Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **75Q023**

School Name: **PS 23 Q**

Principal: **JACKIE JONES**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: K-12 School Number (DBN): 75Q023

School Type: Day Treatment/in-Patient Hospital Grades Served: K-12

School Address: 74-03 Commonwealth Blvd., Bellerose, NY 11426

Phone Number: 718-264-4880 Fax: 718-264-4836

School Contact Person: Jackie Jones Email Address: Jjones28@schools.nyc.gov

Principal: Jackie Jones

UFT Chapter Leader: Paulette Scott

Parents' Association President: Joanne Stroman

SLT Chairperson: Pamela Hicks

Student Representative(s):

District Information

District: 75 Superintendent: Gary Hecht

Superintendent's Office Address: 400 First Avenue, New York, New York 10010

Superintendent's Email Address: ghecht@schools.nyc.gov

Phone Number: 212-8021591 Fax: 212-802-1678

Cluster and Network Information

Cluster Number: 754 Cluster Leader: 754

Network Number: 754 Network Leader: Arthur Fusco

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jackie Jones	*Principal or Designee	
Paulette Scott	*UFT Chapter Leader or Designee	
Joanne Stroman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Pamlea Hicks	Assistant Principal	
Jude Duffy	Teacher	
Thomas Mamorowski	Teacher	
Carol Samuels	Paraprofessional	
Diane Padget	Parent	
Trisha Thorsen	Parent	
Lisa Marulli	Paraprofessiona	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	**Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 23 Q is a multi-site organization K-12, comprised of 5 different sites at various locations within day treatment agency and hospital settings. Our agency affiliates include NYCCC, Lifeline Center for Child Development, Zucker-Hillside Psychiatric Hospital, Elmhurst Hospital, and St. Mary's Hospital for Children. None of our programs are located within a community school or a free standing school building. In order for any student to attend our school, he/she must be screened by the specific agency/hospital. Any decision, from admission to discharge and class placement, must include the clinical component and is collaborative. We are considered a psycho-educational milieu.

Students who attend P.S. 23 Q are admitted after all other options for school placement have been exhausted. We are the most restrictive placement within District 75, Citywide Programs. Students entering our program have spent much of their previous school time in crisis, out of the classroom, in detention, hospitalized or being truant. Many students have learning deficits due to the amount of time not spent in class.

Our instructional program follows the Department of Education Uniform Curriculum in addition to providing academic intervention services across the grades. Our classes are formed primarily based upon a student's social emotional needs and then instructional levels. All of our classrooms have a wide variety of instructional materials to accommodate the individual needs of each student.

P.S. 23 Q's students' range of disabilities includes students with serious emotional disturbances, multiple disabilities and health impairments. Students who attend our program are from the five boroughs. Students demonstrate a wide range of cognitive and academic needs resulting from severe emotional deficits and learning disabilities. As a result, all of the children require an intensive day treatment and clinical model inclusive of full time medical supports in addition to educational services. The school has an extremely high transition rate as the medical/psychiatric component of the program attempts to stabilize and treat the child and family in as short a period as possible in an effort to return the child to a less restrictive environment. At the same time, the Department of Education needs to address the students' current functioning level.

Despite the high admission and discharge rate of our students we provide an instructional program that is challenging for our students, while providing them with the necessary medical/clinical supports in order to prepare them to successfully transition back to a less restrictive environment. The mission of P.S. 23 Q is to move students back to a less restrictive environment while providing the child with academic rigor and exposure to the arts that they would receive in a mainstream school. To this end we have formed collaborative partnerships with various agencies that offer performances, hands on theater/art workshops; music and physical education as well as opportunities for socialization. We have established partnerships with local businesses in preparing our students for a life time of success. At the high school level we provide students with an extended day program which provides Regents remediation and enrichment with an opportunity to make-up credits as well as a work study program with the community partnerships that have been created.

