

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS255Q
DBN (i.e. 01M001): 75Q255
Principal: RICHARD MAROWITZ
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Superintendent: GARY HECHT
Network Leader: KATHLEEN LEFEVRE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Richard Marowitz	*Principal or Designee	
Evelyn Negron	*UFT Chapter Leader or Designee	
Nora Eckert	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/a	CBO Representative, if applicable	
Inez Cruz	Member/ Teacher	
Vilma Jones	Member/ Teacher	
Maria Aguilar	Member/ Parent	
Erika Hunt	Member/ Parent	
Francine Kleiss	Member/ Parent	
Emily Taylor	Member/ Parent	
Cristina Caridad	Member/Teacher	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
Non	Title I Plan (Only for schools receiving Title I funding)
N/A	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, students in alternate assessment classes will increase mathematics skills as evidenced by a minimum of a 5% increase over baseline as measured by the SANDI summative assessment.

Comprehensive Needs Assessment

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

Based upon school wide assessment results and data, our students demonstrate splinter skills in the area of mathematics. PS 255Q is adopting a new mathematics curriculum for all students (elementary and secondary) that is Common Core Aligned in order to provide our students with access and exposure to scaffolded mathematics instruction. We have adopted Attainment's Early Numeracy and Explore Math Curriculums to provide entry points into mathematics instruction for all levels of learners. The Attainment Curriculum resources we have invested in provide Multiple Pathways To Learning through the software, manipulatives, and other resources provided in Early Numeracy and Explore Math.

Instructional Strategies/Activities

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

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

1. Teachers will administer SANDI assessment to all students-Math Section.
2. Teachers will analyze math assessment results and formulate math IEP goals and objectives.
3. Training on the administration of the new math curriculum from Attainment took place on Election Day 2014.
4. Common Core aligned math instruction and targeted support for all students.
5. Ongoing data review and analysis of student's math work products and data during teacher team meetings.
6. Staff will register for and attend District 75 math professional development workshops.
7. Teacher use of the school's "Guide to Programs" and resource libraries to support individual students.
8. Monthly school wide curriculum committee meetings to identify and share best practices.
9. In the Spring of 2015, teachers will update student progress in SANDI math section and analyze results.

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

1. School administrators, School based coach, Teachers
2. School Administration, Teacher Teams, Teachers
3. School Administrators, School Based Coach, Teachers, representatives from Attainment Company
4. Classroom teachers and Paraprofessionals
5. Administrators, Classroom Teachers, Unit Coordinators, Teacher Team Facilitators
6. Administrators and Teachers, District 75 Staff
7. Teachers, Unit Coordinators, Administrators
8. Administrators, School Based Coach, Teachers
9. School administrators, School based coach, Teachers

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

1. SANDI assessment window opened on-line. Baseline scores collected
2. Math assessment data analysis drives instruction
3. Training will support teacher's instruction
4. Classroom observations and student data
5. Adjustments made as needed to math instruction
6. Use of professional resources
7. Build capacity and support staff, answer frequently asked questions
8. Build capacity and support staff, answer frequently asked questions
9. Review and analyze growth in mathematics

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

1. September, 2014
2. September-October, 2014

3. September, 2014-June 2015
4. September, 2014-June 2015
5. September 2014-June 2015
6. September 2014-June 2015
7. September, 2014-June 2015
8. October 2014-June 2015
9. April 2015-June 2015

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

1. Assessment resources
2. Assessment resources and PS 255Q forms and resources
3. Professional Development Day-Election Day 2014
4. Classroom instruction during small group and one to one time. Common Core aligned curriculum resources
5. Use of out of classroom staff and lead teachers professional periods
6. Teacher's professional goals and District 75 resources
7. School's "Guide to Programs", school's resource libraries in each unit
8. School wide Curriculum Committee Meetings
9. Professional Periods

Strategies to Increase Parental Involvement

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

To engage parents in support of their children's education, we have ongoing communication through each student's communication notebook.
 We provide materials and training to help parents work with their children to improve their achievement in Mathematics.
 We provide assistance to parents in understanding assessments and results.
 We encourage parents to come see their child in the classroom.
 Parent teacher day and evening conferences are held in the Fall and Spring so parents can support their children's education and review assessment results/student work.
 Daily homework assignments will be provided to reinforce skills learned at school.

Budget and Resource Alignment

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

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

Code 100-Supplies
 STVP-software
 NYSTL-textbooks
 Reso-A Grant funds

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, students in classes in which teachers use thinking maps, will increase their skills in writing about a topic, as a result of teacher use of thinking maps to support common core aligned instruction, as measured by pre and post analysis of student writing using the school rubric.

Comprehensive Needs Assessment

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

Students demonstrate difficulty with writing and staying on a topic. Thinking Maps will be used as a structure to teach the students to organize their thoughts and support writing on a topic. This goal incorporates the Common Core Standards and Citywide Instructional Expectations. Based upon school wide assessment results and data, our students demonstrate varying levels of writing abilities in relation to Writing Standard 2. Students are provided with writing instruction that is aligned to the CCLS.

Instructional Strategies/Activities

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

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

- 1-School identification of classes to implement Thinking Maps strategies.
- 2- School administrator attended a series of professional development workshops to become a Trained Trainer.
- 3-Administrator organized trainings for teachers implementing Thinking Maps and developed a rubric based upon Writing Standard 2.
- 4-Baseline analysis of student's writing abilities.
- 5-Initial Day 1 Training was provided to teachers Implementing Thinking Maps.
- 6-Teachers began writing instruction utilizing the eight types of Thinking Maps.
- 7-Administrators monitored and supported Thinking Maps Instruction.
- 8-Collection and post-analysis of student writing products.

