

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75Q233

School Name:

P.S. Q233

Principal:

DEBBIE EDMONDS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.233Q School Number (DBN): 75Q233
Grades Served: K-12
School Address: 91-30 Metropolitan Avenue, Forest Hills NY 11537
Phone Number: 718 2864712 Fax: 718 2864701
School Contact Person: Debbie Edmonds Email Address: dedmond@schools.nyc.gov
Principal: Debbie Edmonds
UFT Chapter Leader: Sherwin Persaud
Parents' Association President: Belinda Velez
SLT Chairperson: Phyllis Carre
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Raven Kernisant
Louis DiBono

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 1st Avenue New York, NY 10010
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: 212 8021501 Fax: 212 8021678

Borough Field Support Center (BFSC)

BFSC: Queens/District 75 Director: Adrienne Edelstein
Director's Office Address: 400 1st Avenue New York, NY 10010
Director's Email Address: AEdelst@schools.nyc.gov
Phone Number: 212 8021501 Fax: 212 8021678

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debbie Edmonds	*Principal or Designee	
Sherwin Persaud	*UFT Chapter Leader or Designee	
Belinda Velez	*PA/PTA President or Designated Co-President	
Elaine Bila	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Louis DiBono	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Raven Kernisant	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nancy Newman	Member/Parent	
Kawana Neblett	Member/Parent	
Keith Bowen	Member/Parent	
Phyllis Carre	Member/Teacher	
Pamela Gaynor	Member/Teacher	
Han Man Carey	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P233Q has 408 students in grades K-12. The students attend one of seven sites throughout the borough of Queens. Five of the seven sites are housed in community schools and two schools are situated in a self-contained building. Three of the seven P233Q schools are high schools, three are middle schools and one, is an elementary schools, which just opened as of September 2014.

Three of the seven sites have inclusion programs. P233Q maintains a strong partnership with general education colleagues to provide equitable access for all students and promote learning opportunities for staff across organizations.

P233Q's school wide instruction focus is to continue to promote structured engagement for all learners in order to advance students' communication competencies to optimize post secondary outcomes.

The students range in ability and are in various class ratios (12:1:4, 12:1:1, 6:1:1, 8:1:1 and 9:1) which address their diverse learning and social emotional needs. Classifications include, but are not limited to autism, learning disabilities, multiple disabilities, social emotional disabilities, and sensory impairments.

P233Q uses an adapted curriculum that is designed to address the Common Core Learning Standards as well as career readiness skills for all students. The curriculum has evolved over the years to better serve the academic, social emotional and transitional needs of each student. The school curriculum is grade band specific and is used organizationally across sites to promote instructional cohesion.

The school has several multidisciplinary teams designed to identify best practice and customize instruction to advance student outcomes. Routinely, teachers conduct inquiry work and collaborative planning sessions to establish learning benchmarks as well as monitor student progress in keeping with the school's instructional focus.

Thematic, rigorous instruction and a supportive environment foster trust and student accountability. Lessons are designed to afford student multiple access opportunities through project based learning, differentiated instruction, hands on activities and the use of technology. To further advance student participation and critical thinking skills, students employ the use of self-assessment tools. A variety of communication systems are used to ensure that all voices are heard.

Teachers have high expectations for all learners. They utilize formative and summative assessments to facilitate a culture of learning and personal accountability. Teacher feedback, coupled with the use of student's self-reflection cards, creates a unified understanding of student progress and next steps.

Learning opportunities extend beyond the classroom to include the home and community. Worksite programs support students in their goal to achieve a high level of independence. Teachers and related service providers are expected to maintain partnerships with parents and guardians. To achieve this goal, teachers utilize communication logs, classroom websites, culminating evens and a school newsletter to keep families aware of the instructional topics and their children's progress.

P233 is committed to building and maintaining strong family and community ties in order to better prepare students for post-secondary achievement. Parents have access to a variety of workshops and the input of a transition coordinator to help their children achieve success both in school and throughout life.

75Q233 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	412	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		85.6%
% Free Lunch	52.5%	% Reduced Lunch		1.6%
% Limited English Proficient	29.6%	% Students with Disabilities		100.0 %
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	6.6%	% Black or African American		31.1%
% Hispanic or Latino	31.1%	% Asian or Native Hawaiian/Pacific Islander		17.7%
% White	12.9%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.27
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

A variety of stakeholders, including the Principal, Assistant Principals, Instructional Support Teachers, Teachers, Paraprofessionals, Related Service Providers, Parent Coordinator, Transition Coordinator, School Leadership Team and the School Based Coach, reviewed and analyzed the 2014 – 2015 Quality Review Report, the Annual Teachers’ Needs Assessment Survey and the School Comprehensive Educational Plan in order to determine areas of strength and areas of need for alternate assessment students. After analyzing the results of collected data using the summative Student Annual Needs Determination Inventory (SANDI), it was determined that it is necessary to identify individual learning gaps in order to further promote student advancement in literacy, specifically in the area of reading, ensuring rigorous instruction for all learners.

As evidenced by the results of the 2014-2015 SANDI, in the targeted area of literacy, specifically the area of speaking and listening, students showed an increase of five percentage points per class [for students in elementary 6:1:1 and 8:1:1, middle school 12:1:4, 6:1:1, 8:1, and high school 12:1:4, 6:1:1, 12:1:1 and 9:1 classes]. All participating classes that utilize the Get Ready To Learn (GRTL) program showed an overall increase of 1.4 points in the area of Communication.

Further analysis concluded that on average, based on the 2014-2015 Instructional Focus, in the area of Speaking and Listening, students across all grades and ratios demonstrated an improvement in Reading for Informational Skills, however, it was also evident that based on the percentage of students who are remain at Level One, there is a continued need to focus on foundational skills specific to Reading for Information.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, alternate assessment students in elementary 6:1:1 and 8:1:1; middle school 12:1:4, 6:1:1, 8:1; and high school 12:1:4, 6:1:1, 12:1:1 and 9:1 classes will improve in targeted literacy skills, specifically in the area Reading for Information, as evidenced by a class average increase of 3 to 4 percentage points as indicated in the results of the Student Annual Needs Determination Inventory (SANDI).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>P233 utilizes a variety of research based instructional programs that allow us to meet the needs of our students; these include STEM, RIGOR, and Attainment Core Solutions. In addition, the P233 Curriculum further supports thematic, rigorous instruction. Allowing teachers to customize unit/lesson plans to meet the needs of all learners. Common Planning time allows teachers an opportunity to exchange ideas/information, examine student work samples, assess and analyze data collection and review the common core reading standards. Students in elementary 6:1:1 and 8:1:1; middle school 12:1:4, 6:1:1, 8:1; and high school 12:1:4, 6:1:1, 12:1:1 and 9:1 alternate assessment classes will be assessed in the fall using the SANDI to determine a baseline reading level.</p> <p>The P233Q Data Inquiry Team will: (1) analyze the assessment results (2); review prescribed strategies; (3) consolidate information learned from the inquiry process; (4) share their work with other staff members and the school community at large via faculty and common planning meetings; (5) provide on-going support to teachers.</p> <p>Common Core Reading Standards will be infused into the P233Q Curriculum.</p> <p>The utilized programs named above, as well the P233 Curriculum have been aligned to the CCLS addressing the Essential Elements of the Standards by our School Team Instructional Leadership (STIL).</p> <p>In addition, all P233 curriculum and programs have been aligned to the SANDI assessments.</p>	<p>Alternately assessed elementary 6:1:1 and 8:1:1; middle school 12:1:4, 6:1:1, 8:1; and high school 12:1:4, 6:1:1, 12:1:1 and 9:1 classes</p>	<p>September 2015 to June 2016</p>	<p>Classroom teachers, administrators, related service providers, Instructional Support Teachers, paraprofessionals</p>

<p>For the 2015-2016 School year, P233 is creating a Reading Diagnostics Team to further support student advancement in the area of Reading Foundation Skills. The function of this team is to identify specific areas of need for individual students in order to assist teachers in selecting appropriate strategies and/or the use of specific instructional materials.</p> <p>ESL teachers will provide a series of small group instructional interactive activities to further promote individual progress.</p> <p>P233 will continue to: (1) engage families in order to support their understanding of rigorous instruction and the Common Core Learning Standards [in order to enable them to better support their children at home]; (2) provide workshops for parents in order to support their understanding of standards and assessments; (3) offer workshops on curriculum and literacy so that parents can better help their children improve/increase academic functional skills.</p> <p>In order to maintain effective communication and keep parents informed of their child’s progress, parents will: (1) receive written progress reports three times during the school year; (2) receive a site based newsletter that will be sent home at the end of each curriculum unit; (3) receive a school wide newspaper that will be sent home twice a year.</p> <p>In addition, interpreters will be provided during meetings and events as needed.</p> <p>Teachers will communicate daily progress via a communication notebook.</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Instructional funds from the Fiscal year 2015-2016 will be used to support professional development and purchase classroom materials</p> <p>2. Instructional funds will be used to pay for coverage when staff members participate in professional development activities.</p>

3. Instructional funds will be used to provide coverage for staff members who engage in intervisitation opportunities at the school level and at other district 75 schools that have been identified to demonstrate best practices that will promote improve positive student outcomes.
4. Title III Funds will be used to provide a series of Saturday and/or after school workshops focused on small group instructional activities that promote increased literacy skills for ELL's.
5. Instructional funds will be used to allow the school's data specialist an opportunity to engage in ongoing reviews of student data.
6. MOSL funds will be used to provide opportunities for select staff members to review and analyze current data and recommend instructional strategies

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Baseline reading scores for students alternate assessment classes will be established in October 2015 using the SANDI
2. Data Inquiry team will meet monthly to review and analyze IEP data assessment results and evaluate prescribed strategies.
3. Data inquiry team will share their work with IEP stakeholders and the school community at monthly faculty meetings.
4. Teachers will share strategies at weekly common planning meetings.
5. By February 2016, P.233Q site based inquiry teams will assess through SANDI, targeted areas of focus in order to monitor school's progress toward annual goals.
6. Students progress in the area of Reading for Information will be monitored using established benchmarks obtained by the administration of the FAST assessment in November 2015 and again in May 2016.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A variety of stakeholders, including the Principal, Assistant Principals, Instructional Support Teachers, Teachers, Para professionals, Related Service Providers, Parent Coordinator, Transition Coordinator, the School Leadership Team, and the School Based Coach, reviewed and analyzed the 2014 – 2015 Quality Review Report, the Annual Teachers’ Needs Assessment Survey (SANDI) results and the School Comprehensive Educational Plan in order to determine areas of strength and areas of need for alternate assessment students that would continue to promote rigorous instruction through a supportive and goal oriented environment.