Other community partnerships include: Broadway Junior affiliated with the Shubert Theater; Arts Connection; Spoons Across America; Cookshop a division of the Food bank of New York; Health Advocacy Program; Grow to Learn affiliated with the Jamaica Bay Refuge; and "Write Here, Write Now With Matilda" affiliated with The Royal Shakespeare Company.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1. Based on the baseline data in grades K-3 in Fountas and Pinnell students were functioning 2+ years below grade level. Due to the poor performance it became necessary to improve student reading levels.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
1. By June 2015, students in grades K-3 attending the day treatment programs will demonstrate improved ELA proficiency as evidenced by a one letter/level increase as measured on the Fountas and Pinnell Fall to Spring benchmark assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Provide professional development for teachers and administrators on the implementation of curriculum and curriculum pacing aligned to Fountas and Pinnell.	K-3 students in day treatment programs	09/14 – 06/15	Don LaMere – Teacher Resource Center
Teachers to use formative assessment data to monitor student progress and adjust instruction to identify students that need additional instruction.	K-3	09/14 – 06/15	Classroom teachers; Principal, Assistant Principal
Use data from walk-throughs to determine alignment to curriculum and implementation.	K-3	09/14 – 06/15	Principal, Assistant Principals.
Families will be kept apprised about student progress in order to help improve student outcomes.	K-3	09/14 – 06/15	Teachers, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.
1. Administration, Teachers, Paraprofessionals; Teacher Resource Center; iPad technology; Parent Coordinator

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
NYSTL Funds to Purchase CCLS coach books K-3 Project Boost for purchase of Leveled Libraries.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
Fall 2014 baseline Mid-Year February 2015 End of Year May/June 2015				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the 2013-2014 School Environment Survey, 60% of the students that participated reported that they were harassed and/or bullied by other students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
During the 2014-2015 school year students will feel safe, supported and challenged by their teachers as evidenced by a decrease in negative behavior in the Fall to Spring SWIS data and an increase in the number of students attending level 3 and 4 PBIS activities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Provide ongoing surveys to determine school climate and perceptions of safety in individual sites.	Students and teachers	09/2014-06/2015	PBIS Coordinator Administration
PBIS kick-off /School Spirit Week at beginning of year . Mid-year assembly. End of year assembly/celebration.	Students and teachers	09/2014-06/2015	PBIS Coordinator Administration
PBIS/SWIS data reviewed to determine number of students in various leveled groups.	Students and teachers	09/2014-06/2015	PBIS Coordinator Administration
Families kept apprised of students' behavior via point sheets, phone calls and progress reports; dissemination of PBIS Parent Handbook and School Safety Handbook.	Parent/Guardian Teachers	09/2014-06/2015	PBIS Coordinator Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding for PBIS cart PBIS/SWIS Coordinator – Georgia Chicas District PBIS Coordinator – Glazen Celerio

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Project Boost Object Code 100 (Supplies)									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
Mid-Year survey February 2015 End of Year survey May/June 2015				
Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 14. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Based on data from NYC Schoolnet Student Performance Groupings, in ELA and Math, the 8th grade students scored less than 50% on the NYC Performance MOSL.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
Throughout the 2014-2015 school year teachers will meet in professional learning communities to discuss, analyze and identify trends, in ELA and Math for students in grades 4-8 to increase student achievement on EOY (End of Year) MOSL NYC Performance Task by 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Examine and assess BOY (Beginning of Year) data to identify trends.	Students	10/2014 05/2015	Scott LoPresti , Data Specialist Classroom teachers Administration
Provide professional development on Professional Learning Communities.	Teachers Paraprofessionals Administration	10/2014 05/2015	D75 UFT Teacher Resource Room
Identify and evaluate key reading programs by making data-driven decisions to continue or eliminate programs being used to improve student achievement.	Teachers Administrators Coach	10/2014 05/2015	UFT Teacher Resource Room Curriculum Specialist

Examine and assess the rigor of student work.	Teachers Administrators	10/2014 05/2015	Don La Mere AIS Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
UFT Resource Room Don LaMere, UFT Teacher Resource Coordinator

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
UFT Resource Center for Professional Development									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
Mid Year Benchmark End of Year Benchmark				
Part 6b. Complete in **February 2015.**				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 24. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Based on the results of the teacher's first observations/walkthrough, it became evident that support was needed in the areas of Student Engagement (3b) and Designing Coherent Instruction (1e).

