



**P.S.123K**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: DISTRICT 32 BORO BROOKLYN 32K123**  
**ADDRESS: 100 IRVING AVE BROOKLYN, NEW YORK 11237**  
**TELEPHONE: 718-821-4810**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 123      **SCHOOL NAME:** The Suydam School

**SCHOOL ADDRESS:** 100 Irving Avenue Brooklyn New York 11237

**SCHOOL TELEPHONE:** 718-821-4810      **FAX:** 718-821-0858

**SCHOOL CONTACT PERSON:** Mrs. Veronica Greene      **EMAIL ADDRESS:** vgreene@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Barbara Henchy

**PRINCIPAL:** Veronica Greene

**UFT CHAPTER LEADER:** Richard Skibins

**PARENTS' ASSOCIATION PRESIDENT:** Erica Trujillo

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      NA

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 32      **CHILDREN FIRST NETWORK (CFN):** 307

**NETWORK LEADER:** Ada Orlando

**SUPERINTENDENT:** Lillian Druck

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Veronica Greene	*Principal or Designee	
Richard Skibins	*UFT Chapter Chairperson or Designee	
Erica Trujillo	*PA/PTA President or Designated Co-President	
Olga Sanchez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Yvette Lamela	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Wanda Gala	CBO Representative, if applicable	
Sandra Cruz	Member/ S.E. Parent	
Cynthia Kennedy	Member/ UFT	
Cindy Loor	Member/UFT	
Maria Gonzalez	Member /ESL/Bil Parent	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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P.S.123K, the Suydam School, is located in the Bushwick section of Brooklyn. Our school is a learning environment of students, parents and staff whose focus is "Every Child, Every Day!" We value our culturally diverse community as a tool to promote respect of others and pride in ourselves. We work as partners in creating an environment that encourages academic and social success. Our goal is to assist our students in developing to become educated, respected and productive members of our society.

The student population at P.S.123K consists of approximately 875 students in grades kindergarten through fifth. Demographic data indicates a majority of our students are of Hispanic or Latino background. We have a growing population of Asian/Pacific Islanders (including South Asian immigrants from Guyana) and African Americans.

Our English language learners comprise approximately 33% of our student population. While this percentage has remained consistent over several years, the trend of parental ELL program choice has been to select ESL over Bilingual instruction. English language acquisition and literacy skills are areas in which our students have shown much success. The English language proficiency rate of our students has shown significant increases over the past three years.

P.S.123K provides special needs students with services designed to help them achieve educational goals. Students receive instruction in collaborative team teaching classes, self-contained special education classes, or with special education teacher support services (SETSS). At risk learners receive academic intervention services in our extended morning sessions and after school classes.

PS123K has been a Universal Free Lunch school for the past three years. During the past few years we have welcomed an increasing population of students in temporary housing into our school. We focus our efforts in providing a nurturing learning environment for all our students.

"Every Child, Every Day" means enriching the lives of and providing avenues of success for all our students. At P.S.123K, arts are a vital and significant part in educating the whole child. We provide keyboard and chorus music instruction. We have literacy based visual arts instruction. Our classroom teachers are trained in Visual Thinking Strategies (VTS) which incorporates visual arts into the instructional day. This promotes critical thinking and communicative language skills. P.S.123K has a partnership with Studio In A School, an art program with a broad and engaging curriculum. Studio In A School is an art process that includes reflection, critical thinking and problem solving. It incorporates teacher directed class discussions followed by art making and literacy activities. Our technology/media arts instruction has been enhanced by our school being awarded the Annenberg Grant. We are also very proud of our performing arts program. Our 1<sup>st</sup> and 2<sup>nd</sup> graders participate in ballet instruction. All students in every grade level take part in performing plays and musical events for their classmates and families. We have a partnership with the Coalition for Hispanic Family Services, which provides an after school arts and literacy program for students in all grades.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S.123K The Suydam School				
<b>District:</b>	32	<b>DBN #:</b>	32K123	<b>School BEDS Code:</b>	333200010123