As measured by the 2014-2015 SANDI assessment, in the targeted area of Measurement and Data, students showed an average increase of four percentage points per class for alternately assessed students in elementary 6:1:1 and 8:1:1, middle school 12:1:4, 6:1:1, 8:1, and high school 12:1:4, 6:1:1, 12:1:1 and 9:1 classes. Analysis also indicated that there is a noted need to target instruction in the area of Operations and Algebra. This was evidenced by the fact that students scored higher by an average of 5% in the area of Measurement and Data, which was our focus last year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, alternate assessment students in elementary, middle and high school classes, across ratios, will improve in the targeted area of Operations and Algebra as evidenced by an increase of three percentage points per class as measured by the SANDI summative assessment tool which is aligned to the Common Core Learning Standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A range of systems and structures, including research based programs will continue to be implemented. Students in 12:1:1, 6:1:1, 8:1:1 and 12:1:4 alternate assessment classes will be assessed using the Student Annual Needs Determination Inventory (SANDI) assessment tool to determine a baseline math level.</p> <p>The P233Q Inquiry Team will consolidate information learned from the inquiry process and share their work with other staff members and the school community via faculty meetings and common planning meetings.</p> <p>Opportunities will be provided for teachers to exchange ideas/information, examine student work samples, assess and analyze data collection and review the common core math standards. Common Core Math Standards and the Math Standards of Practice will be infused into the P233Q Curriculum.</p> <p>We will offer extra support for students designated as ELLs by providing a series of small group instructional interactive activities. Teachers will receive on-going implementation and adaptations to EQUALS, Attainment Core Solutions, Touch Math, and Attainment Budgeting math programs.</p> <p>Common Planning time will allow teachers an opportunity to exchange ideas/information, examine student work samples, assess and analyze data collection and review the common core math standards in order to better differentiate instruction.</p>	<p>Alternately assessed elementary 6:1:1 and 8:1:1; middle school 12:1:4, 6:1:1, 8:1; and high school 12:1:4, 6:1:1, 12:1:1 and 9:1 classes</p>	<p>September 2015 to June 2016</p>	<p>Classroom teachers, administrators, related service providers, Instructional Support Teachers, paraprofessionals</p>

<p>The School Team Instructional Leadership (STIL) Committee will meet to infuse the Common Core Math Standards into the P233Q Curriculum and to evaluate and modify rubrics connected to the Common Core Math Standards.</p> <p>ESL teachers work along with classroom staff to insure that ELL students receive extra support during small group instruction.</p> <p>A variety of approaches will be utilized to engage families and further their understanding of the Supportive Environment in order to better support their children at home. These include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Provide workshops for parents to support their understanding of Federal, State and City standards and assessments. • Provide workshops on curriculum and math materials to teach parents how to help their children improve/increase academic skill levels. • Written progress reports will be sent home to parents so as to keep them informed of their child’s progress three times during the school year. • A site based newsletter will be sent home once per unit and a school wide newspaper will be sent home twice a year. • Interpreters will be provided during meetings and events as needed. • Teachers will communicate daily progress via a communication notebook. 			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Instructional funds from the fiscal year 2015-2016 will be used to support professional development and purchase classroom materials.</p>
<p>2. Instructional funds will be used to pay for coverage when staff members participate in professional development.</p>

3. Instructional funds will be used to provide coverage for staff members who engage in inter-visitation opportunities at the school level data at other 75 schools that have been identified to demonstrate best practices that promote increased student outcomes.

4. Title III funds will be used to provide a series of Saturday and/or after school workshops focused on small group instructional activities that promote increased math skills for ELL students.

5. Instructional funds will be used to allow the schools data specialist the opportunity to engage in ongoing review of students data.

6. MOSL funds will be used to provide opportunities for select staff members to review and analyze current data and recommend instructional strategies.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Baseline math scores for students in alternate assessment classes will be established in October 2015 using the SANDI assessment tool.
2. Data Inquiry team will meet monthly to review and analyze IEP data, assessment results and review prescribed strategies.
3. Data inquiry team members will share their work with staff members and the school community at monthly faculty meetings.
4. Teaches will share strategies at weekly common planning meetings
5. By February 2016, P.233Q site based inquiry teams will assess through SANDI targeted areas of focus in order to monitor school's progress toward annual goals.
6. Student progress in the area of math (Operations and Algebra) will be monitored using established benchmarks obtained by the administration of the FAST assessment in November 2015 and again in May 2016.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

A variety of stakeholders, including the Principal, Assistant Principals, Instructional Support Teachers, Teachers, Para-professionals, Related Service Providers, Parent Coordinator, Transition Coordinator, the School Leadership Team, and the School Based Coach, reviewed and analyzed the 2014-2015 Quality Review Report, the Annual Teachers Needs Assessment Survey and the 2014-2015 School Comprehensive Education Plan in order to determine our strengths and priority needs that would continue to promote rigorous instruction.

A priority of P233, in keeping with the Chancellors’ Capacity Framework, is to foster independence and prepare students for post-secondary opportunities. Moving students along the continuum to least restrictive environment is an on-going commitment; therefore, as new students come into our program with heavier supports in place, it is necessary to keep this school wide focus.

The school data for the 2014-2015 school year indicates an overall reduction of 25.5% in support services throughout the P.233Q organization.

- Two students were recommended for a Less Restrictive Environment (one student moved from a 6:1:1 to 12:1:1 and the other from 6:1:1 to 8:1:1 program)
- 23% of students mandated for speech services had a reduction in services
- 21% of students mandated for occupational therapy services had a reduction in services
- 26% of students mandated for physical therapy services had a reduction in services
- 9% of students mandated for 1:1 health paraprofessionals had a reduction in services
- 22% of students mandated for 1:1 crisis para professionals had a reduction in services
- 79% of students who participated in the Get Ready to Learn program demonstrated an improvement of 1 or more indicator points in the areas of Communication, Self-Regulation, Attention, and Time of Task

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in elementary, middle and high school alternate assessment classes will demonstrate improved social/emotional development and increased independence as evidenced by a 21% decrease in dependence on additional adult support and/or related service mandates on Individualized Education Plans and an improvement in

personal and academic behaviors that interfere with progress as evidenced by 65 % of the students improving by 1 or more indicator points as measured by data from the Get Ready to Learn Program.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Power of Choice and Therapeutic Crisis Intervention Programs will be used to promote positive behavior supports. The Continuum of Service and the prescribed Standards of Practice for Occupational Therapy, Physical Therapy and Speech Services will be used to guide decisions related to student progress and appropriate student mandates. The Get Ready to Learn program will be followed in 12:1:4, 6:1:1, 8:1:1 and 12:1:1 classes to enhance self-regulatory behaviors for all students.</p> <p>Monthly Inquiry Based team meetings will be conducted. Instructional funds will be used to provide coverage for staff members to attend professional development workshops during the instructional day.</p> <p>Review of IEP mandates and the results of various assessments to appropriately determine the current needs of all P233 students mandated for support services.</p> <p>We will provide Professional Development opportunities for staff on issues related to positive behavior supports and ways to increase student independence.</p>	<p>All students mandated for related services and/or 1:1 paraprofessional support</p>	<p>September 2015 to June 2016</p>	<p>Administration, Instructional support teachers, related service providers, teachers, para professionals, school based coach, parent coordinator, guidance counselors, transition coordinator</p>

<p>Teams will complete Functional Behavior Assessments (FBAs) for all students mandated for a 1:1 Crisis Management Paraprofessional.</p> <p>Teams will develop the P233Q curriculum to provide instructional opportunities for students to improve social skills, decision making skills and self-regulatory behavior/s.</p> <p>Parent Association Meetings and workshops will be scheduled throughout the year.</p> <p>Parent schedules will be considered when planning IEP conference dates. Written progress reports will be sent to parents to keep them informed of their child’s progress three times during the school year.</p> <p>A site based newsletter will be sent home after each unit and a school wide newspaper will be sent home twice a year.</p> <p>Our Transition Coordinator will host informational meetings and arrange parent tours at over 21 programs.</p> <p>Interpreters will be provided during meetings and events as needed. Teachers will communicate daily progress via a communication notebook.</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>1. Power of Choice and therapeutic crisis intervention program will be used to promote positive behaviors.</p> <p>2. The continuum of services and prescribed standards of practice for occupational therapy, physical therapy, and speech therapy will be used to guide decisions related to students’ progress and appropriate student mandates.</p> <p>3. The Get Ready to Learn program will be followed in the 12:1:4, 6:1:1, 8:1:1 and 12:1:1 classes to enhance self-regulatory behaviors for all students.</p> <p>4. Related service funds will be used to provide additional adult support for students that need to improve in independence skills throughout the school day.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Monthly review of SESIS reports and recommended mandate changes proposed at IEP conferences throughout the year.
2. Maintain a log of staff attendance at Professional development workshops.
3. Site based crisis team will meet monthly to review FBA's / BIP's.
4. Class schedules will be reviewed throughout the year to ensure that appropriate protocol is being adhered to when using the Get Ready to Learn Program.
5. By October 2015, staff members will be identified to attend professional development workshops related to positive behavior supports.
6. By February 2016, students' Individual Educational Plans and Related Service Providers mandate modification tracking forms will be reviewed and evaluated to determine school's progress toward annual goal.
7. By June 2016, staff members will review all IEP mandates and assessments to determine the current needs of all students mandated for support services
8. Throughout the year, students with 1:1 support services will have their BIP reviewed for appropriateness at the time of their annual review; student progress will be monitored and assessed monthly.
9. Throughout the 2015-2016 school year, the P233Q curriculum will include activities to promote social skills decision making, and self- regulatory behaviors.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Levels attained as per SANDI Reports. CCLS Rubrics Portfolios Diagnostic Tools	Program/STEM (6:1:1 and 12:1:4 (MS and HS) Program/Rigor Reading Program (12:1:1 HS) Program/Edmark 6:1:1 MS/HS) Program ELSB (Elementary) Strategy/Thinking Maps Strategy/Books on Tape Strategy/Andrew Heiskell Talking Books on Tape Strategy/High Interest/Low Level Readers Strategy/Use of ELL strategies Strategy/Use of Technology (Smartboard, computer, IPad,laptops) Strategy/Use of UDL Strategy/Tutoring Strategy/Use of Graphic Organizers Strategy and Resource /Use of Reading Websites Strategy/Use of Vizzle	One-to-one Small group	Each service/program is provided/used during the school day.