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
Throughout the 2014-2015 school year, Principal will offer comprehensive professional development opportunities for staff to develop their skills and enhance student engagement and designing coherent instruction so that their students will perform at or above grade level expectations resulting in 90% of teachers receiving an effective/highly effective rating.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Survey teachers/paraprofessionals regarding assessment for professional development interests.	Teachers Paraprofessionals	10/2014 05/2015	Administration
Utilize UFT Teacher Resource Center for the implementation of targeted professional development	Teachers Paraprofessionals	10/2014 05/2015	Don LaMere, Teacher Resource Coordinator Administration
Walk throughs by administrators with timely feedback to determine targeted professional development	Teachers	09/2014 06/2015	Administration
Monthly faculty conferences/Principal Updates	Teachers	09/2014 06/2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Substitute teachers UFT Teacher Resource Center

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Substitute Teacher Coverage Educational Constultants									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
February 2015				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At PS 23 Q we believe that family, parent/guardian and community participation should be an integral part of our school program. During collaborative meetings and team treatment meetings, teachers indicate the poor compliance of student homework and the need to assist families in this area.

Strengths: During the year there a minimum of 8 workshops/parent activities planned. The average attendance at these workshops varied based on location and venue.

Weakness: Location and travel access to our school can make it difficult for parent participation.

Families need to be kept apprised about student data in a way that is easy to understand and be provided with ways to help their child improve or excel. We feel that attendance at parent workshops will afford the parents with skills and strategies in working with their children, which subsequently will improve student outcomes such as: improved attendance, improved grades, improved behavior; credit accumulation for high school students as well as on-time promotion. We believe that if there is an increase in the number of activities that focus directly on strategies to improve academic and behavioral skills there will be improvement in student outcomes in the area of attendance, grades and credit accumulation.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2014-2015 school year, parental involvement will increase by creating opportunities for parents to learn academic skills to help their children. This will be measured by an increase in the completion of homework assignments from Fall to the Spring.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

38. Activities that address the Capacity Framework element of Trust			
Communication with parents via letters, school messenger, email, and website for Parent/Teacher Conferences, IEP conferences and Parent Workshops.	Parents/Guardians	09/2014 – 06/2015	Principal, Parent Coordinator, Teachers, Assistant Principals
Parent needs assessment survey via Parent Coordinator	Parents/Guardians	09/2014 and 06/2015	Parent Coordinator
Workshops on various topics as determined by parent needs assessments	Parents/Guardians	09/2014	Parent Coordinator
Ensure that information related to the school and parent programs/meetings and other activities is sent to the parents in a format to the extent possible in a language that the parents can understand.	Parents/Guardians	09/2014 – 06/2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Coordinator Principal Assistant Principals Teachers Technology (School Messenger and Website)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Code 100 money for supplies Parent Coordinator stipend.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
Part 6b. Complete in **February 2015.**				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	MOSL Test results Standardized Test Results Classroom test Teacher Observation	Wilson ELA Test Prep Coach Books High School Extended school day Core Knowledge Listening and Language Arts Core Knowledge Skills	Small group instruction On-to-one tutoring Regents review Extended school high school	During the school day and/or After school program
Mathematics	MOSL Test results Standardized Test Results Classroom test Teacher Observation	Math Test Prep Coach Books Math Steps Go Math! Connected Math	Small group instruction On-to-one tutoring Regents review Extended school high school	During the school day and/or After school program
Science	MOSL Test results Standardized Test Results Classroom test Teacher Observation	Science Test Prep Books Extended School Day	Small group instruction On-to-one tutoring Regents review Extended school high school	During the school day and/or After school program
Social Studies	MOSL Test results Standardized Test Results Classroom test Teacher Observation	Social Studies Test Prep Books Extended School Day	Small group instruction On-to-one tutoring Regents review Extended school high school	During the school day and/or After school program
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Promotion criteria and credits approved by guidance counselor	Credit Recovery after school program	Small group instruction	After school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		**Targeted Assistance (TA) Schools**		**Non-Title I**

Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	347	Total number of ELLs	16	ELLs as share of total student population (%)	4.61%

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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	9	1	9	6	0	6	1	0	1	16

	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
Total	9	1	9	6	0	6	1	0	1	16
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number):	
African-American: ___ Asian: ___	Hispanic/Latino: ___
Native American: ___ White (Non-Hispanic/Latino): ___	Other: ___

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		1			3		4			1		10
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish									1					1
Albanian														0
Other			1	1									1	3
TOTAL	0	1	1	2	0	0	3	1	6	0	0	1	1	16

Part III: Assessment 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	1	1			1	2	3			1	1	11
Intermediate(I)				1			2		2					5
Advanced (A)														0
Total	0	1	1	2	0	0	3	2	5	0	0	1	1	16

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

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

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

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

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

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

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

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

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT shows that at the beginning level we have a total of 11 students, mostly in middle school. At the intermediate level we have our second largest concentration of ELLs (5). At the present time we do not have any advance level ELLs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
The results of the NYSESLAT are utilized in the placement of students and how they will be serviced at the school. Our school uses this information as a tool to plan for instruction for all ELLs. This is used to schedule instruction according to their mandates. At this time the results for the NYSESLAT are not available.

4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
P23 recognizes that ELLs require instruction that takes into consideration the linguistic demands of academic tasks. So, our teachers teach in ways that make lessons more understandable to ELLs. Our school adheres to the two key premises of RTI; all children can learn when provided with appropriate, effective instruction and most academic difficulties can be prevented with early identification of need followed by immediate intervention.

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
   Our school insures that ELLs second language development is considered in instructional decisions by exposing our teachers and staff to ESL methodogies. This is done through professional developments and research. In addition, our ESL teacher goes to each of our ELL teachers and explains ESL methods for language acquisition and how they can infuse that into their everyday instructional plans. Our school has collaborative learning communities, the ESL teacher goes to the different communities to discusses how ESL mythologies can help to drive instruction.

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   Not applicable. Currently, our school features ESL programs only.

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

Part IV: ELL Identification

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)
   Prior to admission to our school, students must participate in a collaborative process between the Department of Education and the Office of Mental Health. Screening appointments are set up, and the need for translation services is identified shortly thereafter. Once students are newly enrolled, an initial interview with all parents or guardians is conducted and a Home Language Identification Survey (HLIS) is completed. The HLIS (including the informal oral interview) is conducted in English by a licensed pedagogue, our ESL-certified teacher, Babita Hiralall, and in the native language by an interpreter. This survey lets the school staff and teachers know what language is spoken in the student's home. If the HLIS indicates that a language other than English is used by the child, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) and or the Spanish LAB for Spanish speaking ELLs, by our ESL-certified teacher, Babita Hiralall. The eligible students are tested within the first ten days of initial enrollment. The LAB-R and the Spanish LAB measures language proficiency in English/Spanish and is used to determine if a student is entitled to ESL/Bilingual programs. The Spanish LAB is administered during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. Spanish LAB scores are not used to determine

entitlement under CR Part 154.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
   If a student is entitled to services, within the mandated 10 days, the school will then inform his/her parents or guardians and provide them with a copy of the "Guide for Parents of English Language Learners" in their native language with information on the three ESL/Bilingual programs: Freestanding ESL (ESL), Transitional Bilingual Education (TBE), or Dual Language (DL). The school utilizes the Department of Education's Translation Unit, to facilate parent communication in their native language. Our outreach plan consist of the collaboration of the Parent Coordinator, School Counselor, and/or the ESL teacher to ensure that all three program choices are understood by the parent.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   Parent Survey and Program Selection forms will also be distributed. New students whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores, are administered the Spanish LAB. The Spanish LAB is administered during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. Spanish LAB scores are not used to determine entitlement under CR Part 154. P23Q has observed more students placed in ESL classes as a result of CSE meetings with the parents, compared to the results of Parent Survey and Program Selection forms. The NYC Department of Education offers English Language Learners Transitional Bilingual Education, Dual Language, and Freestanding ESL. However, based on current CSE recommendations, P23Q is only able to provide Freestanding ESL at present. If parents choose to have their kids placed in a Bilingual program in addition to ESL classes, we will provide students with alternate placement paraprofessionals who speak the students' native languages and work in close collaboration with classroom teachers.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
   The criteria used to place identified ELL students in bilingual or ESL instructional programs are based upon the results of the NYSESLAT and the LAB-R. How a student scores on both assessments will determine their grouping. They can fall into beginning, intermediate or advanced levels. Students are instructed in homogeneous groups according to their continuum classification, age range and proficiency level. The language of instruction is English. Our ESL teacher is a NYS certified and NYC licensed ESL teacher.

