

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**75Q255**

**School Name:**

**P.S. Q255**

**Principal:**

**RICHARD MAROWITZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P255Q School Number (DBN): 75Q255  
Grades Served: Pre-K - 12  
School Address: 158-40 76<sup>th</sup> Rd., Flushing, NY 11366  
Phone Number: 718-380-1247 Fax: 718-380-2295  
School Contact Person: Erica Hanson, A.P. Email Address: ehanson@schools.nyc.gov  
Principal: Richard Marowitz  
UFT Chapter Leader: Laurence Fitpatrick  
Parents' Association President: Nora Eckert  
SLT Chairperson: Richard Marowitz  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Yocasta Pena-Brent  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 First Ave., New York, NY 10010  
Superintendent's Email Address: ghecht@schools.nyc.gov  
Phone Number: 212-802-1500 Fax: 212-802-1678

**Borough Field Support Center (BFSC)**

BFSC: D075 Director: Gary Hecht  
Director's Office Address: 400 First Ave. New York, NY 10010  
Director's Email Address: ghecht@schools.nyc.gov  
Phone Number: 212-802-1501 Fax: 212-802-1678

## 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)
Richard Marowitz	*Principal or Designee	
Laurence Fitzpatrick	*UFT Chapter Leader or Designee	
Nora Eckert	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Inez Cruz	Member/Teacher	
Debbie Kaye	Member/Teacher	
Maria Aguilar	Member/Parent	
Erika Hunt	Member/Parent	
Emily Taylor	Member/Parent	
Cristina Caridad	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Victor Ty	Member/ Parent	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

### **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.**

" At P255 Queens, our primary goal is to have all students achieve their maximum independence. In order to succeed, a varied learning environment is essential for our children to learn and develop their skills. Our school is committed to pursuing educational options and providing "best practices" which support our students and their families."

"School is a reflective learning environment where we need to continually evaluate the teaching process and its impact on student outcomes. P255 provides a seamless environment that integrates literacy, technology, the arts, and a positive behavior support system. A standards based instructional program is implemented, which addresses the needs of students within a modified general education curriculum. A successful school consists of collaboration between school, home and the community and is integral to achieving our school vision."

P255 believes that the collaboration between school and home is an essential and necessary part of our organization. This relationship is fostered and encouraged the moment students enter our school. Our Family Network Grant offers us the opportunity to support parents with various speakers, workshops and respite services. Parent and sibling support groups, monthly gym nights and other educational and fun events (December Cultural Night, April Family Fun Night, August Carnival and Barbeque) promote parent involvement. Our school counselors and parent coordinator provide meetings that provide pertinent information to help parents.

Parent workshops and support groups are held during the day and evening to maximize parent involvement.

Unique features of P255:

- Communication: Each student is provided with a voice through a variety of Primary Mode of Communication systems. Parents and caregivers are provided training specific to their child's communication needs.
- New Teacher Support: School Based Coach provides a voluntary meeting before the school year starts where new teachers can meet with administrators and ask questions before the beginning of the school year. The meeting includes information on SESIS, SANDI, assessments and curriculum.
- Student of the Month: Student achievement, represented by a student from each class, is recognized at PTA meetings.
- EASE- Everyday Arts in Special Education: collaboration between teaching artists and classroom staff.
- Respect For All: One of our sites is in collaboration with the general education and has participated in Respect for All Anti Bullying Campaign, winning the 2014 District 75 Respect for All Poster Contest.
- Radio Spot: one of our middle school classes has a radio broadcast each week.
- Gallop Program: our 151 and 154 sites participate in a therapeutic horseback riding program.

- Collaboration with community based organizations.

## **2. Any special student populations and what their specific needs are.**

At P255 our primary goal is to have our students achieve their maximum independence. All aspects of our program focus on student achievement towards independence in the areas of community living, communication, self-management skills and vocational skills. Being that 99% of P255 population consists of children with autism, we are able to concentrate on this population and provide research based methodologies recognized in the field of autism. We feel the following instructional practices promote learning and provide a path to college and career readiness to our unique population:

- TEACCH/Structured Teaching
- ABA Methodologies: Reinforcement, prompting, 1:1 instruction
- Positive Behavior Supports
- PECS – Picture Exchange Communication System
- Social skills training
- UDL approaches: multimedia, material adaptations and modification,
- Use of augmentative devices.
- College and career readiness practices: community school based job experiences, travel training, community integration experiences

## **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.**

Over the past school year, P255 has made great progress in making instruction more rigorous for our students. This was accomplished by assuring that all of our diverse learners have access to the Common Core Standards with a focus on the instructional shifts. By providing multiple pathways to learning, our students were able to engage in more rigorous instruction and increase individual achievements. The infusion of Norman Webb's DOK chart and DOK Question Stems throughout all classrooms has promoted higher order thinking skills in our students by deepening their understanding of questioning and discussion techniques.

The following are P255's key areas of focus for the 2015-2016 school year.

1. Supportive environment
2. Collaborative Teachers
3. Rigorous instruction

## 75Q255 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	Total Enrollment	430	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	10	# 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		91.6%
% Free Lunch	49.8%	% Reduced Lunch		1.2%
% Limited English Proficient	33.2%	% Students with Disabilities		100.0%
				%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		12.5%
% Hispanic or Latino	34.9%	% Asian or Native Hawaiian/Pacific Islander		20.7%
% White	21.6%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	16.15	# 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)		0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.66
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.