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.4%	93.3%	TBD		
Kindergarten	170	131	149						
Grade 1	181	173	168	<b>Student Stability: % of Enrollment</b>					
Grade 2	140	162	172	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	156	166	140		92.2	90.8	TBD		
Grade 4	156	166	118						
Grade 5	168	135	147	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		96.6	95.0	97.8		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		16	43	TBD		
Grade 12	0	0	0						
Ungraded	9	1	5	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	986	880	899		19	8	3		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	34	36	33						
No. in Collaborative Team Teaching (CTT) Classes	9	17	13	Principal Suspensions	32	19	0		
Number all others	59	57	49	Superintendent Suspensions	15	11	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	150	128	117	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	158	130	137	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	1	39	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	69	73	69
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	16	15	13
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	4
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	0.2	0.7	0.1	Percent more than two years teaching in this school	76.8	69.9	98%
Black or African American	6.5	6.0	6.0	Percent more than five years teaching anywhere	56.5	65.8	TBD
Hispanic or Latino	88.0	88.0	88.9				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	3.2	3.1	Percent Masters Degree or higher	77.0	75.0	TBD
White	1.3	1.8	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.4	96.9	TBD
Multi-racial							
<b>Male</b>	51.3	52.3	52.3				
<b>Female</b>	48.7	47.7	47.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>	
	ELA:	Yes		ELA:	
	Math:	Yes		Math:	
	Science:	yes		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	yes	yes	yes				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	--	--	--				
Hispanic or Latino	yes	yes					
Asian or Native Hawaiian/Other Pacific Islander	--	--	--				
White	--	--	--				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	yes	yes					
Limited English Proficient	yes	yes					
Economically Disadvantaged	yes	yes					
<b>Student groups making AYP in each subject</b>	5	5	1				

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	96.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

**The administration and the instructional team of P.S.123K has identified many trends, some of which indicated needs to be addressed by our school community. Other indications reflected accomplishments that our community can be proud of.**

**In the 2009-2010 school year we implemented a school-wide Collaborative Inquiry process which included grade level inquiry teams with target students from every class, grades K-5. Based on these Inquiry meetings and teacher feedback we concluded that a uniform reading assessment tool, to be used throughout all grade levels, needed to be implemented. This would insure consistent results as the students moved from grade to grade, and aid in our goal of having an effective tool for the entire school. Teachers expressed a need for consistent training in assessing their students' independent and instructional reading levels.**

**One of our school's greatest challenges continues to be ELA and Math progress of our ELL students and students with disabilities on the NYS exams. We felt a need to raise our benchmarks to prepare all students to meet the new Common Core standards being rolled-out in all schools. The 2010 NYS ELA indicated that students meeting or exceeding proficiency levels in 3<sup>rd</sup> grade were 44%, 4<sup>th</sup> grade 40% and 5<sup>th</sup> grade 31%. This data clearly indicated a need for us to raise our benchmarks and provide rigorous instruction to support all students in meeting these benchmarks. We have instituted measures such as enrolling students in extended morning, after-school and Saturday classes, (depending on available funds) designed to aid students in making significant progress.**

**We have studied the results of the 2010 NYSESLAT exam. These results were analyzed in terms of progress in all modalities. (Reading/Writing, Listening/Speaking) We compared each student's 2010 scale score and proficiency levels with his 2009 and 2008 scores. We noticed that we have students who, although progressing within the proficiency levels, are not advancing to the next levels. We felt a need to target these students who have had several years of ESL instruction. To aid these students, after-school and ELL Academies during winter and spring break will be instituted to provide instructional activities focusing on speaking and English language arts.**

**A teacher team reviewed the writing portions of the 2010 ELA in grades 3, 4 and 5. Findings were that the quality and competency of student writing was not at the DEVELOPING or MASTERY level for a substantial percentage of students across the grades. It was determined that implementation of a program to be used as a writing resource was needed. Therefore we provided teachers across the grades with a new literacy program, Treasures by Macmillan/McGraw-Hill. This program, selected by our teachers after reviewing several**

different programs, will aid students in improving their quality of writing. Treasures connects reading and writing, it builds writing fluency and stamina needed for success and offers multiple modeled writing opportunities. It addresses the skill and use of graphic organizers, as well as incorporating vocabulary, grammar and spelling. . Teachers indicated a need for a collaborative effort to produce grade specific writing rubrics.