   We are following a Freestanding ESL Program and the organizational models are Push-In and Pull-Out. Our ELLs are in a variety of classrooms including, 6:1:1, 8:1:1, 12:1:1, and 12:1:4. Pull-Out groups are formed according to students' grade level and level of proficiency; sessions are 45-50 minutes long. Parents are informed in their native language of their child's placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   Our ELLs take the NYSESLAT annually. To ensure that all eligible ELLs take the exam the ESL teacher (Babita Hiralall) prints out all necessary reports such as the RYOS, and the RLAT to cross reference student names. The ESL teacher and the testing coordinator then review the list to ensure that all students, including formerly known as X-coded are added to the list as well. Then, all newcomers including transfer students are double-checked to ensure that they are eligible for testing. Teachers and staff members (ESL teacher, AIS, and Coordinators are trained to administer and score the NYSESLAT according to the state regulations. The ESL teacher will evaluate English Language Learners (ELL) annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The score on the NYSESLAT will indicate if the students have gained sufficient proficiency in English to participate in a non-ESL program. In addition, the ESL teacher will review the individual Educational Plan (IEP) and will get information from SESIS and ATS to verify that all documents recommend the same service for the student. Entitlement letters, Parent Survey and Program Selection forms are filed in the student's confidential file and a copy with the ESL teacher's files.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and

methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   We ensure that ELLs are evaluated in their Native Language, in our Free-Standing ESL Program the push-in/pull-out. The ESL teacher (Ms. Hiralall) assess all students if she sees a need in their Native Language.

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

6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   P23Q is apart of the NYC district 75 Special Education Program therefore our students are offered an individualized education program woth mandTex goal and objectives. As these needs are meet our students transition to a least restrictive environment. We use our students IEP goals within the restrictive environment by periodical assessments of administration to move kids up from 8:1:1 to 12:1:1. Since, we have a transient population with general education and special education students, who usually go back to their home school.