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

1. Administrators
2. Administrators, Unit Coordinators, Teachers
3. Administrators and Teachers
4. Administrators, Teachers.
5. Teachers, Administrators
6. Administrators, School Based Coach
7. Teachers, Administrators, School Based Coach

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

1. Analyzing class profiles and SANDI assessment results.
2. Use of District 75 resources and materials.
3. Student work sample collection.
4. Introductory training to familiarize teachers with Thinking Maps.
5. Classroom observations and support visits.
6. School wide meetings
7. Collection of student's Thinking Maps and scoring based upon the rubric

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

1. September, 2014
2. September, 2014-November 2014
3. September-October 2014
4. October 2014 – May 2015
5. October 2014-June 2015
6. May-June 2015

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

1. SANDI assessment, Student writing samples

2. District 75 and PS 255Q Resources
3. District 75 Resources
4. School wide meetings and professional periods
5. Planning time, teacher team meetings, instructional time
6. PS 255Q facilitated professional development opportunity.
7. Instructional resources, rubric
8. Classroom observations and support visits
9. Student writing samples and completed Thinking Maps

Strategies to Increase Parental Involvement

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

A presentation of Thinking Maps and Common Core Aligned Writing Standards was shared with the School Leadership Team. We foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

PS 255Q's school website provides parents with resources and information.

Student work products are shared with parents at parent teacher conferences and displayed on bulletin boards in all sites.

Budget and Resource Alignment

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

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

NYSTL-textbooks
 OTPS
 Surplus Rollover 100,
 State Standards 100

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, targeted students with autism (without any prior exposure to the SMILE program) will demonstrate a 10% improvement in literacy foundational skills as measured by SMILE pre and post assessment data.

Comprehensive Needs Assessment

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

This goal is based upon a District 75 initiative and will expand the SMILE program. The goal will develop and strengthen literacy foundational skills for students. This goal incorporates the Common Core Standards and Citywide Instructional Expectations.

Instructional Strategies/Activities

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

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

1. School identification of staff members to be SMILE trained.
2. School identification of students to implement the SMILE program with based upon SMILE assessment results.
3. Professional development opportunities for Day 1, Day 2, Day 3 SMILE trainings. Support and information sharing at school wide curriculum meetings.
4. Support from District 75 through SMILE ARIS community and District 75 website.
5. Support and partnership through electronic communication and site visits with District 75 Office of Literacy staff.
6. Identify and train more SMILE trained trainers for our staff.
7. SMILE pre-assessment data collection for students identified as SMILE candidates
8. SMILE instruction and goal/objective alignment for SMILE students
9. Post assessment data analysis.

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

1. School administrators, Teachers, Unit Coordinators, School Based Coach.
2. Administrators, School Based Coach, Teachers
3. Teachers, Paraprofessionals, Speech Teachers, Administrators, District 75 Staff, School Wide Curriculum Committee
4. Teachers, District 75 Office of Literacy Staff, Administrators
5. District 75 Staff, Administrators, School Based Coach
6. District 75 staff, Lead Teachers, Administrators
7. Administrators, Teachers, School based coach, Teacher Teams
8. Teachers, School Based Coach, Administrators
9. Teachers, Teacher Teams, School Based Coach, Administrators, Unit Coordinators

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

1. Distribute SMILE material to teachers for assessment and instruction to begin
2. Ensure that students are paired with SMILE trained staff.
3. Professional development course catalogue and turn-keying of information at unit and staff meetings
4. Use of professional resources.
5. Classroom visitations and professional resources.
6. SMILE Train The Trainer Workshops facilitated by District 75
7. Review of pre-assessment results.
8. Classroom observations and support visits.
9. Assessment resources

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

1. September, 2014
2. September, 2014-October 2014
3. September 2014-June 2015
4. September, 2014 – June 2015
5. September, 2014 – June, 2015

- 6. September, 2014 – June, 2015
- 7. September 2014-November 2014
- 8. September 2014-June 2015
- 9. April 2015-June 2015

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

- 1. Initial Planning Conferences with teachers, Site needs assessments
- 2. Assessment resources
- 3. District 75 resources, Teacher’s Professional Periods
- 4. Teacher’s Professional Periods
- 5. Teacher Team and Curriculum Committee Meetings
- 6. Professional Development Workshops.
- 7. SMILE instruction
- 8. Assessment resources/teacher team meetings
- 9. School wide meetings and Teacher Team Meetings.

Strategies to Increase Parental Involvement

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

We provide materials and training to help parents work with their children to improve their achievement in ELA.
 School wide website has been created and provides parents with information.
 We provide materials and training to help parents work with their children to improve their achievement in ELA.
 We foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.
 To engage parents in support of their children’s education, we have ongoing communication through each student’s communication notebook. Some opportunities that we offer for parents include: Family Gym Nights, Behavior Workshops, and annual special events including Cultural Night, Family Fun Night, and Summer Carnival.