		<p>Strategy/Writing activities (i.e. Journal, Newsletters, etc)</p> <p>Strategy/Parent Notification Progress reports</p> <p>Strategy/Teacher Collaboration /Inquiry Meetings</p>		
Mathematics	<p>Levels attained as per SANDI Reports.</p> <p>CCLS Rubrics</p> <p>Portfolios</p>	<p>Program/Touch Math (6:1:1 MS)</p> <p>Program/Equals (12:1:4 and 6:1:1 HS)</p> <p>Program/Attainment Budget Math (12:1:1)</p> <p>Strategy Use of CCLS Math Standards of Practice</p> <p>Strategy and Resource/Use of Math Websites</p> <p>Strategy/Tutoring</p> <p>Strategy/Teacher Collaboration/Inquiry Teams</p>	<p>One to One</p> <p>Small group</p>	<p>Each service/program is provided/used during the school day.</p>
Science	<p>Project Rubrics</p> <p>Portfolios</p> <p>Projects</p> <p>Science/STEM Fair</p>	<p>Program/Use of Rigor Topics (12:1:1)</p> <p>Strategy/Use of Brain Pop</p> <p>Strategy/National Geographic Kids</p> <p>Strategy and Resource/Use of Science Websites</p> <p>Strategy/Project Based Learning Activities</p> <p>Strategy/Vizzle Activities</p>	<p>One to one</p> <p>Small group</p>	<p>Provided by way of P.233Q curriculum activities</p>
Social Studies	<p>Project Rubrics</p> <p>Portfolios</p> <p>P.233Q Best Practice Fair</p>	<p>Program/Use of Rigor Topics (12:1:1)</p> <p>Strategy/Use of Brain Pop</p> <p>Strategy/Use of History Channel</p> <p>Strategy and Resources /Use of Social Studies Websites</p>	<p>One to one</p> <p>Small group</p>	<p>Provided by way of P.233Q curriculum activities</p>

		Strategy/Project Based Learning Activities		
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	IEPs Power of Choice Points Book OPT incident Reports	Program/Behavior Management Plans (as per IEPs) Program/Power of Choice Behavior Management Program (used in 12:1:1 and 6:1:1 HS) Program/Get Ready to Learn Strategy/Train staff to use Therapeutic Crisis Intervention /TCI Strategy/Participation in Specialty Clubs Strategy/Parent Training Strategy/Invite parent to IEP meetings Strategy/Collect Behavioral data for students with crisis paraprofessionals and students demonstrating interfering behaviors Strategy/Parent Involvement /Parent notification Strategy/Student/Parent Contracts Strategy/Informative meetings with bus personnel concerning unsafe or distracting behaviors Strategy/Use of Behavior Management/Teacher/Guidance Counselor as needed Strategy/Conflict Resolution Sessions Strategy/Teacher Collaboration/Common Planning Meetings	One to one Small group	Each service /program is provided/used during the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.233Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.233Q will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: <u>P233 Q</u>	DBN: <u>75Q233</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>12</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

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: _

There are two ESL teachers at P.233Q, serving seven different sites in Queens. The ELL population is comprised of students who attend classes in ratios of 12:1:4, 12:1:1, 8:1:1, and 6:1:1. P.233Q is serving a total of 117 ELL students all of whom are alternate assessment. P.233Q has a total of 405 students in grades K.G.through twelve of which 29% are ELLs. All ELLs that currently attend P.233Q participate in the New York State English as a Second Language Achievement Test (NYSESLAT). The test is administered every year to determine the English proficiency of ELLs and Bilingual students. Scores from the NYSESLAT are divided into four performance levels. The four levels are Proficient, Advanced, Intermediate and Beginning. According to the RLAT screen in ATS, 96% of our students are functioning at the beginner's level, and 4% of our students are functioning at the intermediate level.

During the 2013-2014 school year, ELLs students performed as well as their monolingual peers on the NYSAA as reflected by the data folios in all content areas including ELA, Math, Science, and Social Studies. None of our ELL students are involved in standardized assessment. Using NYSAA data folios, our ELL students have received scores of 3 and 4 in both accuracy. All of our 117 ELLs were administered the NYSESLAT during the 2014 spring semester. Based on the NYSAA data folios, most of our ELLs are limited in terms of their receptive and expressive language (almost 96% of our ELLs were beginners). We are gearing our instruction towards increasing receptive/ expressive language in English. This year, 2015, all of our 117 ELLs will be participating in the NYSESLAT exam.

- Title III Supplemental Instructional Saturday Program

The TITLE III Program will run from the beginning of April, 2015 to the end of May, 2015, for a total of six consecutive Saturdays. The Saturday program will be from 9-12 noon. All of our targeted ELL/Bilingual students are beginners. They represent grades 9-12.

Research indicates that instruction is effective when it is: hands on, challenging, multi-sensory, thematic, is literacy focused, includes students' cultures, allows for exploration and provides multiple, challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English (Camboume, 1998, Orelove & Sobsey, 1993). Therefore, during the months of April - May, P233Q will use Title III funds to implement a Saturday morning instructional program that incorporates the aforementioned research. One NYC/NYS certified ESL teacher who speaks Hindi,Punjabi,Urdu, and Gujrati, and a Learning through an Expanded Arts Program (LEAP) teaching artist, will provide an instructional Saturday morning program for 12 ELLs in a 12:1:4 grouping ratio, with the assistance of six bilingual/monolingual paraprofessionals. The Saturday Title III program will require four bilingual paras, one crisis 1:1 para, and one paraprofessional with an expertise in technology. We used one primary criteria in determining which ELL students we would target for the Title III program; a beginner's score as per the NYSESLAT. A LEAP artist, in collaboration with the ESL teacher, will present a series of five 3 hour workshops, and the ESL teacher will present one 3 hour workshops for students. The workshop program will be called "Cooking Your Way Around the World" and it will help ELL students use the internet to research indigenous foods and traditional dishes from the students' native countries. Using ESL methodologies, the students will identify the foods they are researching and will be encouraged to share what they have learned, via oral presentations, communication books, augmentative communication devices, etc. The materials utilized will include but are not limited to: "Look N Cook Cookbooks, Look N Cook DVDs, Look N Cook Microwave kit and Look N Cook lesson plans; adaptive books, kitchen tools and utensils, poster boards, and adaptive scissors. The students will look

Part B: Direct Instruction Supplemental Program Information

on line for pictures of the ingredients needed to prepare these foods to create an English language food dictionary. They will then use basic math skills, focusing on measurement and number skills, to prepare and eat the dishes they have researched. The program is designed to promote a healthy lifestyle and safety in the kitchen, and will stress the need to use language to socially interact with classmates and peers. Students will be encouraged to document their participation in the program by developing a presentation binder that illustrates the varied activities. Students will also use IPADS. These IPAD's have cooking recipes with pictures, words and reminders by audio to prompt the end of one task and the beginning of another. The IPAD cooking apps are realistic and intriguing for our students. They are able to see photographs of ingredients used in the cooking lessons on the IPADS. The touch interface correlates to technology used by students, and allows for a high level of interactivity. They will use the IPAD as a camera, taking pictures of the foods they make. The camera can help establish food as an icon with food as a real object. The IPAD can also create photo albums. The tablet can become a great communicator when a student views a group of food icons at once, and lets them choose what they want. Finally, the touch screen IPAD can be much easier than paper/pencil or a point and click mouse, for students with fine motor difficulties.

The Title III Saturday Program will run from 9AM to 12 noon for six Saturdays. The Saturday program will have both bilingual and ESL students. Differentiated instruction, cooperative grouping, scaffolding strategies, and native language from the support bilingual paraprofessionals will be utilized during the Title III Saturday program.. The program will provide rigorous and challenging content-based instruction. Bilingual Progressions and Common Core Learning Standards will be used to design and assist the ESL teacher with curriculum development using ESL methodologies in conjunction with augmentative communication devices, true object pictures, and Mayer Johnson picture symbols. Performance data from the Brigance, ABLLS-R, the ELA, NYSAA, and the NYSESLAT will be used to inform instruction. English Language Arts instruction will follow the NYC's Balanced Literacy Program, which is supported by the use of technology and the adaptation of literacy materials to meet the individual needs of students with severe disabilities. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for math. Multi- sensory and multicultural materials will be infused throughout all aspects of instruction. ELL students will be given supports across the whole curriculum providing scaffolding that is sensitive to the needs of the ELL students. Using the skillets, dinnerware, frying pans, etc., that we purchased with our Title III Budget, students will make foods from the cultures they have studied. Formal teacher observations, teacher-made checklists, rubrics, and the pictures the students took from the IPADS as part of data collection, will be used during the Title III Saturday Program to assess the level of students' English language development and proficiency. The language of instruction will be English.

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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: _

Title III funds will be used to support the staff participating in the Title III program (One Supervisor, one ESL Teacher, one Secretary, and six paraprofessionals). One of the main reasons to have professional development for staff working with ELLs is for them to be empowered— to have the opportunity and the confidence to act upon their ideas as well as to influence the way they perform in their profession. Empowerment is the process through which teachers and staff become capable of

Part C: Professional Development

engaging in, sharing control of, and influencing events and institutions that affect their lives. Title III funds will be used to support and empower the ESL teacher, the administrator, and the six paraprofessionals (one para is a 1:1 and a paraprofessional with an expertise in technology), in appropriate professional development sessions focusing on ELLs. The ESL teacher will share information with staff during Professional Development sessions.

The focus of study for our Title III Professional Development, will be working with educators on how to use English language to facilitate the "Cooking Around the World program". They will also explore push in, team models, and the classroom environment to maximize delivery of ESL services. Staff will be trained to use assessment handbooks, books on tape that match the cognitive level of the student, and educational CDs for the Saturday program. Staff who work in the Title III supplemental Saturday instructional program will participate in professional development sessions that will be held on Saturday mornings and afternoons, two hours per day for a total of five sessions.

The Title III Saturday Professional Development will be on-going and the dates will coincide with the dates students attend. Professional Development will take place from 8 am to 9 am and 12 noon to 1 pm, the first 5 Saturdays of the program. The tentative list of topics is as follows:

Instructor - Farida Jhaveri

Topics -

Week 1:

- Strategies and Materials for Native Language Instruction with a focus on Cooking

- Using NYS ESL Standards

Week 2:

- Alligning the Title III program with the Common Core standards.

- The Teaching of ESL through the Content Areas of Math, Science, and Social Studies

Week 3:

- The Use of Technology - ie - Smart boards and IPADS in ESL Education with a focus on cooking

- Using communication devices, creating communication books, and adapting books around the topic of cooking.

Week 4:

- Adapting ESL Materials for Beginner ELLs with Severe Disabilities with a Focus on Cooking.