Courses Taught in Languages Other than English ⓘ

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

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

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

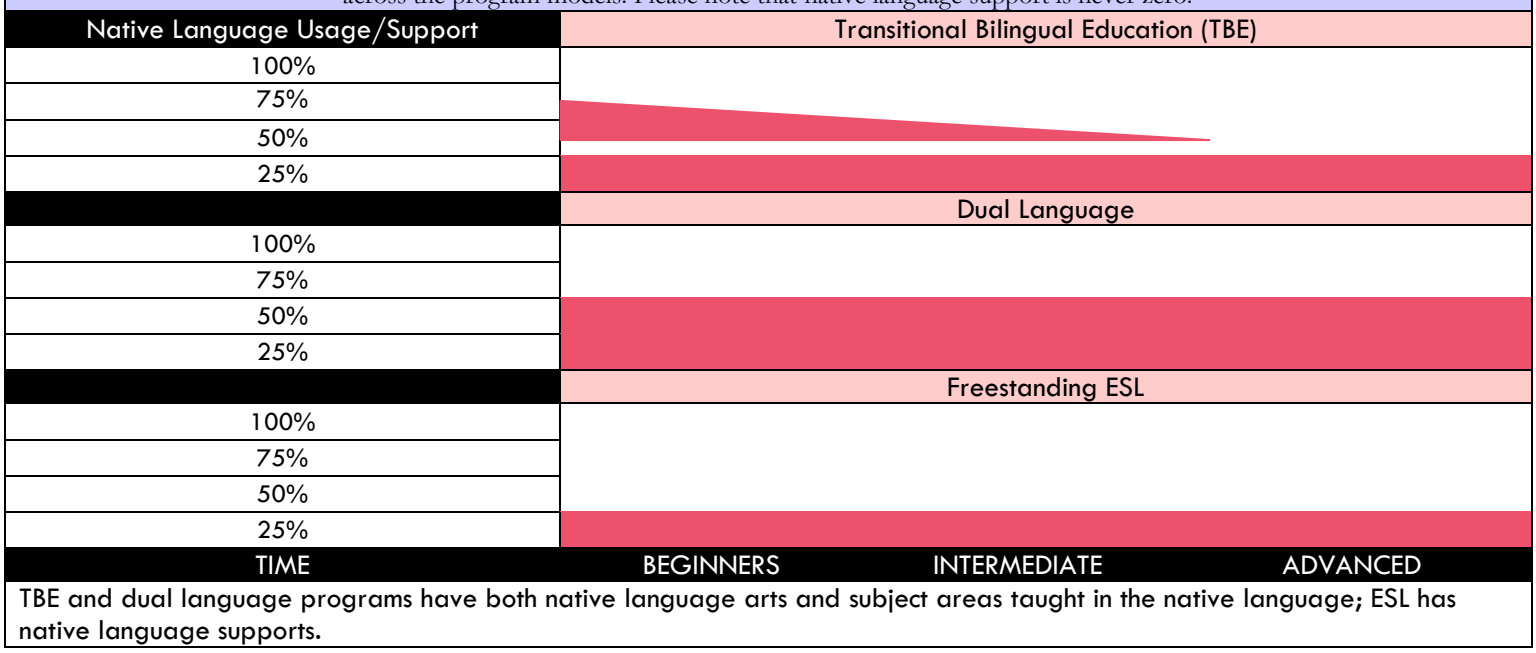
Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our school offers a range of intervention services in the areas of ELA, math and other content areas. Intervention services offered at P23 for ELLs include technology based, such as SmartBoard, multimedia projectors, audio speakers, digital cameras, laptop computers, color printers and internet access in the classrooms. Our AIS coordinator provides small group instruction. Some additional instructional materials that are used to support ELLs:

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

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

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

11. What new programs or improvements will be considered for the upcoming school year?
Based on the NYC DOE recommendations the following progams will be implementated for the new school year:
NEW CURRICULUM
-Fountas & Pinnell (Assessment)
-Code-X (6-8)
-Amplify Core Knowledge - Language Arts Program and Skills Program
-Go Math! (K-5)
Connected Math (6-8)
NEW PROGRAMS
Afterschool- Creative Arts ESL Drama Program

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

12. What programs/services for ELLs will be discontinued and why?
No programs are being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students, Ells included receive a letter in their native language (when applicable) in the beginning of the school year.

All students (ELLs and non-ELLs) are afforded equal access to all school programs. Students who need extra academic help will receive additional assistance in the form of after-school programs. The programs that are in place for after school include the following: a Music/Drama program for ELLs grades 6-8, CHAMPS program for grades 5-8, a Credit Recovery Program and Vocational classes for grades 9-12. At the present time, all our programs are working succesfully and will not be discontinued.

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

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

Currently our school features only an ESL program.

C. Professional Development and Support for School Staff

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

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

Professional Development:
Writing Differenciation for ELLs.
Reading Differenciation for ELLs
Math Differenciation for ELLs
How to Infuse Language Acquisition for ELLs (Social Studies, Science)

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

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

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

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

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

D. Parental Involvement

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

1. Our school has a very small number of ELLs or parents that need any extra support. All our ELL parents are included in our mainstream parent activities. In addition to the HLIS, our school uses a Parent Language Survey (PLS) which is send out to each parent in multiple languages. This data is than used to plan for parent engagement and outreach.