Budget and Resource Alignment

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

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

OTPS
 NYSTL
 State Standards 100
 District 75 Professional Development and Support Resources

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Edmark Reading Program, Adapted Fountas and Pinnell Reading A-Z Words Their Way Handwriting Without Tears SMILE, Thinking Maps	Small group, one-to-one, and tutorials	During the school day
Mathematics	Attainment Curriculum, EQUALS Curriculum Touch Math	Small group, one-to-one, and tutorials	During the school day
Science	UNIQUE Curriculum, Discovery Education	Small group, one-to-one, and tutorials	During the school day
Social Studies	News-2-You, Discovery Education	Small group, one to one, and tutorials	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Girls Club Breakfast Club Lunch Bunch	Small group, one to one, and tutorials	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: <u>P.S.255Q</u>	DBN: <u>75Q255</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
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: P.S.255Q has proposed a 5-week after school program that will run for 3 days a week. The program will run Tuesday, Wednesday and Thursday from 3:10pm- 5:30pm. (140minutes per day 3 times a week, 420 minutes per week = 7 hours per week, 35 hours in total). Projected start date is the last Tuesday in February, 2/24/15, through beginning of April, 4/2/15.

Instructional Program: The supplemental instructional after school program is designed to service 20 students grades K-5. There will be two 6:1:1 classes and (one grades K-2, one grades 3-5) and one 8:1:1 class (grades 3-5). The language of instruction will be English. The ELL teachers will focus on ESL Standards, with a concentration on ESL standard 5-Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

All students who are offered this program are diagnosed with Autism Spectrum Disorder and are currently in a staffing ratio of 6:1:1 and 8:1:1. The students' language proficiency ranges from Beginner (B) to Intermediate (I) as per 2014 NYSESLAT test scores, LAB-R and NYSETILL scores (K-5 grade range). All of the students are assessed yearly using NYSA. Three teachers are required along with five paraprofessionals. Two paraprofessionals are included for 2 students who are in need of Crisis Management Paraprofessionals. The teaching staff will be comprised of a certified bilingual (Spanish) teacher and two certified ESL teachers. A school administrator will be scheduled to the afterschool school setting during the time of instruction.

The theme of the Title III program will be "TEACCH Me Tech". The daily focus will comprise elements of ELA and Social skills through technology. The students will participate in differentiated small group instruction as well as large group facilitated activities. Instruction will be delivered through the Apple iPad and Smartboards. iPads are more effective than a laptop - students can independently access and edit their own stories by simply touching and sliding the screen with their fingers. The multi-touch functionality is much easier to prompt and teach children with autism. Students will improve their fine motor skills and independence by making selections based on their personal interests. The use of the devices will enhance and support the development of English Language acquisition and Literacy skills.

The program will incorporate and use the school's thematic unit (Health & Economics) provided by the Unique Learning System. This program is aligned with both the Common Core Learning Standards as well as the New York State Alternate Assessments.

Using a variety of Apps on the iPad, our students can create movies for the culminating project of

Part B: Direct Instruction Supplemental Program Information

the afterschool program. Our ELL students enjoy making and creating educational movies. The students will be proud of their hard work and have an appreciation for how much effort goes into it.

The 8:1:1 and 6:1:1 students will be using the following applications to create their projects:

iMovie: The students will learn how to import their video footage (for example, student writings, collection of pictures and voice recordings) into iMovie, add titles, music, and effects, and end up with a movie or a vlog based on the monthly theme.

Google Docs : The students will be using “Google Docs” to create rich documents with images, tables, equations, drawings, links and more. Gather input and manage feedback with social commenting. Additionally, students will be able to write a story together in real time and see what their friends wrote at the same time.

Popplet: Students can capture facts, thoughts, and images and learn to create relationships between them. Popplet helps students think and learn visually.

Notability: Students will be able to combine handwriting, photos and typing to bring their projects to life. Students will be able to add as much detail as they like with a variety of colors and fonts.

Only the 6:1:1 students will be using the following apps:

Tiny Hands Apps: Tiny Hands Apps are developmental apps put together with certified child psychologists and produced to be exciting and interesting and content specific (for example; sorting, matching, categorizing by feature function and class). These apps are designed from top to bottom to be educational, fun and reinforcing.

Activities will be extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with the Language Experience Approach, Whole Language and TPR, as well as strategies using multi-sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. Academic rigor will be aligned with individual IEP goals and instructional practices addressed during the school day.

Additionally, multi-sensory approaches, in conjunction with Augmentative Communication Devices and Pictorial/Symbolic representations, will be used Content Area Instruction will follow the CCLS, ELA and Math extensions and AGLIs for Science & Social Studies. The use of technology will be incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials will be infused throughout all aspects of instruction. The importance of providing instruction to ELLs that is communication-focused is supported by research (S. Krashen, 1984, McKenzie-Brown, P. 2006).

Research also reveals that integrating technology into instruction for ELLs increases comprehensibility of ELLs and is a great equalizer for ELLs (C. Dukes, 2005). In addition, using the TEACCH approach supports language development with students with autism. This approach is supported by empirical research (Mesibov, G.B., Shea, V., & Schopler, E. (with Adams, L., Burgess, S.,

Part B: Direct Instruction Supplemental Program Information

Chapman, S.M., Merkler, E., Mosconi, M., Tanner, C. & Van Bourgondien, M.E., 2005).

All the ELL students involved in the program will be assessed via teacher-made materials in the form of pre and post tests utilizing appropriate rubrics. Student work products will also be used to monitor their progress, the assessment of which will follow a specific rubric.

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 teachers, administrator, and paraprofessionals working in the Title III program will participate in a 3-part professional development on Best Practices for Teaching ELLs with Autism. The series will impact the practice of staff participating in the Title III program by enabling them to use the knowledge gained as they work with students who have autism in order to increase these students' communication skills.