As a result of feedback received from our 2015 Quality Review and an identified area of focus we are working to improve the coherence of Mathematical Curricula across all sites. Many of our teachers have participated in curriculum committee inquiries about Common Core Aligned Math Programs and curricula for alternate assessment learners. After attending District 75’s curriculum showcase and teacher’s sampling of Attainment Company Curriculum materials, we have decided to invest in differentiated mathematics curricula for every classroom across all sites from the Attainment Company. Additionally, these new curricula will be supported and implemented for the 2015-2016 school year and identified on our school wide curriculum maps.

### 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 targeted alternate assessment students with autism will increase mathematics skills as evidenced by a minimum of a five percent increase over baseline as measured by the SANDI summative assessment and in conjunction with access and exposure to Common Core Aligned Mathematics Curricula from the Attainment Company.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>*September, 2015 administration of baseline SANDI assessment</p> <p>*Use of SANDI to formulate IEP goals for all students in the area of mathematics</p> <p>*Implementation of Attainment Math curriculum by all classroom teachers</p> <p>*Tracking of mathematics programs/curricula for all alternate assessment students which have demonstrated improved student learning outcomes</p>	<p>All students of 6:1:1 and 8:1:1 ratios and teachers.</p>	<p>Sept., 2015 – June, 2016</p>	<p>*Classroom teachers</p> <p>*Administrators</p> <p>*School Coach</p> <p>*Attainment Support Personnel</p> <p>*District 75 Professional Development</p>
<p>*Professional Development and support in the area of Attainment Curricula</p> <p>*Attainment assessments and data sheets to track student progress</p> <p>*Professional Learning Committee meetings, fostering teacher math inquiry</p> <p>*School wide curriculum meetings and infusion of Attainment Resources into curriculum maps and instruction</p>	<p>*All 6:1:1 and 8:1:1 teachers</p> <p>*PLC Teams</p> <p>*Curriculum Committee Members</p>	<p>Sept., 2015 – June, 2016</p>	<p>*Administrators</p> <p>*School Coach</p> <p>*Attainment Support Personnel</p> <p>*District 75 Coaches/Support Staff</p> <p>*Classroom Teachers</p>
<p>*SANDI assessment scores finalized in June, 2016</p> <p>*Math IEP goals/objectives progress monitoring</p>	<p>All students and teachers in 6:1:1 and 8:1:1 classes</p>	<p>Spring, 2016</p> <p>Ongoing</p> <p>Fall, 2015</p>	<p>Administrators, Teachers, School Coach, Curriculum Committee Members, lead Teachers/Unit Coordinators</p>

*Infusion of Attainment Curriculum Resources into curriculum maps and P255's Guide to Programs			
*Structured inter-visitations with a focus on differentiating Attainment Math instruction for all learners			
*Ongoing communication with parents to share student progress (communication, notebooks, IEP goal updates, parent teacher conferences)	Administrators, Parents, Teachers, Parent Coordinator, School Coach	Ongoing	Parents, Teachers, Administrators
*School Leadership Team presentations and PTA meeting presentations		October, 2015 – April, 2016	
*Support and feedback to teachers after classroom visits and observations from administrators and school based coach		October, 2015 – June, 2016	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
*Purchase Attainment Math Curriculum Kits for every 6:1:1 and 8:1:1 classroom											
*Professional Development for teachers provided by Attainment and District 75											
*Teachers will collaborate with school leaders at PLC meetings											
*School coach will support mathematics curriculum implementation											
*November and June Staff Development – time will be allocated for Attainment Math											
<b>Part 4b.</b> 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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<b>Part 5b.</b> 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.

P255Q believes that a school consists of ongoing collaboration between the school, home, and community. Our student population is comprised of students diagnosed with Autism Spectrum Disorder. Students with Autism Spectrum Disorder display an array of varying strengths and present with challenges in the areas of behavior, communication, and social skills.

Based upon student data and needs, P255Q created a school wide social skills committee to target this deficit area for our students. The social skills committee identifies an area of focus to increase student outcomes. Teachers, administrators, and parents collaborate to support inquiry, intervention, and instruction in the area of social skills development.

Based upon assessment data, parent and teacher feedback, it was determined that our student population will benefit from targeted social skills instruction aligned to appropriate bathroom etiquette.

### 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, P255Q students will demonstrate progress in bathroom etiquette as evidenced by a minimum increase of 5% from the baseline score as compared to post instructional assessment utilizing a social skills “Using the Bathroom Appropriately” pre/post test data sheet. The pre/post test data sheet will measure independence for each student.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Assistant Principal will identify teachers from every site to participate in school wide social skills committee.</p> <p>School wide committee meetings will be held throughout the school year and information/resources will be turn keyed to the entire P255 community.</p> <p>Targeted social skill of bathroom etiquette identified for 2015-2016 school year.</p> <p>During staff meetings and Professional Learning Community meetings, each committee member will present Instructional Resource Packets to their colleagues along with pre-tests for bathroom etiquette.</p>	<p>All students across P255Q's sites</p> <p>Teachers, Administrators, Social Skills Committee Members</p>	<p>September 2015</p> <p>Ongoing 2015-2016 school year</p>	<p>Unit Coordinators</p> <p>Administrators</p> <p>PLC Teacher Teams</p>
<p>All classroom teachers will complete a social skills assessment checklist for each student</p> <p>Teachers will provide social skills instruction and record data during the school year</p> <p>Social Skills Committee will meet to develop resources for bathroom etiquette (private bathroom, public girls' and boys' bathrooms)</p>	<p>All Students</p>	<p>Fall 2015</p> <p>Ongoing 2015-2016 school year</p> <p>Fall 2015</p>	<p>Teachers</p> <p>Administrators</p> <p>Social Skills Committee Members</p>
<p>Meetings will focus on the development of: instructional packets to teach skills across settings, error correction guidelines, resource materials (e.g., social stories, books, etc.) , parent information letter, posters</p> <p>Teachers provide instruction on bathroom etiquette</p>	<p>All students</p>	<p>Ongoing 2015-2016 school year</p> <p>Spring 2016</p>	<p>Administrators</p> <p>Teachers</p> <p>Social Skills Committee</p> <p>Parents</p> <p>School Leadership Team</p>