Week 5:

- Using Alternate Assessment Methods with ELLs.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

Parent involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. New technologies have made communication between home and school more efficient and improved. For teachers, online communication makes it easier to reach parents and build a partnership with parents. It also allows parents to receive information about their child's performance and activities at school and the opportunity to ask questions and provide information as needed. When parents and teachers communicate, they are able to support students' learning together more effectively. As a team they can work together for the well being of the student. There are number of ways that technology can help to connect parent to the classroom experience. Children are shown to have a much better chance at success if their parents are actively engaged and

Part D: Parental Engagement Activities

reinforces the learning that is happening in the school

Most of our ELL parents have very little or no prior computer background. Parents are not able to understand and keep up with the fast pace of technology to communicate and connect with their child's teacher. One of the very important ways that parents can be involved in their children's work is through the use of computers. Each classroom teacher has created school websites and their school emails to connect with parents. Parents have the opportunity to connect through technology regarding their child's homework or any other concerns. Unfortunately, most of our ELL parents are not computer literate and are not taking advantage of this opportunity.

So with that in mind, P233Q will use the Title III funds to provide six 1 ½ hour computer literacy workshops for the families of ELLS participating in the Title III Saturday program. Our paraprofessional with an expertise in technology, will conduct these workshops under the supervision of the school administrator. These workshops will take place during the Title III program. These workshops will introduce basic computer and internet skills for our bilingual parents, who have little or no prior computer background. As a result of this training, our expectation is that parents will improve their computer literacy in better connecting with their child's teacher.

The LEAP artist and the P233 ESL teacher will use cooking, games, computers, technology, and poster boards to foster Adult Literacy Skills for ELL/Bilingual adults. Additionally parents will be invited to participate in the program with their child during the instructional sessions. Parents will be afforded the opportunity to cook with their children various dishes from different countries. These activities will make parents feel more comfortable and confident when they read, write, and speak English. Parents will be presented hands on activities with their children that will help to foster and develop stronger receptive and expressive language skills in order to support their children in school and in the community. Parents of students with a disability often experience a sense of isolation which can be further complicated if English is not their native language. This parent engagement workshop will encourage parents to reach out to the school and each other to meet the educational, social and physical needs of their children. After preparing the dishes, students will set up the tables, and invite their parents for a lunch. Students will serve their parents and have an enjoyable meal with them.

P.233Q will continue to reach out to non-English speaking parents by interpreting and translating documents in their native language, utilizing pre-made forms in various languages. Flyers will be created in parents' native language relating to information about Title III and other available services and activities. Flyers will be sent to ELL parents concerning the Title III program at the beginning of March, 2015. Refreshments for parents will be served at every workshop. Translation services will be provided. All information sent to parents will be translated into their native language. The preferred languages of parents are Spanish, Punjabi, Korean, Urdu, Bengali, Haitian Creole, Chinese, and Arabic. Finally, we will provide parents and students with Metro Cards. Those parents who do not have access to a car will be able to bring their youngsters to the Saturday Title III program, via public transportation. We will purchase 100 Metro Cards to facilitate this process.

The parent coordinator will assist in facilitating a smooth transition from the regular school program to the supplemental school program (i.e. interpretive services, coordinating parent workshops, and encouraging ELL parents to attend the Title III program).

The P.233Q Parent Coordinator is Spanish bilingual, and offers parents of ELL students support throughout the year. She helps parents become more involved in their child's educational program by providing information about available services. She is available to answer questions and meet with parents at school or at home. Meetings are held at the school level with translation services. All information sent to parents is translated into their preferred languages.

Part E: Budget

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

Allocation Amount: \$12 708

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	- <u>\$8085.12</u>	- <u>1 Teacher X 6 Saturdays X 3 hours per Saturday @ 50.50 per hour = \$909.00.</u> <u>1 Supervisor X 6 Saturdays X 3 hours per Saturday @ \$52.84 per hour = \$951.12</u> <u>6 Paraprofessionals X 3 hours X 6 Saturdays @ \$29.05 per hour = \$3137.40.</u> <u>1 Secretary (to handle payroll and purchases) 10 hours X \$31.12 = \$311.20.</u> Professional Development <u>1 Teacher Instructor of PD X 5 Saturdays X 2 hours per Saturday @ \$50.50 per hour = \$505.00.</u> <u>1 Supervisor X 5 Saturdays X 2 hours per Saturday @ \$52.84 per hour = \$528.40.</u> <u>6 Paraprofessionals X 5 Saturdays X 2 hours per Saturday @ \$29.05 = \$1743.00.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$2250.00</u>	<u>LEAP - Learning Through an Extended Arts Program</u> <u>For students: Five co-instructional, 3-hour workshops (Cooking Around the World) provided by LEAP (\$450 X 5= \$2250).</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	- <u>\$1722.88</u>	- <u>2 Large skillets @ 50.00 ea.= \$100.00</u> <u>Large dish drainer - \$50.00</u> <u>2 Sets of dinnerware @ \$30.00 ea.= \$60.00</u> <u>Electric juicer - \$120.00</u> <u>Set of frying pans - \$30.00</u> <u>Set of baking pans - \$46.00</u> <u>Electric blender - \$70.00</u> <u>Salad spinner - \$15.00</u> <u>Digital steamer - \$30.00</u> <u>Ice cream maker - \$250.00</u> <u>Flashdrives - 15@ \$4.10 ea.= \$61.50</u> <u>Parent gift bags - \$100.00</u> <u>Paper products - \$111.50</u> <u>Workshop food prep materials - \$200.00</u> <u>IPAD - \$478.88</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12 708

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$500.00</u>	<u>METRO CARDS = 100 cards X \$5.00= \$500.00</u>
Other	<u>\$150.00</u>	<u>Refreshments for parents attending Saturday workshops = \$150.00</u>
TOTAL	<u>\$12708.00</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 75	Borough Queens	School Number 233
School Name P233Q		

B. Language Allocation Policy Team Composition

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

Principal Mrs. Debbie Edmonds	Assistant Principal Mrs. Theresa Nogol
Coach Mrs. Judy Leight	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms.	School Counselor Mr. John Hamilton
Teacher/Subject Area Mr. Michael DiGiovanni-D.S.C.	Parent
Teacher/Subject Area Mrs. Pam Gaynor-Trans. Coord.	Parent Coordinator Ms. Nelly Gutierrez
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	415	Total number of ELLs	125	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	125	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	125
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	28	Long-Term (ELLs receiving service 7 or more years)	37

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	44	4	40	24	4	20	57	2	55	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						1	9	2	4	12	7	4	33	0
Chinese		1			1			1	2		1	1	4	0
Russian								1					1	0
Bengali							2		4	3	2		4	0
Urdu								1					4	0
Arabic	1									1				0
Haitian											1	1	1	0
French														0
Korean													3	0
Punjabi										1	1		1	0
Polish													2	0
Albanian										1				0
Other											2	1	3	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	13	3	0	0	0	0	11	11	5	18	10	6	29	0
Emerging (Low Intermediate)	1									1				0
Transitioning (High Intermediate)													1	0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA	2	20	66	4	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA	3		24		63		2		0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

P233Q is a D75 special education school that serves students with disabilities in grades K-12; disabilities include but are not limited to: autism, intellectual disabilities, multiple disabilities, learning disabilities, speech and language impairment. There are 415 students registered, of which 125 are ELLs. These students are located at one of seven sites in Queens. P233Q consists of three high school sites, three middle school sites, and one elementary site.

During the year 2014-2015, most P233Q students are alternately assessed using the New York State Alternate Assessment (NYSAA). In addition, students are assessed via the Student Annual Needs Determination Inventory (SANDI) and Formative Assessment of Standards Tasks (FAST). To further support learning, P233Q students are also assessed through Attainment Math (12:1:1), EQUALS (12:1:4 and 6:1:1), TOUCH MATH, Assessment of Basic Language and Learning Skills (ABLLS), NYSESLAT, NYSITELL, and Scantron. The ENL teachers (Ms. Gu and Ms. Jhaveri) design their academic instruction through the analysis of data based on the NYSITELL and NYSESLAT scores. Data results show that students need extensive support in reading and writing modalities, whereas Speaking and Listening modalities have proven to be their greater strength. During the 2013-2014 school year, ELL students performed equally well as their monolingual peers on the NYSA as reflected by the data in all content areas including ELA, Math, Science, and Social Studies. Presently, none of our ELL students are involved in Standardized Assessment. Also, P233Q students are assessed by way of weekly IEP data, observed lessons, culminating (practical) projects, and other individualized formative assessments. The school's Data Inquiry Team routinely uses data to further isolate areas of need in both math and ELA for ELL students.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns from the results of the 2014-2015 students NYSITELL and NYSESLAT reveal that a majority of our students are at the Entering level (i.e. 100/102 students served.)

These ELLs are limited in terms of their receptive and expressive language. The vast majority of ELLs do not read or write at a functional level. Therefore, specific instructional activities using selected ELL methodologies are used to further increase receptive and expressive language skills. Various ELA Programs are used across grades and ratios at P233Q: ELSB (English Language Skills Builders) elementary, RIGOR (High School), STEM (Middle and High school), and WILSON (as needed for ELLs) reading programs. To advance skill building in ELA, tasks are broken down into manageable steps and lessons are scaffolded. The ENL teacher works interdependently with the classroom teacher/s using the collaborative approach for both planning and instruction. Additionally, instruction is differentiated based on the needs of the ELL students. If a student is mandated to receive speech services, the classroom teachers are provided with the added support of the speech teacher in order to ensure that the ELL's communication and language needs are met. Rubrics are used as a way to measure student progress and identify whether or not an ELL student understands a concept thus allowing the teacher to further adapt and/or differentiate instruction. Teacher observations, student progress reports, selected resources, collected data, teacher made materials and informal tests all assist to evaluate the effectiveness of the ESL program.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

ENL teachers use the NYSESLAT as their Annual Measurable Achievement Objectives (AMAOs). ENL teachers look for progress in: English Language Acquisition, exiting or reaching English language proficiency, and adequate progress for the ELL subgroup in meeting grade-level academic achievement standards in ELA (Reading) and Math.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Each year, in Spring, ELLs are tested to evaluate English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT); students are tested in four modalities (in the areas of Listening, Speaking, Reading and Writing). The ENL teachers create instructional lessons based upon each student's proficiency level. ELL students receive instruction in English in each of the four areas (Listening, Reading, Speaking and Writing).

ENL teachers work with classroom teachers to improve ELLs reading comprehension skills. As a resource, teachers use leveled readers along with contextual and visual cues. With each reading experience, students are taught to make different connections [text to text, text to self, and text to the real world]. Stories that have cultural relevance are also utilized. In addition, students create their own books on different topics.

P233Q does not participate in ELL periodic assessments (in their home language) at this time.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

Within the Response to Intervention (RTI) framework, ENL teachers derive the data from SANDI and SANDI/FAST. SANDI data results show a learning deficit in the areas of vocabulary and decoding skills for ELL students. To build a stronger vocabulary base for each ELL student, the ENL teachers conduct short lessons and discussions around vocabulary given contextual clues. Within the RTI framework, teachers write language objectives that are clear and measurable for ELL students. ENL teachers adapt content and use vocabulary mindful of the student's proficiency level.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- To build language skills, words are presented using concrete representations of words. In addition, for non-readers or readers with limited language skills, ENL teachers employ the use of objects and/or picture symbols coupled with print.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

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

For our students mandated for B/L services, we provide them with an alternate placement paraprofessional.