The professional development days for the five week program are planned for 3 Mondays in March :

3:10-4:10 pm - IPad-Integration and student applications --Presenter Certified ESL teacher Yubis Lopez, 3/3/15

3:10-4:10 pm Coding --Presenter Kyriaki Xiraki-Tselios, 3/10/15

3:10-4:10pm - Behavior Plans, Data analysis and Implementation based on analysis--Presenter Evelyn Negron, 3/17/15

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

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$15956

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	Subtotal: \$12,630.65	5 paras to receive training x 3 days x 1 hr per day x \$29.05 = \$435.75 1 teacher to conduct/provide training x 3 days x 1 hr x \$50.50 = \$151.50
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$ 3,325.35	Supportive material for supplemental program ADL supplies: 20 students*\$ 39.41 per student = \$788.20 -1 MacBook Air 13 inch: 1*\$1,120.00=\$1,120.00 -2 external CD/DVD drives drives: 2*\$79.00=\$158.00 -3 iPad Retina Display 16GB 3* \$383=\$1,149.00 -1 Storage Cabinet 1*\$110= \$110.15
Educational Software (Object Code 199)	_____	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$15956

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	15,956 _____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Queens	School Number 255
School Name PS255Q		

B. Language Allocation Policy Team Composition [i](#) 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 Richard Marowitz	Assistant Principal Gregg Lopez
Coach Kathleen McLaughlin	Coach
ESL Teacher Laurence Fitzpatrick	Guidance Counselor MaryEllen Barnes
Teacher/Subject Area Evelyn Negron/Bil Teacher	Parent Erika Hunt
Teacher/Subject Area Yubis Lopez/ESL	Parent Coordinator Daniry Lopez
Related Service Provider Jennyfer Ruiz	Other type here
Network Leader(Only if working with the LAP team)	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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	417	Total number of ELLs	133	ELLs as share of total student population (%)	31.89%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In														0
Pull-out														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	133	Newcomers (ELLs receiving service 0-3 years)	85	ELL Students with Disabilities	133
SIFE		ELLs receiving service 4-6 years	36	Long-Term (completed 6+ years)	12

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	85		85	36		30	12		12	133

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	85	0	85	36	0	30	12	0	12	133
Number of ELLs who have an alternate placement paraprofessional: <u>34</u>										

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													

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	7	4	12	8	18	17	2	3	1	6	1	1		80
Chinese	1	2	2	3	4	0	1		1	3				17
Russian			1						1					2
Bengali	1	1	3	3		3			1					12
Urdu				1	1									2
Arabic	1			1										2
Haitian					1						1			2
French														0
Korean					2			2	1					5
Punjabi					3					1				4
Polish					1									1
Albanian	1													1
Other			1	1	2		1							5
TOTAL	11	7	19	17	32	20	4	5	5	10	2	1	0	133

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)		2	4	8	20	14	4	3	2	9	1	1		68
Intermediate(I)			4	2	2	1			1	1	1			12
Advanced (A)			2					1						3
Total	0	2	10	10	22	15	4	4	3	10	2	1	0	83

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					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)		1	1	94	

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4	0								
5									
6									
7									
8									
NYSAA Bilingual (SWD)					5		91		

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							37		

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

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

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

- 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.
Students are assessed using the SANDI assessments/Fountas & Pinell/Smile. The SANDI assessment is a Common Core aligned skill assessment that supports the development of Student PLOPS and eventual IEP goals. This is a comprehensive inventory of basic skills. SANDI results determine a hierarchy of developmental/Academic proficiency. Within all the assessments, strengths and weaknesses are

identified. The Fountas and Pinell provides entry points (reading level) for reading instruction and the Smile program- a multi sensory approach to reading instruction, provides information to support the development of early/emergent readers. Assessments conducted provide a comprehensive profile of the individual student which will determine instructional focus and teaching objectives. More importantly the programs are tiered in a manner that every students learning profile can be addressed by one of the above named programs.

In addition, Quantitative Data is taken and analyzed during teacher cohort meetings. Information discussed will determine the need to alter and/or modify the students current instructional program. The trend is moving slowly upwards. Over 60% of our students have remained in the 'Beginner' cohort and have had challenges moving forward due to the moderate to severe cognitive delays on Standardized assessments such as the NYSESLAT. Over 30% of our students are at an Intermediate level. Comparatively speaking over 95% ELL students have scored a level '3' or better on the NYSAA in the English language

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students with the most significant developmental delays show the least progress when measured using the NYSESLAT but have been able to meet AYP via IEP-goals. The trend has been students have improved scale scores within modalities.
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](#))

(Please note that statistical Data was unavailable and analysis of your findings on patterns was based on data from previous years). Information gathered through from NYSESLAT testing is used to support student grouping in classes as well as composition of groups instructed by ESL teachers. This allows for targeted instructional approaches from ESL teachers to close Student achievement gap. In addition students selected for the 255Q Title III program are at "Beginner" level. They are selected to the program to assist in closing achievement gap

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?

Our ELL students are achieving with Non-ELL peers as evidenced with a 95% Level 3 or higher on the NYSAA English domain. Our ELL students are designated as Alternate Assessment test takers, therefore exempt from all standard assessments. While NYSESLAT scores have trended upwards as students have gained more exposure to NYSESLAT. Students in 255Q are categorized as NON-Testable and do not participate in the ELL periodic assessments.

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](#).)