Notes sent to parents and school leadership as well as PTA presentations about bathroom etiquette			
Post-tests are given out and completed by teachers for all students			
School wide committee meetings to analyze pre-test/post-test results			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School Wide Social Skills Committee											
Instructional Money											
Per Session Funds											
<b>Part 4b.</b> 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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By February 2016, all classroom teachers will have received bathroom etiquette instructional packets and implemented instruction based upon individual student's needs.
<b>Part 5b.</b> 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.

The majority of P.255’s classrooms represent 6:1:1 profiles. Across the eight sites we have a total of six 8:1:1 classes, one 12:1:1 class, and two inclusion classes. The teachers of these classes have been meeting collaboratively with school administrators to address the unique challenges related to increasing literacy skills and rigor for this targeted group of learners.

An 8:1:1 school wide committee consisting of teachers, administrators, and the school coach began collaboratively meeting in the 2013-2014 school year. Based upon student performance trends in reading, the collaborative group began to research a response to intervention approach to improve student’s reading and fluency levels.

P255Q asked the District 75 Office of Literacy for support and feedback in recommending a program to push our 8:1:1, 12:1:1 and inclusion students’ reading and fluency levels.

Based upon the collaborative inquiry work of teachers and administrators, it was determined that the SRA Reading Mastery program would be purchased and implemented for our targeted group of learners.

### 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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, targeted students of 8:1:1, 12:1:1, and inclusion ratio classes will improve their reading and fluency levels as a result of the successful implementation of SRA’s Reading Mastery Program. Student progress will be measured based upon Fountas & Pinnell leveled reading assessments, a minimum increase of one level in independent reading level, and student performance data from the SRA Reading Mastery Program from Fall of 2015 – June 2016.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Collaborative meetings with teachers to identify reading data trends of 8:1:1, 12:1:1, and inclusion students.</p> <p>Use of Fountas &amp; Pinnell leveled reading assessments to identify independent reading levels.</p> <p>Piloting/Implementation of SRA Reading Mastery Program for 8:1:1, 12:1:1, and inclusion students</p>	<p>Administrators</p> <p>School Based Coach</p> <p>8:1:1, 12:1:1, and inclusion teachers and students</p> <p>All readers</p>	<p>Ongoing throughout 2014-2015 and 2015-2016 school years</p> <p>Fall 2015 Baseline and Spring 2016 Updates</p> <p>Fall 2015 – June 2016</p>	<p>Teachers</p> <p>Administrators</p> <p>Literacy teachers, classroom teachers</p> <p>Collaborative teachers representing our 8:1:1, 12:1:1 and inclusion classes</p>
<p>Professional Development to support SRA placement testing and program implementation</p> <p>Teachers across sites will collaborate via meetings and electronic communication to improve student reading outcomes and develop a culture of respect and continuous implementation</p>	<p>Administrators</p> <p>Teachers</p>	<p>May 2015 – ongoing June 2016</p>	
<p>Teachers will have opportunities to discuss strategies and participate in inquiry as related to SRA intervention during school wide committee meetings and Professional Learning Community bi-weekly meetings</p>	<p>Teachers</p> <p>PLC Facilitators</p> <p>Administrators</p>	<p>Ongoing throughout 2015-2016 school year</p>	
<p>Professional Development and support from District 75 Office of Literacy to enhance reading instruction</p> <p>Collaboration with SRA/McGraw Hill to support Reading Mastery implementation</p> <p>The addition of SRA Reading Mastery program to PS255Q's "Guide to Programs" which outlines and describes effective tools and programs designed to improve student outcomes</p>	<p>Administrators</p> <p>School Coach</p> <p>8:1:1, 12:1:1 and inclusion teachers</p> <p>Curriculum Committee Members</p>	<p>June 2015</p> <p>June 2016</p> <p>Fall 2015</p>	<p>D.75 Support Staff</p> <p>McGraw Hill Staff</p> <p>Administrators and school wide curriculum members</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Instructional money to purchase and implement SRA Reading Mastery Kits											
<b>Part 4b.</b> 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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By February 2016, all classroom teachers will have received bathroom etiquette instructional packets and implemented instruction based upon individual student's needs.
<b>Part 5b.</b> 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><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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 <sup>st</sup> 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><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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 <sup>st</sup> 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All students are assessed utilizing an array of assessments due to significant disabilities.	Edmark Reading Program  Adapted Fountas and Pinnell  Reading A-Z  Words Their Way  Handwriting Without Tears  SMILE  Thinking Maps	Small group  One-to-one  And Tutorials	During the school day
<b>Mathematics</b>	See above	Attainment Curriculum  EQUALS Curriculum	Small group  One-to-one  And Tutorials	During the school day
<b>Science</b>	See above	UNIQUE Curriculum  Discovery Education	Small group  One-to-one  And Tutorials	During the school day
<b>Social Studies</b>	See above	News-2-You  Discovery Education	Small group  One-to-one  And Tutorials	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	See above	Girls Club  Breakfast Club  Lunch Bunch	Small group  One-to-one  And Tutorials	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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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		

**<sup>1</sup>Explanation/Background:**

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

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

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

- 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.