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

The IEP drives all instructional decisions at P233Q, the classroom and ENL teachers create instructional activities and differentiate lessons to address IEP goals. P233Q continuously evaluates the progress and success of ELL students by way of formative and summative assessments as well as NYSESLAT. Teacher observations (using the Danielson's Framework for Teaching) serves to identify areas of need for individual ELL students and needed teacher support. Teacher support is provided by way of professional development and/or intersite intervisitations. Teachers participate in collaborative planning to target and plan for the learning needs of ELL students. Our ENL teachers have reviewed both the 2015 NYSESLAT and NYSAA scores (for our ELL students) which they have used to plan for meaningful data driven instruction.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The English Language Learner (ELL) Identification Process includes four steps:

1. The administration of Home Language Identification Survey (HLIS), which includes an informal interview with the student and parent to determine the students home language,(mandated in CR Part 154).
2. Determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL) by LPT team.
3. The administration of the NYSITELL.
4. The administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

ELLs who are enrolled at P233Q, are primarily identified as ELLs at the CSE level. If the CSE fails to administer the HLIS, our two ENL teachers, Ms. Shan Gu and Ms. Farida Jhaveri, will administer the HLIS. The two ENL teachers who administer the HLIS, are both permanently certified as ENL teachers. Ms. Shan Gu speaks English and Chinese whereas Ms. Farida Jhaveri speaks English, Urdu, Gujrati , Punjabi, and Hindi. Initially the HLIS can be administered in seven different languages other than English. If the parent does not speak, read, or write English, our ENL teachers will get the support of a pedagogue who speaks the same language as the parent.

A student is considered to have a home language other than English when:

- (1) In Part I: (questions 1-4) one or more responses indicate that the student uses a language other than English.
- (2) In Part II: (question 5-8) two or more responses indicate that the student uses a language other than English
- (3) An informal interview with the parent and student indicates a language other than English.

All new entrants whose HLIS responses indicate a home language of Spanish and are newly identified as ELLs based on NYSITELL results, will be administered the Spanish LAB. This process is completed within the first 10 school days that the student is in school.

Once completing the HLIS, the LPT team determines the eligibility for the student to take the NYSITELL. This process is completed within 20 days.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. This questionnaire form is in different languages e.g. Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, Spanish. This process is taken care by the committee at the special education (CSE) office before the student enters our school.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT). Our school LPT is comprised of: Mrs. Theresa Nogol / Ms. Kathy Sanchez/ Ms. Christina Michaelides/ Ms. Elizabeth DeFrancisco (Assistant Principals); Ms. Farida Jhaveri and Ms. Shan Gu (ENL teachers), Mr. Michael

DiGiovanni (DSC), Ms. Judy Leight (School Based Coach), Ms. Nelly Guiterrez (parent coordinator). The LPT will consider the evidence of the student's English language development based on the results of:

- (1) conducting an interview with the student and reviewing samples of the student's prior school work.
- (2) assessing the student's history of language use in school and at home.
- (3) reviewing the results of an individual evaluation of the student conducted in accordance with the procedures in CR Part 154.
- (4) reviewing the information provided by the Committee on Special Education (CSE) to determine if a student's disability is a determinant factor in language use and/or if the student can be expected to demonstrate proficiency in English.

Upon reviewing the aforementioned evidence, the LPT will then make a determination as to whether the student may have a second language acquisition need or the student's disability is the determinant factor affecting the student's ability to demonstrate language proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student will take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

An ELL student typically enters P233Q with an entitlement or non-entitlement letter already noted and filled out by CSE. These letters are placed in the ELLs records / cumulative file at school. After the orientation, parents are asked to fill out the Parent Survey. Based on the information delivered by the parent, P233 makes every effort to address a parent's language needs

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

If the LPT determines that the student does not have English Language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the Principal rejects the recommendation of the LPT, the NYSITELL will be administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation will be sent to the ELL superintendent for a final decision. Also, the parent will be notified within 3 days of the decision in the parents' preferred language in an official school letter. Furthermore, the school will follow up with the parent via telephone with a translator. The ELL superintendent has 10 school days to finalize the decision. If the ELL superintendent determines that the student must take NYSITELL, our school has 5 additional days to administer the NYSITELL. Beginning this school year, a newly entering ELL student may go through the ELL Re-identification Process. This process allows the school, parents, and student, who believe a student may have been misidentified as an ELL or non-ELL, [within 45 school days of enrollment], to administer the ELL identification process a second time.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At P233Q we only offer Free Standing English as a New Language Program. Parents are asked if they feel they need added support regarding their comfort level when using English. When it is determined that a parent prefers correspondence in their home language, teachers plan for support accordingly. The Freestanding ESL Program (provided across P233Q sites) is explained to the parents at parent meeting facilitated by the Parent Coordinator who is bilingual Spanish. (Staff interpreters for languages other than Spanish are utilized when necessary.) The meeting held to explain the Free Standing Program takes place within the first 4 weeks of school. For those parents who are unable to attend the meeting due to family commitments, alternative meeting dates are arranged. These meetings are chaired by Shan Gu and/or Farida Jhaveri who are both permanently certified in ESL. When parents are invited to the initial IEP meeting, the two ENL teachers conduct an ELL orientation session with the parents in order to discuss the following:

- NYSITELL scores.
- Language development progress.

When requested, our two ENL teachers, Ms. Gu and Ms. Jhavari will provide parents with information on transitional bilingual education and dual language programs (that our school currently does not offer.)

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Based on the parent responses to the Parent Survey, all students will receive Freestanding English as a Second Language Program. In the event that these forms are not returned to the school, follow up outreach will be conducted with the parents by ENL teachers Ms. Gu, and Ms. Jhavari, along with support from the school's Parent Coordinator. In addition, the parent's expressed choice will then be recorded in (ELPC) in ATS. The completed parent survey and selection form will be placed in the students' cumulative folder(s).

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

In the event that these forms are not returned to the school, follow up outreach will be conducted with the parents by ENL teachers Ms. Gu, and Ms. Jhavari. In addition, the parent's expressed choice will then be recorded in (ELPC) in ATS. The completed parent survey and selection form will be placed in the students' cumulative folders.

9. Describe how your school ensures that placement parent notification letters are distributed.

The placement parent notification letters are distributed by the CSE. Once the student is enrolled in our school, based on the the NYSITELL scores, the ENL teachers discuss ENL services with the parents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documents i.e. HLIS, parent survey,entitlement and non-entitlement letters are placed in the students' cumulative record folder(s).

11. 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.

Based on the results of the HLIS and NYSITELL, students who are identified as ELL's are administered the NYSESLAT. The ENL teachers administer the NYSESLAT. Teachers score the writing and speaking sections of the NYSESLAT. This test is given once a year in the Spring. Every year in the spring, the ELL students (serviced and students previously known as x-coded students and served as per IEP) take the New York State English as a Second Language Achievement Test (NYSESLAT). Prior to the test letters are sent home informing parents of the test. By using ATS reports, (i.e. RYOB, RLAT, REXH, RLER, RLCB, RPEX, and RMNR), the ENL teachers schedule these tests accordingly.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

An ELL student typically enters P233Q with an entitlement or non-entitlement letter already noted and filled out by CSE. These letters are placed in the ELLs records / cumulative file at school. After the orientation, parents are asked to fill out the Parent Survey. Based on the information delivered by the parent, P233 makes every effort to address a parent's language needs. The parent notification letters are taken care by the CSE. Once the student is enrolled in our school, based on the NYSITELL scores the ENL teachers discuss with the parents regarding the ESL services at annual IEP meetings.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

For students whose home language is not English, the ENL teachers will administer a more in depth interview and review each ELLs student's prior school work in reading, writing, and math in both English and their home language.

NYSITELL eligibility for students entering school with an IEP will be based on the determination of the Language Proficiency Team(LPT).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

All ELL students will receive a specified amount of Standalone ESL and Integrated ESL minutes based on their English Proficiency Level (entering, emerging, transitioning, expanding, and commanding) derived from the NYSESLAT scores. At present, all ELL students will be grouped in three contiguous grades. Administration has made an effort to group our ELL students together in self-contained classes based on disability classifications and the age of these students. Standalone ENL instruction will be delivered by a certified ENL teacher, who will give instructions to the students out of classroom. This instruction will develop English Language skills, so that the students can succeed in core content courses. The ENL teachers will plan with special education teachers to ensure curricular alignment and continuity of instruction. Integrated ENL instruction will be delivered collaboratively by an ENL teacher and classroom special education teacher. This instruction will include content area subject matter and English language development using ENL strategies. There is a common preparation time between the 2 teachers for lesson planning, to provide language acquisition and vocabulary support.
 - b. TBE program. *If applicable.*

P233 does not have a TBE Program.
 - c. DL program. *If applicable.*

P233 does not have a Dual Language Program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ESL instruction will be delivered based on the New CR-Part 154 chart below:

ENL Minutes: Grades K to 8 CR Part 154 Requirements for English as a New Language:

Beginner/Entering 360 Total # minutes, of which 180 mts. stand alone and 180 mts. integrated ENL/ELA

Low Intermediate/Emerging 360 Total# of minutes, of which 90 mts. stand alone, 180 mts. integrated ENL/ELA, and 90 mts content area

Intermediate/Transitioning 180 Total# of minutes, of which 90 mts. integrated ENL/ELA 90 mts in other content area

Advanced/Expanding 180 Total# of minutes, of which 180 mts integrated ENL/ELA or other content area

Proficient/Commanding 90 Total# of minutes, of which 90 mts. in other content area

ENL Minutes: Grades 9 to 12 CR Part 154 Requirements for English as a New Language:

Beginner/Entering 540 Total# of minutes, of which 180 mts. stand alone, 180 integrated ENL/ELA and 180 any content area

Low Intermediate/Emerging 360 Total# of minutes of which 90 mts. stand alone, 180 mts integrated ENL/ELA and 90 any content area

Intermediate/Transitioning 180 Total# of minutes of which 90 integrated ENL/ELA or other content area and 90 any content area

Advanced/Expanding 180 Total# of minutes, 180 mts integrated ENL/ELA or other content area

Proficient/Commanding 90 Total# of minutes, 90 mts integrated ENL/ELA or other content area

Administration grouped our ELL students at each site into classes to help our teachers meet the required minutes outlined in CR Part 154.2.

Our ENL teachers have strategically formulated their schedules to maximize their time to meet these mandates of both Standalone and Integrated ENL.