Struggling ELL students are identified during DATA review/cohort meetings. Student program effectiveness is assessed and modified at this time. Students that are identified at this time will have increases 1:1 discrete trail time to focus on targeted instructional approaches. Student progress is reviewed during DATA review meetings.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In collaboration, ESL teachers, classroom teachers and alternate placement language paraprofessionals consider home language influences on second language development. Instructional decisions are made based on individual profiles and student needs. All stakeholders participate in an immersion of ELA/Communication instruction. Cluster support teachers are required to select ELA/Communication objectives and will teach to these objectives within their discipline.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of the ELL program is evaluated in a variety of ways. Movement towards proficiency on State tests (NYSESLAT) is monitored, Students acquisition of skills acquired through educational programs as per the Students IEP. In addition ELL student progress is monitored on Yearly assessments that are conducted reflect student achievement (Social Skills Checklist, SANDI, Fountas & Pinell). Information is grided and used to drive instructional choices. Based on the LAB-R and NYSESLAT scores a data pattern has proven that the reading and listening skills are the students' strengths. On the other hand, additional support is needed in the speaking and writing modalities. At every grade level, this pattern has been displayed.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
For some students in District 75, options for special education ELLs are determined and discussed with parents and guardians at the Committee of Special Education (CSE). As part of the identification process for the English Language Learners (ELLs) students, parents or guardians need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language. This HLIS is presented and completed at CSE. Once the HLIS is given, the team at CSE makes the appropriate ELL determination. Parents are given an array of options from which to choose and designation of ESL and Bilingual services is typically determined at this time. In the event that CSE has not followed procedural protocols for new ELLs, the following protocols have been established at our school. One of our three state certified English to Speakers of Other Languages (ESOL) teachers, Mr. Laurence Fitzpatrick (English), Mrs. Kyriaki Xiraki-Tsellos or Ms. Yubis Lopez(Spanish) will conduct the HLIS including and oral interview in English or native language with the parent or guardian with Department of Education's HLIS within 10 school days. A determination is then made based on HLIS as to administer the LAB-R or Spanish LAB is made at this time. Scan sheets are submitted and processed. In addition new parent orientation meetings are organized by school parent coordinator and conducted at commencement of school year to screen ELL families.
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.
Parent orientation meetings are conducted in September/October. Interviewing is one of our three state certified English to Speakers of Other Languages (ESOL) teachers, Mr. Laurence Fitzpatrick (English), Mrs. Kyriaki Xiraki-Tsellos or Ms. Yubis Lopez(Spanish) reach to individual families and invite parents into school to conduct the HLIS including and oral interview in English or native language with the parent or guardian. Please note that PS255Q is not a community based school. Students enrolled live throughout the borough of Queens. Students are admitted on a rolling basis throughout the Fall Program choices are discussed with parents at this time. At times this process may play out during the Child's CSE turning 5 meeting or the students entrance to the NYC DOE. During this process, program selections are typically offered to parents
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 [\[see tool kit\]](#).)
Forms are delineated to parents through the CSE process and are filed in the Students Educational file
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.
Based on the HLIS, LAB-R, IEP recommendation and NYSESLAT scores, students are identified and placed in the Freestanding ESL instructional program. Student designated Bilingual are placed in monolingual classrooms and an alternate placement paraprofessional is assigned. Program choices are determined during the interview portion of the identification process. Letters confirming program placement are distributed to parent of ELL students by the assigned ESL teachers.
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.
Testing coordinator meets with all individuals involved with the NYSESLAT process(ESL teachers, Laurence Fitzpatrick, Yubis Lopez & Kiki Tselios-Kyraki and reviews collectively the Adimistrator's Testing Manual. Working off compliance Docs (ELL Entitled) as well as ATS reports (BEPG & BNDC). A testing schedule is created, all testing materials are inventoried and secured upon arrival. Strict adherence is paid to New York State Testing protocols and testing timelines.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Parents have consistently chosen Free Standing ESL Program for incoming students. If a parent choses a Bilingual TBE class and a class for a specific language is not offered to a Student, PS255Q provides an alternate placement paraprofessional. Based on school demographics 75 % of families select free standing ESL. Programs offered at PS255Q are aligned with parental requests. PS255Q is a specialized school for students with Autism and other developmental delays. IEP and classification of students determine classroom ratios (i.e. 6:1:1 or 8:1:1).

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])?

PS255Q is a specialized school for students with Autism Spectrum Disorders that are in classes of 6 or 8 students and present with moderate to severe cognitive disabilities. Over 98% of the School student population participates in the New York State Alternate Assessment process. Three ESL teachers group students by proficiency and developmental levels. ESL teachers PUSH-IN and collaboratively teach with classroom teachers as well as PULL-OUT to work in a smaller group setting. Students are grouped by proficiency levels and learning styles due to their special need status as students with Autism

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)?

All 255q Students are at "B" Beginner Level or "I" intermediate level. Students receiving minutes are clustered together in classes to maximize minutes provided by ELS teachers. When appropriate ELL students are Pulled in group and are combined in a group of 6:1:1 ESL teacher push-in model aims to maximize student minutes served. Students in need of intensive (RTI) intervention are grouped in a smaller group settings to maximize discrete environment. ESL pull-out model aims to group children to proficiency levels to maximize focus on specific teaching objectives.

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.