<sup>2</sup>The **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.

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**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. P255Q, 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. P255Q 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 1<sup>st</sup> 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**

**[P255Q]** , 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 1<sup>st</sup> 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>P.S.255Q</u>	DBN: <u>75Q255</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>      </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: Begin description here: P.S.255Q has proposed a 5-week after school program that will run for 3 days a week. The program will run Tuesday, Wednesday and Thursday from 3:10pm- 5:30pm. (140minutes per day 3 times a week, 420 minutes per week = 7 hours per week, 35 hours in total). Projected start date is the last Tuesday in February, 2/24/15, through beginning of April, 4/2/15.

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

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

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

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

Using a variety of Apps on the iPad, our students can create movies for the culminating project of the afterschool program. Our ELL students enjoy making and creating educational movies. The students will be proud of their hard work and have an appreciation for how much effort goes into it.

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

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

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

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

The professional development days for the five week program are planned for 3 Mondays in March : 3:10-4:10 pm - iPad-Integration and student applications --Presenter Certified ESL teacher Yubis Lopez, 3/3/15

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

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

**Part C: Professional Development**

Negron, 3/17/15

-

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parents of ELLs participating in the Title III will be engaged in activities including homework help, ESL and/or Math as well as Literacy. All parents of students attending the Title III supplemental program will be invited to participate in Title III classroom activities. The Title III flyer and informational packet will be sent to parents in their native languages as well as in English. Materials will be created for parents to take home so that the Best Practices used by teachers in school may be taught to parents and used in their interactions with their children in other settings. For example, PECS books will be re-created and sent home for "Home Instruction." Picture schedules, PECS books will be created for parents who will be trained in the use of communication systems during the afterschool program. We will use visual supports to make the sequence of daily activities predictable and understandable. Parents will be invited to participate in Title III program every Wednesday to work alongside teaching staff and their children for one final hour of instruction. This will be offered every Wednesday afternoon during the instructional program 4:30-5:30 p.m. Focus will be - hands-on training/application of iPads, PECS books and teaching strategies for their children. Research shows that involved parents enhance the skills of ELLs as they are connected to the home-school community. "ELLs perform better when parents are involved in their education" (B. Harry, 2004; J Cummings, 1984).

**Part E: Budget**

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

Allocation Amount: \$15956

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$11,905.40</u> <u>\$725.25</u> <u>Subtotal: \$12,630.65</u>	<u>Direct Instruction:</u> <u>On site Supervisor 5 hrs 45 minutes per week x 5 weeks (= 28.75 hours) x \$52.84 per hour = \$1,519.15 (3:35-5:30pm)</u> <u>Instructional After School Program 3 teachers (2 ESL &amp; 1 bilingual) x 7 hrs per week (3-days a week) x 5 weeks (= 105 hours) x \$50.50 per hour = \$5,302.50</u> <u>5 paras x 7 hrs per week (3 days a week) x 5 weeks (= 175 hours) x \$29.05 = \$5,083.75</u> <u>Professional Development:</u>

**Part E: Budget**

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

Allocation Amount: \$15956

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>2 teachers to receive trainee rate training x 3 day x 1 hour per day x \$23.00=\$138.00</u> <u>5 paras to receive training x 3 days x 1 hr per day x \$29.05 = \$435.75</u> <u>1 teacher to conduct/provide training x 3 days x 1 hr x \$50.50 = \$151.50</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$ 3,325.35</u>	<u>Supportive material for supplemental program ADL supplies:</u> <u>20 students*\$ 39.41 per student = \$788.20</u> <u>-1 MacBook Air 13 inch: 1*\$1,120.00=\$1,120.00</u> <u>-2 external CD/DVD drives drives: 2*\$79.00=\$158.00</u> <u>-3 Ipad Retina Display 16GB 3* \$383=\$1,149.00</u> <u>-1 Storage Cabinet 1*\$110= \$110.15</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>15,956</u></b>	_____

**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 <b>75</b>	Borough <b>Queens</b>	School Number <b>255</b>
School Name <b>P 255 Q</b>		

### 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 <b>Richard Marowitz</b>	Assistant Principal <b>Gregg Lopez</b>
Coach <b>Vernice Borleo</b>	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>MaryEllen Barnes</b>
Teacher/Subject Area <b>Kyriaki Xiraki-Tselios ESL</b>	Parent <b>Nora Ekert</b>
Teacher/Subject Area <b>Yubis Lopez TESOL</b>	Parent Coordinator <b>Yocasta Peña-Bent</b>
Related-Service Provider <b>Sharen Lopez</b>	Borough Field Support Center Staff Member
Superintendent <b>Gary Hecht</b>	Other (Name and Title)

### 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	<b>3</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>411</b>	Total number of ELLs	<b>150</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/>	11 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b>	1													0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	150	<b>Newcomers</b> (ELLs receiving service 0-3 years)	70	<b>ELL Students with Disabilities</b>	150
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	50	<b>Long-Term</b> (ELLs receiving service 7 or more years)	31