2. Workshops and activities are provided based upon feedback from the parent community gathered informally and formally. Listed below are examples of some of our-in-house parent involvement activities:

- ELL Parent Orientations (Sept.)
  Meet the Staff & Administration Breakfast
- Parent Support Breakfast (Sept.)
- P23Q Family Resource Fair (Oct.)
  The NYC Fire Department (smoke detectors), Families on the Move, NY Life-Guardianship, Estate Planning, Queensborough Community College Disability Program, NY Life -Fingerprinting (Child ID Program), Health First/Obama Care, VESID, Dial-A-Teacher, Food Bank of New York-Cookshop Program, Safe Space (Family Assessment Program), FOundation for a Drug Free America, First Book, Dept. of Transportation - Safety Education, Costco, LaGuardia COmmunity College Disabilities Program, Ready New York (Emergency Mangement), ACS, MHA, SYNERGIA, NAMI(National Alliance of Mental Illness), Advocates for Children
- Guardianship & Estate Planning (Nov.)
- Holiday Craft Workshop (Dec.)
- Cookshop for Families (Dec.)
- Cookshop for Families FoodBank of NY (Series of 6)(Jan.)
- Cookshop for Families (Feb.)
- Cookshop for Families (March)
- Stress Management (March)
- Cookshop for Families (April)
- Mothers Day Craft Workshop (May)
- Cookshop for Families(May)

3. Our Parent Coordinator directly contacts parents that need information translated and arranges for staff members, who speak other languages, to communicate directly with parents when there is a need. NYC translated services are also utilized when needed. Also, all parents are notificed of city-wide parent events.

4. Parent Coordinator administers a needs survey which is distributed in the beginning of the school year. She plans workshops based on the results of the survey.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

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

Part VI: LAB Assurances

School Name: P023		School DBN: 75Q23	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Jones	Principal		11/15/13
Pam Hicks	Assistant Principal		11/15/13
Debbie Hamburger	Parent Coordinator		11/15/13
Babita Hiralall	ESL Teacher		11/15/13
Joanne Struman	Parent		11/15/13
Gerard Kingston	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Iolanda Fox	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01
	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: 023 **School Name:** NYC Queens Childrens's Center

Cluster: 4 **Network:** 754

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo #44 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: P23	DBN: 75Q23
This school is (check one): ☐conceptually consolidated (skip part E below) ☒NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 12 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☒7 ☒8 ☒9 ☐10 ☐11 ☐12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: P23 is a unique school because we have five separate locations and we teach within a hospital setting. Additionally, most of our students are very transient. Therefore, we may have an ELL student at anytime in the school year, for any duration of time. Given our schools unique transient student population, our ESL program implements a push-in/pull-out model. This is done in an effort to allow for continuity and alignment of instruction in our heterogeneous classes. An essential part of instructional strategy in our school setting is analyzing our student's different learning styles and being cognizant of how that changes because of their medical needs. However, we have students who stay with the school for a year. We invited these ELL students to participate in our after school Title III program. Our After-School Title III program will provide English Language Learners with supplemental instruction in English through Drama Theater on Tuesdays and Thursdays. The After School Drama Theater will begin January 9 , 2014 and end May 29, 2014, from 3:10-5:10 pm. There will be total of 36 sessions 2 hours each for a total of 72 hours for the entire program. One Administrator, one ESL teacher, and one paraprofessional will participate in the program. The After School classroom size will be compised of 12 students (all of them are from a 12:1:1 class). This program will target all eligible 7, 8, and 9 grade ELL students in our school. In order to determine which students will participate, letters were sent home in English and in the native languages and phone calls were made to survey interest. The delivery of instruction in the program will be aligned with the students' IEP objectives in the domain of English Language Arts and Literacy and New York State Common Core Learning Standards. Instruction will be delivered in English through ESL methodologies by a licensed ESL teacher using effective scaffolding techniques and ESL methodologies such as TPR, the Natural Approach, Whole Languge, tactile activities and the Language Experience Approach to increase their language acquisition and communication skills among ELL students and their families. The program will complement ESL instruction taught to ELLs by providing additional hours of language support and practice among peers. The core objective of this program is to increase communication and literary comprehension skills through stage dialogue and drama performance that supports the English acquisition by offering: - age-appropriate plays for discussion, discourse, and acting out - reading activities (e.g., reading a play aloud as a group and reading at home to explore vocabulary independently), as well as listening and speaking activities. According to Krashen, second language acquisition requires meaningful interaction in the target language. Dervishaj, A. 2009: "Using Drama as a Creative Method for Foreign Language Acquisition" states that "in dramatic activities, ELL students use and examine their present knowledge in order to induce new knowledge." Bolton (2007) points out that while much school learning is an accruing of facts, drama can help ELL students reframe their knowledge into new perspectives. Dramatic activity is a way of exploring subject matter and its relationships to self and society, a way of "making personal meaning and sense of universal, abstract, social, moral, and ethical concepts through the concrete experience of the drama." (Norman, 2005)