Push-in models are collaborative models with classroom teacher that use thematic/curriculum approaches that are CCLS aligned. Pull-out model use a variety of instructional approaches all of which are focused on individual learner's documented reading levels and targeted NYSESLAT skills. Our overall approach is to allow access to learning material by adapting these materials to meet individual needs. The instructional strategies used include Total Physical Response (TPR), Language Experience, Whole Language, Multi Sensory Approach and Pictorial / Symbolic Representations in conjunction with Augmentative Communication Devices (e.g.: Say It All, Macaw, Dynamo, Dynamite, Delta Talker, Cheap Talk and Message Mate). These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS ELA performance standards. The use of bilingual software and multimedia (such as Board maker, Picture this and Kid Pix) enhances and supports the development of native language skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Alternate placement paraprofessionals and certified Bilingual providers support the native language instructional assessments. Teaching directives are translated to ensure student understanding and to assess language dominance and student progress in their native language. Students within our school are diagnosed with ASD. Students are immersed in English language instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teacher incorporate all four modalities into their instructional focus. As a development service ESL teachers further collaborate with classroom teachers selecting and implementing teaching targets to individual English language learners. Data collection is ongoing to monitor student progress and/or modify instructional approaches.
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-Sife students (Students with interrupted service) follow the protocol newcomers to the program adhere to the processes of new students. Parent interview, program selection and required minutes are given.

B- Necomers are assessed and are afforded increased 1:1 intensive instruction. This supports the acquisition of many pre-requisite needed for future learning.

C, D- For our schools long term ELL (4-6 & 6+) receiving services; our certified ESL teachers consults with students' classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students for whom we are applying to receive an Extension of Services receive academic intervention support 30 minutes daily during the academic school day in addition to their CR Part 154 minutes. The interventions provided are research based and school district sanctioned. Intervention programs include; Edmark Reading program, Video modeling, Picture exchange communications system (PECS), Foundations, Words Their Way, Smile Reading program, Unique curriculum. All Services are being provided by Licensed Special education teachers. P255Q follows the New York State English as a Second Language Standards and incorporates ESL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teacher and the AIS teachers. Special attention is given to improving their reading and writing, scores and still these LEP students are NOT scoring at the proficiency level on their NYSESLAT. For these reasons the IEPs on these LEP students continue to recommend ESL services, as our students' severe cognitive and communication disabilities require a longer period of time in order for them to acquire communication skills in the target language. In addition 255q's student population that is in full time Inclusive education receive flexible programming with their Non-Disabled peers. Sife students (Students with interrupted service) follow the protocol newcomers to the program adhere to the processes of new students. Parent interview, program selection and required minutes are given.

E-ELLs testing proficient are eligible for an additional year of ESL support. As needed and appropriate as per committee on special education.

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?
PS255Q has selected a variety of instructional programs to address the specific needs of SWD. Curriculum choices include the UNIQUE learning system, which is a standards based curriculum for special education students. It provides unit lesson plans with multiple entry access points with differentiated tasks to accommodate the diversity of learners with significant disabilities. We also offer the Edmark reading program to support sight word recognition and comprehension skills as well as the Smile Reading to support primary literacy skills for emergent readers to form phonemic recognition skills.
In keeping step with new common core requirements 255Q incorporate supportive programs such as "discovery education" which

allows teachers and students access to the essences in grade level common core curriculum areas. Instruction is delivered through a multi media approach. Leveled classroom libraries contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

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?

255Q is a TEACCH school. This model by design sets the room up for small group, independent workstations and 1:1 trail teaching. This balanced approach provides teacher with a platform for a variety of instructional approaches.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

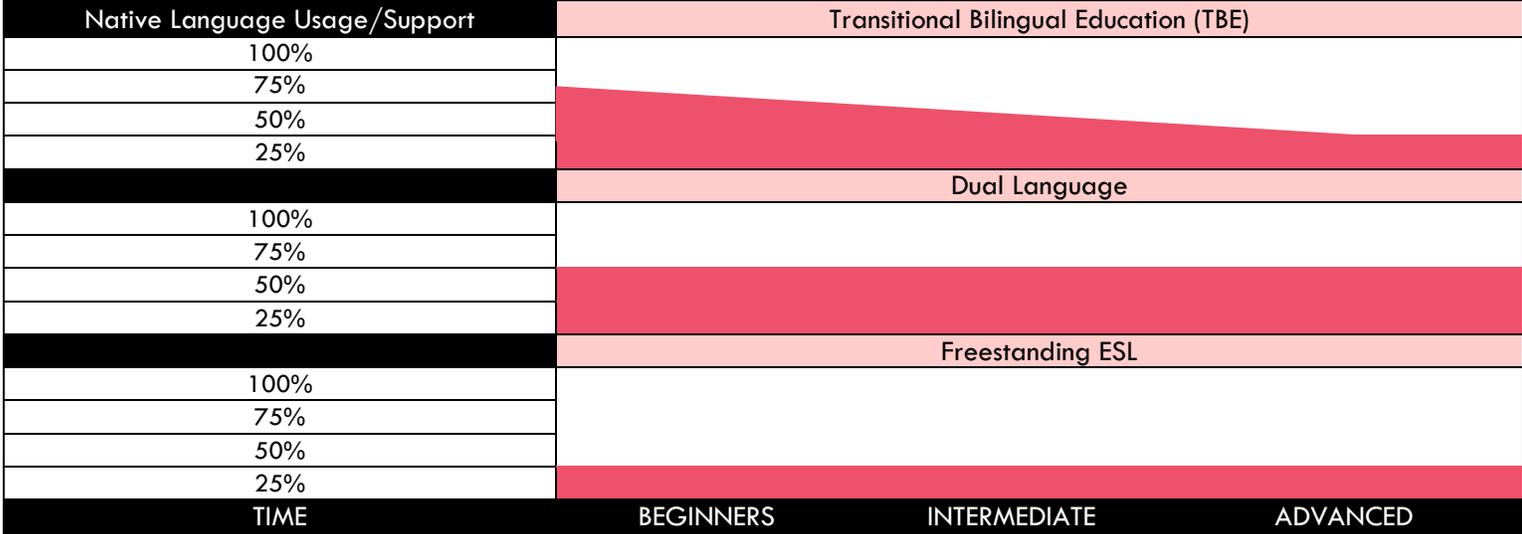
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

As Best Practice in our school an extensive assessment process takes place in September. Targeted instructional programs are selected after this process to meet all ELL students' needs. Smile, Edmark and Reading A-Z (English/Spanish version) are used to target ELA instruction. Equals Math Program is used for Targeted math instruction as well as Eden Curriculum programs (math) are selected to address targeted math instruction.