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	
<b>TBE</b>	6	0	6	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	65	0	65	50	0	50	31	0	31	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 10

## 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	2	4	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**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	19	20	15	5	12	9	10	6	1	2	0	3	1	0
Chinese	1	0	1	1	2	2	1	0	0	0	0	0	0	0
Russian	0	1	0	0	1	0	0	0	0	0	0	0	0	0
Bengali	3	3	1	2	3	1	0	2	0	0	0	0	0	0
Urdu	0	1	0	0	0	2	1	0	0	0	0	0	0	0
Arabic	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	1	0
French	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	1	0	0	1	0	0	0	0
Punjabi	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Other	3	1	1	3	1	2	1	0	0	1	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	22	23	15	9	17	19	10	7	4	1		2		0
<b>Emerging</b> (Low Intermediate)		2	2		3		1	1				1		0
<b>Transitioning</b> (High Intermediate)													1	0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)			1		1									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					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									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.  
 Students are assessed using the SANDI assessments/Fountas & Pinell/Smile. The SANDI assessment is a Common Core aligned skill assessment that supports the development of Student PLOPS and eventual IEP goals. This is a comprehensive inventory of basic skills. SANDI results determine a hierarchy of developmental/Academic proficiency. Within all the assessments, strengths and weaknesses are identified. The Fountas and Pinell provides entry points (reading level) for reading instruction and the Smile program- a multi sensory approach to reading instruction, provides information to support the development of early/emergent readers. Assessments conducted provide a comprehensive profile of the individual student which will determine instructional focus and teaching objectives. More importantly the programs are tiered in a manner that every students learning profile can be addressed by one of the above named programs.  
 In addition, Quantitative Data is taken and analyzed during teacher inquiry meetings. Information discussed will determine the need to alter and/or modify the students current instructional program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Slow growth. Prevailing challenges are a result of students deveopmenatal disability
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 p. 2 Paste response to question here:
- 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?

Student growth is comparable to English speaking peer on Alternate assessments such as NYSAA & SANDI. As Alternate assessed students, students do not take ELL periodic assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Struggling ELL students are identified during DATA review/inquiry meetings. Student program effectiveness is assessed and modified at this time. Students that are identified at this time will have increases 1:1 discrete time to focus on targeted instructional approaches. Student progress is reviewed during DATA review meetings.
6. How do you make sure that a student's new language development is considered in instructional decisions? In collaboration, ENL teachers, classroom teachers and alternate placement language paraprofessionals consider home language influences on second language development. Instructional decisions are made based on individual profiles and student needs. Students unique learning styles related to Autism diagnosis is considered. All stakeholders participate in an immersion of ELA/Communication instruction, through the use of Visual supports as well as traditional use of language. Cluster support teachers are required to select ELA/Communication objectives and will teach to these objectives within their discipline.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

## Part IV: ELL Identification Process

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

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 following 4 steps are taken in order to receive placement into the ELL program after a program is chosen by the parent. This process must be completed within 20 school days for students entering with IEPs.

### Step 1: Administer the Home Language Identification Survey

The school's ESL Certified teachers Laurence Fitzpatrick, Yubis Lopez (TESOL) and Kyriaki Xiraki-Tselios must administer the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures within the 20 school days. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS.

### Step 2: Determination of NYSITELL Eligibility

For students that the home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable). This will determine NYSITELL eligibility (whether the student should take the NYSITELL).

A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result the must determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, our trained ENL pedagogues Mr. Laurence Fitzpatrick, Ms. Yubis Lopez, Mrs. Kyriaki Xirakii-Tselios and Adriana Suchy along side other members of the Language Proficiency

Team (LPT) will do the following:

1. Interview the student in both English and the home language
2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners. When and if the school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step. The parents are notified and may request reidentification within 45 days.

### Step 3: Administration of the NYSITELL

Schools must print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

### Step 4: Administering the Spanish LAB

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window.

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).

N/A

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).

Please refer to response number 1

LPT members:

Richard Marowitz Principal

Gregg Lopez Assistant Principal

Laurence Fitzpatrick ESL Certified Teacher

Yubis Lopez TESOL Certified Teacher

Kyriaki Xiraki-Tselios ESL Certified Teacher

Student's parent

The timeline is 20 days.

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.

One the NYSITELL is administered and the score is determined all parents receive a entitlement or non-entitlement letter.

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).

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

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.

Typically in District 75 the parents are informed by the CSE. If not the the following pedagogues are responsible to explain program choices: LaurenceFitzpatrick ESL Certified Teacher, Yubis Lopez TESOL Certified Teacher, Kyriaki Xiraki-Tselios ESL Certified Teacher. Parents are call within 20 school days and are invited into the scholl for parent orientation. Follow-up phone calls are made to ensure parent compliance.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Typically in District 75 the parents are informed by the CSE. If not the the following pedagogues are responsible to explain program choices: LaurenceFitzpatrick ESL Certified Teacher, Yubis Lopez TESOL Certified Teacher, Kyriaki Xiraki-Tselios ESL Certified Teacher. Parents are call within 20 school days and are invited into the scholl for parent orientation. Follow-up phone calls are made to ensure parent compliance

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

Information is collected and processed by school based ESL teachers. Forms are uploaded into SESIS

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

In District 75 some parents are informed by the CSE at the turning 5 process. Students identified after enrollment have notificaton letters sent to the home.