3. Describe how core content is delivered in each program model. 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.

The school's philosophy and practice is to support ELLs and improve upon each ELLs individual success given their current level of language skills and overall ability to integrate into their community. As stated, P233q only offers ESL, and we do not have a TBE or a DL program at this time. Content is delivered in our ESL program through a combination of Standalone and Integrated ENL by our two certified ESL teachers, Ms. Gu and Ms. Jhavari. For Integrated ENL, our teachers meet with the content area co-teachers to strategically plan their lessons to meet the needs of the ELL students in the classroom. Furthermore, our ENL teachers make every effort to provide native language support for our ELLs by translating student work (when applicable) and notices home to parents. For our ELL students who are designated as bilingual, we provide an alternate placement paraprofessional to assist with language acquisition and access to the content material.

Some common instructional strategies used by the ENL teachers are: Scaffolding, Modeling, Bridging, Text representation, etc. Based on a student's level/grade, and learning need, the ENL teachers support teachers in their ability to provide students with access to all aspects of instruction. To promote literacy skills, students use published or adapted books (both commercial and teacher

made.). ENL teachers attempt to align language and vocabulary to the student's assessed reading level. All methods used by our teachers are aligned with P233Q's curriculum, which is aligned with CCLS.

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

Our bilingual ELLs are supported by an alternate placement paraprofessional, with the service of Freestanding ENL services. These paraprofessionals provide access to the content in the student's home language, which allows the pedagogue to accurately assess the student across all educational environments.

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

At P233Q, ELL teachers receive the added support of an Instructional Support Teacher at each site. Each ELL student's reading level is derived from the SANDI assessment (results are noted on the student's IEP). Weekly data, teacher made assessments, practical unit projects, student performance tasks, and scheduled progress reports are used to monitor each student's overall progress.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

To meet the needs of SIFE students, the ENL teachers provide support by reinforcing class routines. The specific use of strategies to include but not limited to the use of pictures and other visual materials will be used to have students use language across domains and settings. Emphasis will be placed on an ELL student's ability to acquire and use contextual words, gestures, and intonations that are appropriate both in and out of the school setting.

The special education classroom teachers will assess all new ELL students using the SANDI benchmark assessment tool. The results of this assessment are used as the baseline in order to make informed instructional decisions. Every effort will be made to help a student understand what they need to know when they enter our school. Understood expectations can include: the importance of maintaining a daily routine, obeying classroom and school rules, how to access transportation, how to be a successful learner in the classroom. [If needed, the student will be provided with a bilingual paraprofessional as support.] All collected summative and formative data will be used to drive instruction and track a student's progress.

The ENL teachers will then be responsible for teaching academic language and English language development and proficiency to each ELL students as follows:

- help a student acquire beginning (entry level) skills
- provide some instruction in core content areas
- provide basic literacy development opportunities
- monitor and assess collected data.

Since a majority of P233Q's ELL students are non-verbal, ENL teachers, classroom teachers and related service providers use strategies and modes of communication to facilitate the use of language and language development using a student's personal mode of communication. Technology [Smartboard, Ipad, and computer] are used by all students. When applicable, Picture Exchange Symbols, (PECS), picture cues, object cues, picture symbols, and voice output devices, [DYNAVOX, jelly bean switch, etc.] are used so as to help non-verbal and/or limited verbal students initiate and maintain effective communication with peers, school staff, and their families. Opportunities to promote communication are encouraged by way of school social events and community based instruction.

For the Developing ELLs receiving services for 4-6 years the plan is as follows:

- Plan lessons to teach to established areas of need [scaffold instruction and adapt and/or differentiate lessons accordingly].
- Place an emphasis on the development of discrete language skills and academic language skills.

The goal for Long Term ELLs receiving services for 7 or more years, the plan is as follows:

The ENL teachers will help develop and improve upon language skills by doing the following:

- conduct dictation exercises
- use oral sentence completion activities
- use written cloze passages
- use summarization and retelling exercises [for reading activities]
- provide writing opportunities [and provide comprehensive teacher feedback]
- utilize a newspaper to read, review and discuss current events.

Students who appear as Long Term ELLs (LTE), who have not reached the proficient/commanding level of English Language Acquisition, as per the NYSESLAT, after 7 years of ELL services, are considered Long Term ELLs (LTE). Due to the nature of their disabilities and/or continued need for support, ELL students will continue to use established strategies and adaptive curriculum to meet their language and learning needs. Assessments will be used to monitor student progress.

The older (HS) LTE students are provided with additional learning opportunities by way of “Practical” vocational experiences offered both in-school and at community based work sites. The inclusive intent of providing students with vocational learning experiences is to better prepare students for post-secondary (over 21) placement and overall community integration. For Long Term ELLs, instruction will be geared toward community integration and successful integration in the work place. The instructional focus will be on socialization skills, essential job skills, and improving in the four modalities of English literacy. Given staff support, the Long Term ELLs are assigned to work at some of the following off-site venues:

- QCP --- doing packaging and assembly line tasks (hands-on vocational skills, socialization skills)
- Goodwill --- sorting clothing (hands-on vocational skills, socialization skills)
- CVS --- stacking and cleaning, pricing, throw backs and customer service (math skills, hands-on vocational skills, socialization skills)
- Food pantry --- sorting and packing food and counting (math skills, socialization skills)
- Sorrentino Center --- working in a library, organizing books, cleaning shelves (hands-on vocational skills, reading skills, math skills)
- Staples --- stacking, sorting and cleaning (hands-on vocational skills, socialization skills)
- Carter Burden --- food service (culinary skills, socialization skills, hands-on vocational skills)
- Covello --- food service (culinary skills, socialization skills, hands-on vocational skills)
- Forestview Nursing Home --- recreational aide and food service (culinary skills, socialization skills)
- Recycling --- Stop and Shop & Pathmark (math skills, hands-on vocational skills)

In addition, Long Term ELLs are provided with opportunities to learn life skills given different vocational on-site experiences to

include:

- Print shop --- copier, shredding laminating and binding books.
- Metro Café --- running a snack shop (culinary skills, hands-on vocational skills, socialization skills)
- Mail delivery--- delivering mail from site to site using OPT buses (socialization skills, reading skills)
- Card Shop --- creating and printing greeting cards (hands-on vocational skills, socialization skills, reading skills)
- CTEA Pasta Store --- running a snack shop (culinary skills, hands-on vocational skills, socialization skills)

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Classroom teachers will continue to work closely with the ENL teachers to provide support for continued English language development for these students. The ENL teacher will provide the required minutes outlined in the new CR Part 154. In the instance of an ELL re-identification appeal, our ENL teachers will continue to provide ENL instruction to these students using the same strategies and instructional practices they use with identified ELL students in the organization. The LPT team will manage this re-identification process as needed.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In the P233Q curriculum, ELA is infused into all subject areas. ENL teachers, along with their classroom colleagues, scaffold and differentiated instruction in order to help provide access the CCLS for ELL students. To facilitate understanding, some students are provided with concrete objects/items that they can touch, hear, and/or smell when exploring their world. Our teachers use of variety of objects, pictures, Smartboard activities, and teacher created worksheets (that are age appropriate for the students' grade level) to provide access to the content for our ELL students. In addition, peer-to-peer learning opportunities are provided so that ELL students can be successfully involved and fully partake in debates, class projects, unit assemblies, etc.). Although ELL students typically master selected IEP goals (as per the SANDI assessment), P233Q ELL students have yet to attain English proficiency within the least restrictive environment.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At P233 ELL students/SWDs receive instruction provided the following:

- Use of ESL methodologies across content area and instructional settings
- Use of visual/pictorial dictionaries as a reference tool
- Use of calculators

Chart

- Access to translation as needed using bilingual paraprofessionals
- Opportunities for vocabulary building using Graphic Organizers and Thinking Maps
- Use of differentiated instruction (ex. visuals, hands-on tasks, auditory output, etc.)

At P233Q, ELL teachers receive the added support of an Instructional Support Teacher at each site. Stakeholders intermittently review IEPs. Students are provided with mandated related services (e.g. speech, physical and/or occupational therapies, vision, hearing, counselling) as noted on the IEP. Each ELL student's reading level is derived from the SANDI assessment (results are noted on the student's IEP). Weekly data, teacher made assessments, practical unit projects, student performance tasks, and scheduled progress reports are used to monitor each student's overall progress.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

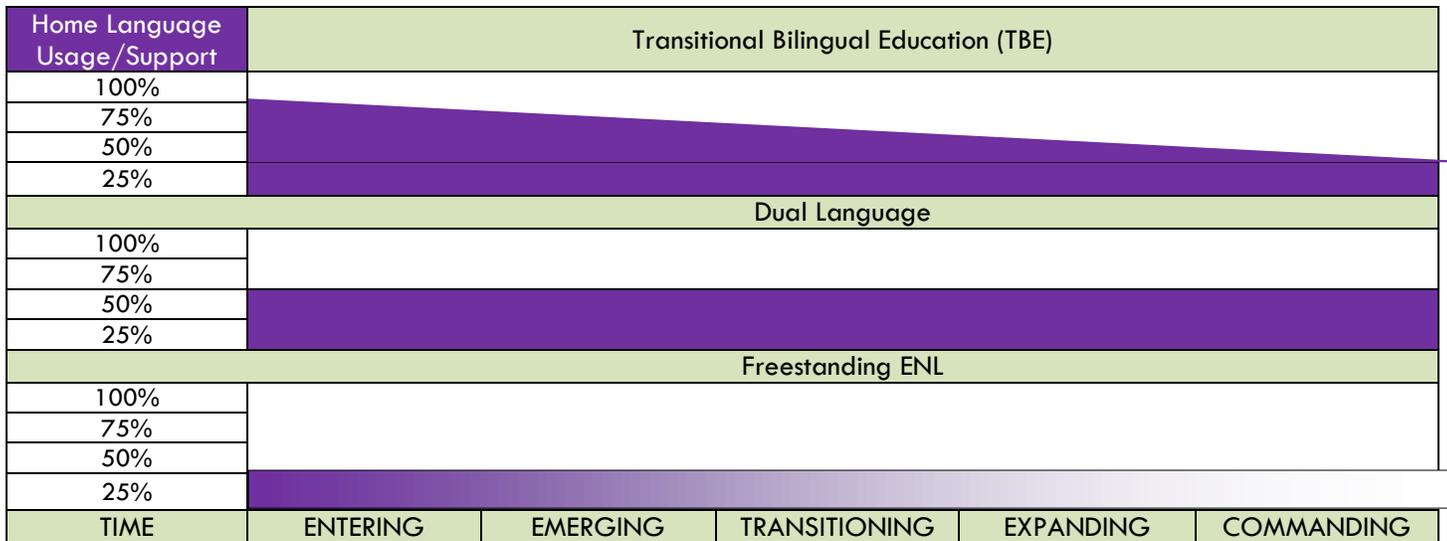


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

Teachers use different strategies to address the learning needs of ELL students. To foster participation and the comprehension of concepts, teachers integrate technology using websites, educational software, Smartboard activities, Edmark, and the VIZZLE program. In addition, students use technology to further improve their reading and writing skills (i.e. write letters, send emails, etc.). By using technology, lessons become more interactive as well as increase the student's overall motivation to learn. Project based learning and access to technology serve to address different learning styles when delivering instruction. Each classroom has a language rich environment. Technology, multi-sensory and interactive lessons provide ELLs with the ability to strengthen their vocabulary and further improve their English language skills.