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

The organizational models of our ESL program at PS255Q are push-in and pull-out. Students are grouped based on student to staff ratios of 8:1:1 or 6:1:1 within three consecutive grades, IEP recommendations, needs and proficiency levels. ESL teachers maximize the number of minutes to service a child in consideration that we are an 8 site school with 3 full time ESL teachers. Students are scheduled to be seen in a group of 6. Administration of instruction to students varies dependent on developmental and behavioral needs. Students with Autism frequently display a high distractibility quotient and may need frequent breaks in instruction relating to their mandated minutes. Depending on students' needs, the push-in model is used to assist students across curricular areas, and allow the student to remain in the classroom with their English-speaking peers. Utilizing the push-in model allows the ESL and classroom teacher to collaborate in the facilitation of classroom instruction. As a result, the ELL student is given the opportunity to acquire the English Language across subject areas. In addition, the program models consist of ungraded, heterogeneous and homogeneous groupings. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Content Area instruction. For our K-8 students at the beginning level of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic Review, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: TPR, Language Experience, and multi-sensory approaches in conjunction with Augmentative Communication Devices and Pictorial/Symbolic representations. Content Area Instruction follows the NYS Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. Instructional focus on Academic language is transparent throughout the ELL program. For our schools long term ELL receiving services; our certified ESL teachers consults with students' classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students for whom we are applying to receive an Extension of Services receive academic intervention support 30 minutes daily during the academic school day in addition to their CR Part 154 minutes. The interventions provided are research based and school district sanctioned. Intervention programs include; Edmark Reading program, Video modeling, Picture exchange communications system (PECS), Foundations, Words Their Way, Smile Reading program, Unique curriculum. All Services are being provided by Licensed Special education teachers. P255Q follows the New York State English as a Second Language Standards and incorporates ESL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teachers. Special attention is given to improving their reading and writing, scores and still these LEP students are NOT scoring at the proficiency level on their NYSESLAT. For these reasons the IEPs on these LEP students continue to recommend ESL services, as our students' severe cognitive and communication disabilities require a longer period of time in order for them to acquire communication skills in the target language. Due to these facts, we are requesting extension of services for these LEP students. In addition 255q's student population that is in full time Inclusive education receive flexible programming with their Non-Disabled peers. SIFE students (Students with interrupted service) follow the protocol newcomers to the program adhere to the processes of new students. Parent interview, program selection and required minutes are given.

11. What new programs or improvements will be considered for the upcoming school year?
255Q will increase the use of Tech supports (I -PADs) to increase approaches in ELA and MATH.
12. What programs/services for ELLs will be discontinued and why?
No program are being discontinued at this time.
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/Non-ELLs are provided support services as per the IEP. Services such as Speech and Language Therapy, Occupational therapy, Counseling are afforded equally to all students

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

The instructional materials provided are research based and school district sanctioned. Intervention programs include; Edmark Reading program, Video modeling, Picture exchange communications system (PECS), Foundations, Words Their Way, Smile Reading program, Unique curriculum. All Services are being provided by Licensed Special education teachers. P255Q follows the New York State English as a Second Language Standards and incorporates ESL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teachers.

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

Native Language support is provided by assigned Alternate Placement paraprofessionals. Additional supports are provided by Bilingual speech therapist, Ms Jennyfer Ruiz and Ms. Sharon Lopez. as well as Bilingual Psychologist Ms. cindy Rodriguez.

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

Resources are selected to support the special needs (ASD) of the school population. Services and resources are designed to meet the developmental levels and the unique learning styles of students with ASD. Students in our school are ungraded.

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.

Parent coordinator organizes parent orientations, support groups: Language translation is afforded to all parents at orientations and support meeting. ELL parents are invited to all school support programs that address primary classification (ASD). If an ELL Student enters our school prior to the Academic school year the student may attend Chapter 683 summer program

18. What language electives are offered to ELLs?

N/A:

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

During the 2013-14 school year PS255Q's professional development plan includes training on topics pertaining to the education of ELL's, such as Picture Exchange Communication (PECS) Program, Reading A-Z, Strategies and materials for Native Language instruction and the adaptation of Bilingual and ESL materials for the education of ELL's with severe disabilities. Selected school staff are invited and/or required to attend some of the following Professional Development. School staff can include Assistant Principals, OTs, Speech, Physical therapist as well all classroom teacher of students of Non ELL s with the classification of Autism. School based training is being offered on 11/5/13 on developing Math instructional (functional) programs provided by d75 coach Donna Larria. All Staff including ELL teacher are be provided with 30 hours of Danielson Framework/CCLS information. SANDI Assessment training was also provided on 9/9/13 which provided clarity of student skill meeting their developmental levels and enlightened staff to the connection with the CCLS.

This year the ESL dept has taken on a goal on how to better use technology with our diverse population of learners. ELL staff will be attending Tech bated PDs to turn key to other ELL staff as well as school community Topocs include Intellitools classroom suite 12/5/13, 1/30/14, Smartboard for Literacy and Social Studies 12/3/13, I-Movie Institute 1/22/14, 2/25/14, 3/18/14 and ebooks and IBook Authors 3/6/14. Technology is and area in which 255Q is looking to develop and use the resources availed to us..