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

The HLIS is scanned and copied . All returned and signed document are placed in the students' Permanent Records. It our school policy for our ENL team which is comprised of three New York State certified teachers, Laurence Fitzpatrick ESL , Yubis Lopez TESOL ,Kyriaki Xiraki-Tselios ESL to monitor this process. This team completes a compliance Binder that is stored in the school's main site as a reference guide.

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.

Schools must administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. In order for students to receive a valid score, schools must administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students.

To ensure that schools are administering all parts of the NYSESLAT to all eligible students, principals should work with their test coordinators to complete the following steps:

#### Step 1: Identify Eligible Students

-Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.

-Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.

-Upon receipt of your NYSESLAT materials count the number of booklets and answer documents;

#### Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion

Note that staff administering the NYSESLAT are not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.

To administer the speaking subtest during the administration window, do the following:

Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window. To administer the reading, listening, and writing

subtests during the administration window, do the following:

Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests. The ENL team tracks completion and ensures students who were not present during times originally scheduled have opportunities to complete the NYSESLAT. For NYSESLAT administration purposes, NYSAA students are considered ungraded. Therefore, the grade bubbled in on the answer document should be based on the NYSAA Birthdate Chart. 1. For NYSAA students who need a new answer document because, based on the NYSAA Birthdate Chart, the ENL team should make a new answer document and send the new answer document in for scanning.

### Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

Follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In District 75 some of the parents are informed by the CSE turning IEP meeting. Otherwise information is distributed at school meetings and/or sent home to the parent. Translation of documents is managed through the school's parent coordinator. School ESL teachers in coordination with school site coordinators ensure information is sent.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).  
More than 75% of parents select an ENL program for which they will receive support of an ESL teacher within a monolingual

## 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.
  - b. TBE program. *If applicable.*  
Heterogeneous class block
  - c. DL program. *If applicable.*Paste response to questions here:  
A& C P 255Q is a specialized school for students with Autism Spectrum Disorders that are in classes of 6 or 8 students and present with moderate to severe cognitive disabilities. Over 98% of the School student population participates in the New York State Alternate Assessment process. Three ESL teachers group students by proficiency and developmental levels. ESL teachers in Heterogeneous PUSH IN. During the heterogeneous push in grouping the teachers collaboratively teach with classroom teachers. During the PULL out models the ESL teachers work in a smaller group setting. Students are grouped by proficiency levels and learning styles due to their special need status as students with Autism.
2. How does the 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)?

As per CR Part 154, there are 2 types of ENL:

Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.

Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English

language development using ENL strategies.

The ENL team Laurence Fitzpatrick ESL , Yubis Lopez TESOL ,Kyriaki Xiraki-Tselios ESL will deliver at least one unit of study to all students. The team will make every attempt to incorporate both types of ENL (stand-alone or integrated).

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.

Intergrated programs promote collaboration between the classroom teacher and the ENL teacher, decrease in-class instruction time loss, and decrease student travel time to and from the ENL classroom. In many cases a pull-out model should be considered .ENL teachers will plan curricular alignment and instructional improvement for transitioning ELLs into an intergrated model in collaboration with the content area teacher. Our ENL teacher Kyriaki Xiraki-Tselios is Certified in English and Special Education.

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

Alternat placement paraprofessionals and certified Bilingual providers support the native language instructional assesments. Teaching directives are translated to ensure student understanding and to assess language dominance as well as student progress in their native language. Students within our school are diagnosed with ASD. Students are immersed in English language instruction.

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

Our ENL team is required to maintain and collect data at least once week following 1:1 methodologies and programs as well as group lesson. Additionally, All students are Periodically assessed through the use of SANDI fast. Results are used for teacher inquiry work.

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

A-Sife students (Students with interupted service) follow the protocol newcomers to the program adhere to the processes of new students. Parent interview, program selection and required minutes are given.

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

C, D- For our schools long term ELL (7+) receiving services; our certified ENL teachers consults with students' classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning: listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students for whom we are applying to receive an Extension of Services receive academic intervention support 30 minutes daily during the academic school day in addition to their CR Part 154 minutes. The interventions provided are research based and school district sanctioned. Intervention programs include; Edmark Reading program, Video modeling, Picture exchange communications system (PECS), Smile Reading program, Unique curriculum. All Services are being provided by Licensed Special education teachers. P255Q follows the New York State English as a Second Language Standards and incorporates ENL strategies such as TPR (Total Physical Response), language experience, whole language, Thinking Maps and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teacher and the AIS teachers. Special attention is given to improving the students' reading and writing, scores and still these ELL students are NOT scoring at the proficiency level on their NYSESLAT. For these reasons the IEPs on these ELL students continue to recommend ENL services, as our students' severe cognitive and communication disabilities require a longer period of time in order for them to acquire communication skills in the target language. In addition P255 Q student population that is in full time Inclusive education receive flexible programming with their Non-Disabled peers. Sife students (Students with interupted service) follow the protocol newcomers to the program adhere to the processes of new students. Parent interview, program selection and required minutes are given.

E-ELLs testing coomanding are eligible for an additional 2-years of ENL support as per CR part 154.

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.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).

2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.
12. Student progress towards mastery of goals in updated weekly through data reviews

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?