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

- ELA [RIGOR, STEM, ELSB, EDMARK]
- MATH [Equals Math, Attainment, & Touch Math]
- SOCIAL STUDIES - P233Q adapted curriculum [Emphasizes the importance of being responsible citizen in school and in the community. Emphasis is on social skills and following established rules. Students participate in events including elections, debates and publishing the school newspaper.
- Science [Inquiry learning, use of the CCLS math Standards of practice, and technology applied to concepts across branches of Science]

For all students including ELLs, UDL (Universal Design for Learning) principles and the need to learn functional skills in the areas of reading, writing and math is emphasized. Currently, the 12:1:1 classes at P233Q are utilizing the RIGOR reading program (Reading Instructional Goals for Older Readers). A focus is placed on expository, letter, descriptive, and persuasive writing. In terms of math, the focus is on fundamental money skills using the Attainment math program. Many of the HS school students use the "Power of Choice" Behavior Management Program. Reading, writing, and math skills are generalized when using the "Power of Choice." program as students are expected to track the daily "points" they earn each period. If they earn enough points by the end of the week, they are able to attend a selected club (i.e. sports, music, games, etc.) During clubs, ELL students are encouraged to socialize and interact with fellow students.

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

The effectiveness of the current ELL programs can be seen in the way P233 continuously monitors an ELL student's progress. Progress is measured using various assessment tools for different students/ratios. [ELSB emphasizes core reading skills), EDMARK (emphasizes reading comprehension skills), RIGOR (emphasizes reading and writing for 12:1:1 students), STEM (emphasizes building vocabulary, strengthening reading and writing skills for 6:1:1 students), and Touch Math (improves counting and measurements capabilities for students in 12:1:4 and 6:1:1 ratios).

The current program is also effective because the ENL teachers and classroom teachers collaborate to identify the needs of each ELL student. Using the collaborative model, teachers support and learn from each other in a way that recognizes the interdependency of language proficiency and content instruction. as noted, curriculum and instruction at P233Q are closely aligned to the CCLS.

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

P233Q is not planning to discontinue any program/s services for the 2015-2017 school year. Due to the success of program during the 2013-2015 school year, it is not necessary to discontinue the program/s.

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

P233Q is not planning to discontinue any program/s services for the 2015-2017 school year. Due to the success of program during the 2013-2015 school year, it is not necessary to discontinue the program/s.

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

The school's philosophy and practice is to support ELLs and improve upon each ELLs individual success given their current level of language skills and overall ability to integrate into their community. In addition, all ELLs are invited to take part in our Title III Saturday Supplemental Program. The former students who reach the Commanding level, will receive 90 minutes a week of integrated ESL services for the next 2 years. [P233Q has never had former ELLs that have tested out at the commanding level.]

P233Q uses an adapted curriculum that is aligned to the New York State Common Core Learning Standards (CCLS). Established instructional activities are designed to provide each student with rigorous and relevant learning opportunities for all subject areas. The reading and math programs and materials utilized are selected to address each ELL student's learning needs/challenges. Given functional academics, students learn relevant life skills in both Math and ELA. Particular strategies are used

to improve overall learning outcomes. Strategies can include but are not limited to the use of visual cues, photographs paired with print, hands on interactive learning tasks, project based learning, team building opportunities, and the use of social scripts and the use of manipulatives.

The P233Q adapted curriculum also targets other content areas of learning to include but not limited to: personal behaviors such as interpersonal skills, organizational skills, citizenship and self-reliance. Each instructional module/unit is designed to include vocabulary and concept building activities. To further support learning, specific interactive lessons are planned. For older students learned concepts are then generalized to vocational tasks. Instruction includes experiences that address social, academic, and life skills. Each of the four modalities of English Literacy is infused into all aspects of instruction. All students are provided with community based instruction in order to apply all that is learned in the classroom to real-world scenarios.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Teachers use different strategies to address the learning needs of ELL students. Our teachers use of variety of objects, pictures, Smartboard activities, and teacher created worksheets (that are age appropriate for the students' grade level) to provide access to the content for our ELL students. To foster participation and the comprehension of concepts, teachers integrate technology using websites, educational software, Smartboard activities, Edmark, and the VIZZLE program. In addition, students use technology to further improve their reading and writing skills (i.e. write letters, send emails, etc.). By using technology, lessons become more interactive as well as increase the student's overall motivation to learn. Project based learning and access to technology serve to address different learning styles when delivering instruction. Each classroom has a language rich environment. Technology, multi-sensory and interactive lessons provide ELLs with the ability to strengthen their vocabulary and further improve their English language skills.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

At this time, P233Q does not have a TBE or DL program. In the absence of these programs, our bilingual ELL students are provided with an Alternate Placement paraprofessional. This paraprofessional provides access to the classroom content in the native language of the student. In terms of native language support for our ENL programs, instruction follows the tenets of balanced literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature based and standard based materials and activities.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Instructional materials used to instruct ELL students include use of the: Smart Board, IPADs, VIZZLE program, Mayer Johnson symbols, authentic pictures, the Wilson Program, Microsoft Word, PowerPoint, thinking maps, math manipulatives, dictionaries, fiction and non-fiction books. These programs are used at the appropriate grade level for our ELL students, and our ENL teachers, with the support of the Alternate Placement paraprofessional (when applicable), will provide access to the content in the student's native language. All the programs used by P233Q are strategically researched by administration to ensure they are appropriate to support the needs of our students.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

When applicable, many of our projected newly enrolled ELL students are invited to participate in our Chapter 683 summer program before they start the official school year. This gives our ELL students a chance to meet the staff and students in the school. For every newly enrolled ELL student, our ENL teachers meet with each parent and student to describe our school and specifically our ENL program. In September, each site holds a "Meet and Greet" with the parents of our newly enrolled students. Our parent coordinator facilitates these meetings, and both ENL teachers attend at their particular sites.

To provide equal access all ELLs (including our newly enrolled ELL students) are invited to participate in the school's supplemental Title III Saturday program. At P233Q, the Title III program implemented a cooking program called, "FLAVORS OF THE WORLD". The focus of the program was vocabulary building and oral language development for the ELL students and their parents. To facilitate this undertaking, students met for six consecutive Saturdays. This Saturday experience provided an opportunity for language expansion while developing a multicultural understanding in a creative and fun environment for each of the ELL students.

In order to further strengthen the home - school connection, as Title III students were involved in the cooking program, their parents partnered in a "Computer Literacy Workshop" which allowed them to learn ways they could assist to help their child succeed. This workshop enabled parents to access information through bilingual interpreters (paraprofessionals). P233Q will continue to implement this program for the 2015-2016 year.

19. What language electives are offered to ELLs?

Presently P233 does not offer any language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Presently P233 does not offer any Dual language programs.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Course Name	Date	Instructor	Approved	Status
ELL Compliance Professional Learning Institute: Session 1 - ELL Identification, NYSITELL, ATS Reports				
09/10/2015	Maryann Polesinelli		Principal: Yes	Enrolled
ELL Teacher Professional Learning Institute: Session 3 - Collaborative Team-Teaching for ENL (ESL) Teachers and a Partner Bilingual Teacher or Content Area Teacher (Grades 7-12)				
11/19/2015	Maryann Polesinelli		Principal: Yes	Enrolled
ELL Compliance Professional Learning Institute: Session 2 - LAP, LTI, District-based ELL Compliance Binder Documents, Title III.				
09/11/2015	Maryann Polesinelli		Principal: Yes	Enrolled
ELL Teacher Professional Learning Institute: Session 1 - Providing Instruction for ELLs on the Autism Spectrum				
10/09/2015	Maryann Polesinelli		Principal: Yes	Enrolled
ELL Teacher Professional Learning Institute: Session 4 - How to Use Questioning and Discussion in Developing Meaningful Instruction for ELLs with Severe Disabilities				
12/17/2015	Maryann Polesinelli		Principal: Yes	Enrolled
ELL Compliance Professional Learning Institute: Session 4 - NYSESLAT (New York State English as a Second Language Achievement Test)				
03/24/2016	Maryann Polesinelli		Principal: Yes	Enrolled
ELL Teacher Professional Learning Institute: Session 6 - Promoting Culturally Responsive Behavior for ELLs with Disabilities				
02/12/2016	Maryann Polesinelli		Principal: Yes	Enrolled
ELL Teacher Professional Learning Institute: Session 5 - Teaching Core Vocabulary to ELLs with Severe Disabilities				

These PD are offered by the District 75 Office of ELL, and both our ENL teachers are enrolled for each session.