The English Language Learner Dept hosts professional development for all ELL teachers. ELL compliance development-9/12/13 and 4/1/14. In addition, all new teachers are required to complete 10 hours of JOSE P training. ALL Profesional develop attendance is maintained by school secretary. PS 255Q's teachers and paraprofessionals serving ELL's will also be supported through coaching services provided by the district instructional coaches.PS255Q will also encourage the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELL's. ESL teachers provide support and information as students transition from the elementary to the middle school. Our school is multi sited and as students transition from elementary to middle schools, the ESL teachers will collaborate with middle school instructors. This will facilitate the students transition to middles school. The ESL teacher will thoroughly discuss the strengths and weaknesses of the ELL student, their learning style ann their NYSESLAT proficiency level. All of this information is indicated on a schoolwide Articulation Form that follows the student to Middle School.

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?

: Through the school's Parent Coordinator survey to assess parents needs, PS 255Q will determine and offer parents of ELL's ongoing information in their home languages and training on different aspects of their children's education. PS 255Q recognizes the importance of parents, family and community involvement in the education of LEP/ELL students. Through our Family Network Grant, the parents of newly enrolled LEP/ELL students will be provided with an orientation on the State Standards, Assessments, achievement of goals, School expectation and general program requirements for bilingual education and ESL programs. Translators are also available to parents at PTA meetings, Parent Support Groups facilitated by guidance counselors and IEP meetings. Agencies such as YAI, QSAC, AHRC, and QCP also provide informational workshops on topic such as-Behavior trainings, Toliet training and estate planning etc...In addition, school information (e.g., School newsletter, meeting notices etc.) are translated into the parent's native language. Parents are also involved in ongoing collaboration with ELL teachers. Parentes are afforded supports to be used in the home (IE:-Augmentative Communication systems, PECS books). Parents will be trained in these strategies. In addition, ELL parents are active partners in all school activities (Special events-Winter show, Cultural exploration day etc.).

Parental involvement plays a major part in PS 255Q's mission. The Committee of Special Education (CSE) ensures that their meetings are in conjunction with the parents. Since our school provides the program choice of Freestanding ESL and a bilingual program, we guarantee that our new parents understand the philosophy behind our Bilingual and Freestanding ESL program. Through the school's parent coordinator, Daniry Lopez, 255Q offers parents of ELLs ongoing information in their home language and training on different aspects of their education. PS 255Q recognizes the importance of parents, family and community involvement in the education of LEP/ELL students. Through our Family Network Grant, the parents of newly enrolled LEP/ELL students will be provided with an orientation on the Common Core Standards, Assessments, achievement of goals, School expectations and general program requirements for bilingual education and ESL programs. Translators are also available to parents at PTA meetings, Parent Support Groups facilitated by guidance counselors and IEP meetings. In addition, school information (e.g., School newsletter, meeting notices etc.) is translated into the parent's native language.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 255Q

School DBN: 75Q255

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Richard Marowitz	Principal		11/20/13
Gregg Lopez	Assistant Principal		11/20/13
Daniry Lopez	Parent Coordinator		11/20/13
Laurence Fitzpatrick	ESL Teacher		11/20/13
Erika Hunt	Parent		11/20/13
Evelyn Negron (Bil Classroom)	Teacher/Subject Area		11/20/13
	Teacher/Subject Area		11/20/13
Kate McLaughlin	Coach		11/20/13
	Coach		11/20/13
Mary Elleen Barnes	Guidance Counselor		11/20/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q255

School Name: PS255Q

Cluster: 75

Network: 2

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

Part A: Needs Assessment Findings

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

In September all new families attending 255q are screened to assess parent language dominance. As part of the HLS interview we are able to determine parent language of dominance. This information is recored on the Students Emergency card at school and is refered to when communication with parents is necessary. This will assist us in developing a language needs profile. This allows us to offer langauge translation for all parent based meetings and will also guide 255q's requesting of DOE letters in need of translating. In addiotion the Schools parent coordinator sends a letter to all parents asking if they need assistance in translating written information. Attached to that letter is a 'blurb' written in the parent's native language

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.

P.S. 255Q consists of 8 units. Our school community needs written translation and/or oral interpretation in the following languages: Spanish, Russian, Mandarin, Cantonese, Bengali, Korean, Urdu, Haitian Creole, and Arabic.

The findings were reported at PTA and School Leadership Meetings as well as through contact with the Parent Coordinator.

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.

Each unit within the P.S. 255Q school will be responsible for ensuring that all written translations will be done by school staff or parent volunteers. A language need assessment is done in a timely manner at the beginning of the school year. Classroom teachers, Unit coordinators in collaboration with the schools parent coordinator will make all translating requests through the Dept of Education translation offices or school based staff fluent in desired language

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.

Each unit within the P.S. 255Q school complex will be responsible for ensuring that all oral interpretations, including the use of TTY machine, will be accomplished by school staff and/or parent volunteers. Prior to all School functions the schools Parent coordinator will collaborate with ALL unit coordinators to prepare oral interpretation services.

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

The parent coordinator will work with each unit and P.S. 255Q supervisors to ensure that parents have access to all information relevant to their child's education. PS 255Q's Administrative offices including the Parent Coordinator will access the DOE portal of translated documents and distribute accordingly. In addition the Dept of Education offices of interpretation and translation is contacted if PS255Q is unable to provide services in a specific language