P255Q has selected a variety of instructional programs to address the specific needs of SWD. Curriculum choices include the UNIQUE learning system, which is a standards based curriculum for special education students. It provides unit lesson plans with multiple entry access points with differentiated tasks to accommodate the diversity of learners with significant disabilities. We also offer the Edmark reading program to support sight word recognition and comprehension skills as well as the Smile Reading to support primary literacy skills for emergent readers to form phonemic recognition skills. In keeping step with new common core requirements P255Q incorporate supportive programs such as "Brainpop" which allows teachers and students access to the essences in grade level common core curriculum areas. Instruction is delivered through a multi media approach. Leveled classroom libraries contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

P255Q is a TEACCH school. This model by design sets the room up for small group, independent workstations and 1:1 trail teaching. This balanced approach provides teacher with a platform for a variety of instructional approaches.

The parents select a program after an interview is conducted the program indication is indicated on the HLS and then uploaded on SESIS as a document related to IEP/Assesment.

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?

P255Q is a TEACCH school. This model by design sets the room up for small group, independent workstations and 1:1 trail teaching. This balanced approach provides teacher with a platform for a variety of instructional approaches. As Best Practice in our school an extensive assessment process takes place in September. Targeted instructional programs are selected after this process to meet all ELL students' needs. Smile, Edmark and Reading A-Z (English/Spanish version) are used to target ELA instruction. Math Attainment Program is used for Targeted math instruction as well as Eden Curriculum programs (math) are selected to address targeted math instruction. Students Social development is monitored, as students improve opportunities are created that allow for collaboration and mainstreaming within an LRE.

Chart

**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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

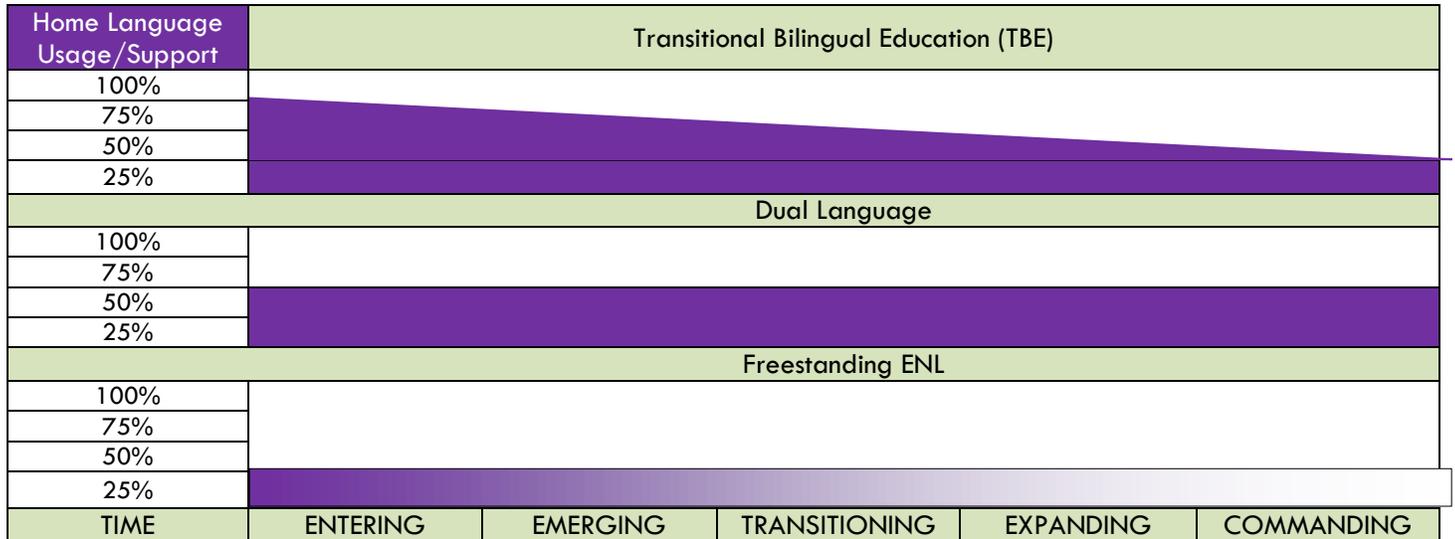


\*Note “other approved services” does not apply to New York City at this time.

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

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 organizational models of our ENL program at P255Q are push-in and pull-out. Students are grouped based on student to staff ratios of 12:1:1, 8:1:1 or 6:1:1 within three consecutive grades, IEP recommendations, needs and proficiency levels. ESL teachers maximize the number of minutes to service a child in consideration that we are an 8 site school with 3 full time ESL teachers. Students are scheduled to be seen in a group of 6. Administration of instruction to students varies dependent on developmental and behavioral needs. Students with Autism frequently display a high distractibility quotient and may need frequent breaks in instruction relating to their mandated minutes. Depending on students' needs, the push-in model is used to assist students across curricular areas, and allow the student to remain in the classroom with their English-speaking peers. Utilizing the push-in model allows the ESL and classroom teacher to collaborate in the facilitation of classroom instruction. As a result, the ELL student is given the opportunity to acquire the English Language across subject areas. In addition, the program models consist of ungraded, heterogeneous and homogeneous groupings. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Content Area instruction. For our K-8 students at the beginning level of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic Review, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: TPR, Language Experience, and multi-sensory approaches in conjunction with Augmentative Communication Devices and Pictorial/Symbolic representations. Content Area Instruction follows the NYS Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The use of technology is incorporated into ENL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. Instructional focus on Academic language is transparent throughout the ELL program. For our schools long term ELL receiving services; our certified ESL teachers consults with students' classroom teachers and related service providers to assess student performance in English as a New Language and extra support in listening, speaking, reading and writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students for whom we are applying to receive an Extension of Services receive academic intervention support 30 minutes daily during the academic school day in addition to their CR Part 154 minutes. The interventions provided are research based and school district sanctioned. Intervention programs include; Edmark Reading program, Video modeling, Picture exchange communications system (PECS), Foundations, Words Their Way, Smile Reading program, Unique curriculum. All Services are being provided by Licensed Special education teachers. P255Q follows the New York State English as a Second Language Standards and incorporates ENL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teachers. Special attention is given to improving their reading and writing, scores and still these ELL students are NOT scoring at the proficiency level on their NYSESLAT. For these reasons the IEPs on these ELL students continue to recommend ESL services, as our students' severe cognitive and communication disabilities require a longer period of time in order for them to acquire communication skills in the target language. Due to these facts, we are requesting extension of services for these ELL students. In addition P255 Q student population that is in full time Inclusive education receive flexible programming with their Non-Disabled peers. SIFE students (Students with interrupted service) follow the protocol newcomers to the program adhere to the processes of new students. Parent interview, program selection and required minutes are given. Students gain access to standards based instruction including social studies and science through the Unique Curriculum. Additionally Math attainment, a modified math program is used. All programs have a built in data taking component. Lastly all ELL students are identified on class lists at September orientation.