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: The professional development component of our Title III program will be done by professional teaching artists from ITheatrics Company (who will be paid through other sources). The Administrator, ESL teacher, and paraprofessional will attend three six-hour Saturday workshops, which will provide training in all areas of theater production starting with basic performance skills and later focusing on specific needs of our school program - Freestanding ESL. These workshops will be held on three Saturdays - January 4th, February 1st, and April 5, 2014. January 1: Introduction to Theater Students Scripts Memorization for Beginners Peer Interaction Diversity in Subject Matter Performance Opportunities February 1: Theatre Strategies in Middle/High School Instructions on variety of ways to use theatre in classroom Creating thematic units based on drama performances April 5 : Assistance for students in creating a final showcase production

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Title III information was disseminated to parents of attending ELLs through letters written in English and parents' native languages. Translators are available in all native languages represented by the ELL population for any oral information presented at meetings, workshops, etc. An

Part D: Parental Engagement Activities
orientation meeting for parents has been scheduled to take place on January 7, 2014 prior to the first day of the Title III program. It will last from 3:10 p.m. to 4:10 p.m. The Administrator, ESL teacher, parent coordinator, and paraprofessional will inform the parents about the goal and content of the program. The Parent Coordinator will also have a second workshops on February 11, 2014 at 10:00 am to 12:00pm, topic covered will be "What is Circle Up.". The third workshop will be on March 11, 2014 at 10:00 am to 12:00pm, where "Drama Games or Skills Teaching" will be explored. All involved parents will receive a letter of invitation in writing, in a language they understand, to attend afterschool workshops. These workshops will help parents experience different ways of assisting their child to in "making personal meaning and sense of universal, abstract, social, moral, and ethical concepts through the concrete experience of the drama." (Norman, 2005)

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	INSTRUCTIONAL $2,848.50 Administrator $3,629.52 ESL teacher $2,090.88 paraprofessional Total = $8,568.90 PROFESSIONAL DEVELOPMENT $ 949.50 = Administration $ 907.38 = ESL Teacher $ 522.72 = Paraprofessional Total = $2,379.60 Total=$105.83	INSTRUCTIONAL Per session will be paid to teachers to : 1 Administrator x 36 sessions x 1.5hrs. x $52.75 = $2,848.50 (paid for 1.5 hours as per Admin's schedule) 1 ESL teacher x 36 session x 2 hrs. x $50.41 = $3,629.50 1 Para x 36 sessionsx 2 hrs. x $29.04=$2,090.88 PROFFESSIONAL DEVELOPMENT 1 Administrator x 3 days x 6 hours per PD x $52.75= $ 949.50 1 ESL teacher x 3 days x 6 hours per PD x $50.41 =$ 907.38 1 Paraprofessional x 3 days x 6 hours per PD x $29.04 = $ 522.72 PARENTAL WORKSHOP 1 Administrator x 1 day x .5hrs (as per Admin's schedule) x $52.75=$26.38 1 ESL teacher x 1 day x 1hr x $50.41

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	TOTAL=$11,054.33	=$50.41 1 Paraprofessional x 1 day x 1hr x $29.04 = $29.04
Purchased services • High quality staff and curriculum development contracts.	_____	
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	$145.67	Parental Workshop Refreshments
TOTAL	$11,200.00	_____