10/23/13
	Other		
	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: 75q233 School Name: P233Q

Cluster: 5 Network: 5

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.

The need for written and oral translation was assessed by staff survey and data from IEP, ATS, and CAP. The Home Language Survey is also analyzed to assess the language needs of students and parents. Parents are contacted to determine if they would prefer an oral translator or written material in their native language. During IEP, Transition, and Parent meetings, oral interpreters are provided to facilitate the meetings. All letters and notifications are sent home to those who have requested the material in their native language. For languages not covered the Parent Coordinator contacts the translation and interpretation unit of the DOE. This DOE intern, translates all the requested information that is submitted to them.

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.

There are 12 different languages represented @ P233Q. ESL teachers share this information with content area teachers and all other staff, to make them aware of the various cultures in our school. This helps the school staff to promote an atmosphere of cultural awareness and respect for all people. Parents are sent letters to inform them of the different language interpreters at our school. Parents are provided with letters, memos, and documents in their native language. This helps to foster a friendly relationship between families of ELLs and the school community. If P233 staff cannot provide the appropriate language or interpretive services to an ELL family, we contact the Interpretation and Translation Unit of the DOE.

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.

The P233Q parent coordinator is bilingual and offers non English speaking parents full support throughout the year. She is aided by the ESL teachers who are also multilingual. The parent coordinator helps parents become more involved in their child's education through communication and providing translated school documents and other information that needs to be sent home. The written translation include notification of important school communications (school events, school closings, orientation meetings, parent-teacher conferences, open house, IEP meetings and Title III programs).

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 at IEP meetings, parent meetings, parent/ teacher conferences, and Title III programs. At such meetings, translators are present to assist parents with their questions or concerns. The teachers and paraprofessional at P233 Q can provide the oral translation and interpretative services for all of the students and parents in their native languages. If there is any language where we cannot provide assistance, we reach out to the Translation and Interpretation Unit of the DOE.

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>.

P.233Q will follow the procedures outlined in the Chancellor's Regulation A-663. We will ensure that limited English speaking parents are provided with a meaningful opportunity and have access to programs and services critical to their child's education. P.233Q will continue to reach out to non-English speaking parents by interpreting and translating documents in their native language utilizing, if necessary, the professional services of contracted vendors as well as translation services of our P.233Q staff. Our school will distribute pre-made forms in various languages provided by the Department of Education and District 75 website. The P.233Q Parent Coordinator and the ESL teachers, will continue to share information with our ELL speaking parents via flyers, phone calls and translation at various school events. P.233Q will provide orientation to parents on programs for LEP students and Title III, during the Spring and Fall ELL parent orientation meetings or

conferences, as well as during Annual Reviews. The Parent Coordinator will make written materials on bilingual, ESL programs and Title III available in various languages. P.233Q will pay per-session rate to bilingual staff to translate materials or to interpret for parents during parental involvement activities. P.233Q will also utilize interpreters from the Translation and Interpretation Unit to provide interpretation and written materials, when necessary.