The English language learner (ELL) Department hosts professional development (PD) courses for ENL teachers. P233Q's two ENL teachers are highly encouraged to attend these PD's. ELL personnel are sent to the Compliance, BESIS, and NYSESLAT workshops. In addition, ELL personnel will attend instructional workshops. The ENL teachers then share out to the instructional staff at P233Q in order to make them aware of current trends and expectations specific to teaching ELL students.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The following professional developments are offered to our ENL teachers:

- Providing Instruction for ELLs on the Autism Spectrum
- Collaborative Team-Teaching for ENL (ESL) Teachers and a Partner Classroom Teacher (K-6)
- Collaborative Team-Teaching for ENL (ESL) Teachers and a Partner Bilingual Teacher or Content Area Teacher (Grades 7-12)
- How to Use Questioning and Discussion in Developing Meaningful Instruction for ELLs with Severe Disabilities
- Teaching Core Vocabulary to ELLs with Severe Disabilities
- Promoting Culturally Responsive Behavior for ELLs with Disabilities

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

When ELL students transition from elementary to middle school, and middle school to high school, ENL teachers communicate with each other to facilitate a smooth transition from one site to the another. The ENL teachers then collaborate with classroom teachers on instruction, socialization opportunities, assessment, IEP goals, and access to career and readiness skills. As added support, the P233Q Transition Coordinator, Mrs. Pam Gaynor, organizes several parent meetings in order to inform parents so that they are fully aware of the procedures specific to transition. In addition to the Transition Coordinator, the school has two guidance counselors and a parent coordinator. Mr. John Hamilton and Ms. Sandy Park are the guidance counselors. Ms. Parks speaks both Korean and Spanish and Ms. Nelly Gutierrez [parent coordinator] is bilingual in English and Spanish. Each stakeholder willingly assists to support parents with any concerns they have regarding the needs of their child. The stakeholders make themselves accessible at meetings or by telephone to offer parental support. If the need be, staff members at the school are available to translate in a requested language.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The English language learner (ELL) Department offers the Jose P. Training. All classroom teachers, including speech teachers, are required to attend the Jose P. Training, which is 10 hours of training. This workshop is held on the two Superintendent Conferences days November and June, and is offered by the District 75 Office of ELL. At completion of the training, teachers receive certificates; copies of these certificates are secured in school. All P233Q teachers have completed this training for the exception of two teachers who will be completing the training during the 2015-2016 school year. This training addresses the specific needs of ELL students as well as highlights the need to use available methodologies and strategies shown to be effective in meeting the needs of ELL students. Select teachers will also attend co-teaching PD offerings in November (with our ENL teachers) to learn about ENL co-teaching strategies that will help meet the mandates of the new CR Part 154.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In September, workshops are held for parents to discuss various topics, [i.e. Social Security (SSI) , Health Insurance, SNAP, etc.]. In addition, in October, an orientation session was held to discuss ELL methodologies and strategies used to enhance learning for newly enrolled and existing ELL students. For students at the high school level, an Open Door/Transition meeting was held by the Transition Coordinator, Ms. Pam Gaynor. Other topics discussed at scheduled parent meetings, by different stakeholders, included: overall ELL education, behavior management needs, functional learning needs of students, home-school connection, post 21 placement facilities, etc. Our ENL teachers are required to attend all IEP meetings (for ELL students) and Parent Teacher Conferences to discuss the students' progress.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

ENL teachers communicate with parents via parent meetings, telephone conferences, and written communication. Student needs are evaluated by the ELL teachers and specific concerns are addressed with classroom teachers and or parents. Records of these meetings (both and informal) are kept in a binder at the main office of each site (along with other pertinent ENL records.) Along with the ENL teachers, each site has an instructional support teacher who helps maintain all school (site) ELL records.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

To further encourage parent involvement in school activities, a parental instructional component was added to the Saturday program as part of the Title III grant. This opportunity allowed parents to learn how to use technology. Also, parents were invited to attend special events held after school in December and May. In December, the school hosted a holiday party and dance, and in May, the school hosted a family fun night. For all events, parents were encouraged to socialize with other families as well as share any concerns they might have. Bilingual staff was available to speak with parents and/or communicate for parents, at all events/meetings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

To further encourage parent involvement in school activities, a parental instructional component was added to the Saturday program as part of the Title III grant. This opportunity allowed parents to learn how to use technology. Also, parents were invited to attend special events held after school in December and May. In December, the school hosted a holiday party and dance, and in May, the school hosted a family fun night. For all events, parents were encouraged to socialize with other families as well as share any concerns they might have. Bilingual staff was available to speak with parents and/or communicate for parents, at all events/meetings. Furthermore, our parent coordinator works with other District 75 parent coordinators to plan community events for our students' families (i.e. bowling night, movie night etc.) Our ELL students, with their families, are encouraged to attend these events, and notices are sent home in the native languages.

5. How do you evaluate the needs of the parents?

The P233Q Parent Coordinator, is bilingual (English/Spanish) and offers parents of all ELL students support throughout the year. She helps parents become more involved in their child's educational program by providing information about available services and educational practices. She is available to answer questions and meet with parents at school or at home. Meetings are held at the school level with translation services. Every effort is made to send home notification of such events in the native languages represented in the school. These forms include, parent assessment, all medical forms, emergency cards, and the student's Level I parent vocational assessment.

6. How do your parental involvement activities address the needs of the parents?

The parent coordinator makes certain that there is communication with the families and guardians of ELLs by translating school documents [and any other information that needs to be sent home] into the parent's native language. Parent outreach is also done in the parent's native language. Parents are invited to attend orientation meetings and other hosted meetings provided throughout the school year. Parents of ELLs are also invited to parent teacher conferences, IEP meetings, and the Saturday Title III program. Communication between the ENL teacher and parent is ongoing as parents are routinely asked by the ENL teacher if they have questions or concerns about their child's progress in the ENL program. To ensure that the needs of ELL parents are met, P233Q has monthly PTA meetings, Transition Fairs, and Resource Fairs (Medicare, Medicaid, Respite, and after school programs are discussed). At the Parent/Teacher conferences, translators are hired to meet the needs of the families. Based off of the responses from the parents of our ELLs, the topic/scope of these meetings/workshops are formulated to meet their needs.

D. Additional Information

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

School Name: **P233**

School DBN: **29**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Debbie Edmonds	Principal		10/30/15
Mrs. Theresa Nogol	Assistant Principal		10/30/15
Ms. Nelly Gutierrez	Parent Coordinator		10/30/15
Ms. Farida Jhaveri	ENL/Bilingual Teacher		10/30/15
Mrs. Belinda Velez	Parent		10/30/15
Mr. Michael DiGiovanni	Teacher/Subject Area		10/30/15
Mrs. Pam Gaynor	Teacher/Subject Area		10/30/15
Mrs. Judy Leight	Coach		10/30/15
	Coach		10/30/15
Mr. John Hamilton	School Counselor		10/30/15
	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75Q233** School Name: **P233**
Superintendent: **Gary Hecht**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The need for written and oral translation will be determined via the following: consultation with school staff, review of individual home language surveys, a verbal or written request from a parent or advocate, language needs noted on the IEP as per CSE, review of the Parent level I transition document, and applicable ATS reports. When a language need is determined, the appropriate arrangements are made for parents to ensure translation and relevant written materials are provided in one's native language. When applicable, appropriate translation services and/or translated documents will be provided at planned meetings (i.e. at the IEP meeting; at a transition planning meeting; at parent-teacher conferences; at parent support meetings; and at parent trainings). When necessary, written notification will be provided to parents in their native language for all home/school correspondences. Using biographical data, home language survey responses, and student/parent shared information and review of ARIS and ATS data, we identify households wherein English may not be the primary spoken language. This information is then confirmed via phone calls to the home and/or in person interviews with students, parents and guardians. We have a parent coordinator, as well as two guidance counselors for this outreach/work.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At P233Q parents preferred languages are as follows: Spanish, Chinese, Arabic, Russian, Bengali, Urdu, Haitian, Korean, Punjabi, Polish, Nepali and Albanian.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At P233Q, each year the parent coordinator assembles a welcome packet that is sent to parents at the start of school. The language needs of families are determined by way of ATS. Once the individual language needs of students / families are determined, welcome packets are created in various languages. The contents of the packets include: a school calendar, a welcome letter from the principal, an emergency contact card, both photo and web permission slips, and a comprehensive home survey / questionnaire all of which are in the parent's home language. Beyond the welcome packet, the following memo/documents are disseminated throughout the year, as needed, in different languages. They include:

- PA meetings
- Transition meetings
- School holidays
- Special events
- Monthly calendars
- Parent Teacher conferences
- Open House
- Photo and Web permission slips
- Monthly Parent Training Meetings

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P233 holds face-to-face meetings throughout the school year each of which is organized by a various stakeholders (i.e teacher, related service provider, guidance counselor, administrator, transition coordinator, parent coordinator, etc.). The various meetings include:

1. Parent / Teacher conferences - held twice a year via afternoon and evening sessions.
2. IEP meetings
3. Behavioral planning meetings as applicable
4. Transition meetings
5. Family fun night
6. Holiday parties
7. Assemblies
8. Supervised tours of over 21 programs
9. Monthly parent-council meetings

- 10. Special Events
- 11. Monthly Parent Trainings

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

P233Q practice is to have the parent coordinator support parents so as to keep them knowledgeable and current with regard to their child's school performance and overall learning needs. To facilitate this undertaking, parents are provided with needed information by way of translation services and/or translated documents. Translated documents include but are not limited to the dissemination of: [school] flyers or notifications, progress reports, the school newsletter, a monthly school calendar, report cards, IEP Prior Written Notice Package (PWN), and other informational documents. To further improve all home-school correspondence, telephone outreach is provided in a parent's native language assisted by P233Q school staff and if necessary the DOE Translation and Interpretation Unit. In all instances, as applicable, translators are present to assist parents with their questions and concerns.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Currently, we look to ATS, parent surveys, and parent requests, to establish and plan for a parent's language need. At Parent Orientation Meetings we articulate our ability to have all documents translated as necessary. After collecting needed data, we contact homes to ascertain if there is a specific dialect for which we may need to access translation vendors. We then proactively send translated documents home to specified households based upon data analysis. We have a staff that is on hand and available to speak/interpret the following languages: Spanish, Italian, Urdu, Punjabi, Arabic, Russian, Polish, and French/Haitian-Creole. During Parent Teacher Conferences we ensure guests are able to see signs indicating translation via phone through the DOE service is available. We also do make all of our documents re: Open Houses and Parent Info available in translated form over the counter.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Oral translation services are facilitated by the ENL teachers and parent coordinator. When a student has a language paraprofessional, he or she will be invited to attend all meetings for the child including the IEP meeting. In addition, at a parent's request, translation services can be provided using any one of the following: a Medicaid Service Coordinator, Advocate and/or other preferred translator (such as a family member or friend). Over the phone meetings and other telephone conversations, as well as Title III

programs will arrange for the language needs of parents and students. The teachers and paraprofessional at P233 Q can provide these services to parents in their native languages. Prior to scheduled meetings, parents are encouraged to reach out to the school, ENL teacher, or parent coordinator, so that access to oral translators and/or interpretative materials are available at the meeting as needed/ requested.

During the two PDs in Nov and June all of our bilingual staff are educated with the process of language interpretation as to how to assist the parents, whenever need arrives. Administration has worked with staff to show them the process of using the DOE translation services, so staff can access it when necessary. Furthermore, during various school events, bilingual staff is first educated as to how to handle the interpretation with the parents. Per session is also utilized for translation services at parent events.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Nelly Gutierrez is our parent coordinator, as well as our language access coordinator. Her role is to coordinate any needed documentation to be sent in for translating and or arrange for translation and interpretation services for over the phone or in person meetings. She will track the languages our staff speaks from year to year as well as the languages spoken at home by our students' parents. This was decided as a need through the use of ATS data analysis, student interviews, home language surveys upon enrollment and student applications to our school.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent feedback is provided by way of translated telephone conversations using school staff, the parent survey, DOE translators if necessary, student communication notebooks, parent selected translators (i.e. Family members and/or friends, etc.), child's Medicaid Service Provider and/ or an advocate.