P255Q will increase the use of Tech supports (I-PADs and Smartboards) to increase approaches in ELA and MATH.

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

A greater emphasis will be focused on the collaboration between the ENL teachers and the special educators. Additionally, professional development will be provided for ENL teachers for discrete direct teaching.

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

No program are being discontinued at this time.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All Students ELLs/Non-ELLS are provided support services as per the IEP. Services such as Speech and Language Therapy, Occupational therapy, Counseling are afforded equally to all students. In the middle school program at PEC the students are provided access to the District 75 Middle School afterschool program.
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.  
The instructional materials provided are research based and school district sanctioned. Intervention programs include; Edmark Reading program, Video modeling, Picture exchange communications system (PECS), Smile Reading program, Unique curriculum. The students are additionally reinforced by an a Title III afterschool program that assist the. All Services are being provided by Licensed Special education teachers. P255Q follows the New York State English as a Second Language Standards and incorporates ESL strategies such as TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning. Scaffolding instruction is practiced in all subjects by the classroom teachers and much of instruction is supported by the use of SMARTBOARD technology.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home Language support is provided by assigned Alternate Placement paraprofessionals. Additional supports are provided by Bilingual speech therapist, Ms. Cindy Lindo.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Resources are selected to support the special needs (ASD) of the school population. Services and resources are designed to meet the developmental levels and the unique learning styles of students with ASD. Students in our school are ungraded.
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).  
Students are placed through the District 75 placement office and the Language Identification process begins during the academic school year. In September the parent coordinator organizes parent orientations, support groups: Language translation is afforded to all parents at orientations and support meeting. ELL parents are invited to all school support programs that address primary classification (ASD). Parent coordinators, APs, Unit coordinator and teacher staff facilitate orientation and meetings. If an ELL Student enters our school prior to the Academic school year the student may attend Chapter 683 summer program
19. What language electives are offered to ELLs?  
N/A
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## 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.)  
Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.
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 ENL team as well as the entirety of P 255 Q will attend workshops that offered by District 75 and DELLS regarding ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The ENL team composes an articulation form that informs the middle school and high school teachers about the students's progress.
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 ENL team is required to submit Agendas as records of Professional Development that are maintained each respective teacher's permanent record.

### 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?

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

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

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.

When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City regardless of whether the preferred model is currently offered in the school. To inform parents of these options, schools must provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English must be recorded using existing procedures established in the school. During the orientation, schools also provide information on standards, curriculum, and assessments. The parent orientation session must also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals. Information is organized by School administrators, ESL teacher, Unit coordinators and Parent coordinator

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
The ENL team Laurence Fitzpatrick ESL , Yubis Lopez TESOL ,Kyriaki Xiraki-Tselios ESL ESL will deliver at least one unit of study to all students. The team will make every attempt to incorporate both types of ENL (stand-alone or integrated). Parent coordinator plays an intergral part of organizing and producing school based traninings specific to our students needs. Requests for translators are made to the coordinator and translation service is provided as needed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A
5. How do you evaluate the needs of the parents?  
Paste response to question here:
6. How do your parental involvement activities address the needs of the parents?  
Paste response to question here

#### **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.

**Paste response here:**

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 75Q255      School Name: P255Q**  
**Superintendent: G. 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](http://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.

Home Language Survey  
IEP  
Emergency contact cards  
Informal Communication/ Communication Notebooks

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.

Spanish  
Cantonese  
Mandarin  
Bengali  
Urdu

## 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.)

Report Cards  
IEP

Documents that Parent Coordinator Translates for Parents:

- Calendar of Activities
- Emails to parents
- Letters to parents (misc topics, such as community services, etc)
- Letters and communications from PTA
- Quick News

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.

Parent-Teacher Conferences  
IEP Meetings/Reviews  
PTA Meetings

## 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.

Written translation done by the use of Google Translate, Systran World Business Translation Software , and other translation software/ programs.

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.

Over the phone translation from the Translation and Interpretation Unit  
On-site staff members

#### **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.)

Monthly staff meetings  
Professional Learning Communities  
Informal conversations  
Parent Coordinator Outreach

#### **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

#### **Part F: Monitoring and Quality Control**

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

Parent - Teacher Conferences  
PTA Meetings/ School Leadership Team  
Parent Coordinator Outreach  
Parent Survey