Upon review of the data of our 2010 NYS Math results we determined a need to increase the percentage of students achieving Level 3 and above. Analysis showed 56% of our 4<sup>th</sup> grade students, currently in 5<sup>th</sup> grade, did not achieve or exceed proficiency standards. Continuation of common planning sessions will aid teachers in developing and sharing best instructional strategies. The focus of the 5<sup>th</sup> grade inquiry team will be assessing the conditions of learning to facilitate targeted math instruction. Data from interim assessments will inform teachers of progress and performance indicators requiring focused instructional strategies to meet the needs of these students.

P.S.123K has worked consistently to increase parent participation and accountability as it relates to their children.

As a result of previous Quality Review recommendations, and the analysis of the Learning Environment Survey, we are proud to have experienced considerable improvement in parent satisfaction. We enlisted the collaboration of the parent coordinator, the parent association and other involved parents and Learning Leaders, to plan ways to make this school the center of the community. With many immigrant families, families in local shelters, and a very mobile population, it was incumbent on us to provide a stable and welcoming environment for families if our goals for student learning were to bear fruit. Among our accomplishments in this area are the establishment of a Parent Teachers Association, that works to forge a bond between teachers and the parents of their students. Many events such as Thanksgiving and other cultural celebrations are now hosted and supported by the teachers and parents together. Classes in Nutrition and child raising as well as workshops in cultural customs and cooking are provided.

This year, we are proud to have extended the Parent ESL classes to two sessions a day five days a week to accommodate the rising number of parents who want to learn English. We now offer space daily for a beginner and an intermediate class. The long term goal is to assist those who want to become proficient enough to study for a GED and pursue higher education. Title 1 parent allocation was planned collaboratively to provide a Saturday Kiddie Academy (parent/kindergarten classes for our new young students and parents together), and to set up classes in Computer for parents who indicated this choice on the survey distributed early in the year. In accordance with the recommendations to involve parents in the accountability system, we have for the second year arranged for one on one training, by appointment with our data specialist for parents to navigate the ARIS system, to log on to their children's pages and see for themselves their child's data and learn how to help them through ACUITY and other programs such as Raz-kids and Starfall used in the school. In 2009-2010 we had 70% of parents signed on with their own passwords. Computers are available in the Parent center all day for parent use, and the Parent coordinator is on hand to assist and support.

We have systems of notification of parents regarding their child's learning plan (What are we learning this month?), their current goals (My goals this month are:), and suggestions for parents to help at home (How can you help?) in between report cards, a detailed progress report is sent, and parents are invited to come and meet teachers, administrators and parent coordinator to discuss any concerns.

For the 2010 -2011 school year, we have implemented “Drop Everything and Read” for all grades Kindergarten through fifth. This initiative is an aid to building stamina and interest in literacy amongst our students. It is apparent that the students look forward to this time of day. We view the students’ enjoyment of this valuable time as an accomplishment.

As a school with almost 90% percent (88.9%) Hispanic enrollment, our language needs are at the forefront of our needs. Our belief that we must serve "Every Child EveryDay" is the driving force through which we address the many and varied needs of our community. It is a strong belief in the school community that instruction in the Arts is not only the right of every child, but is necessary to develop a whole child. (QR 1.1-1.4 ), 4.4, Research data suggests that very young children engaged in performing arts develop strong meta-cognitive and cognitive skills that transfer readily into academics. This was the reason for acquiring our "Music and the Brain " in 2009-2010 for our students. Twice a week, students receive instruction from the full time music teacher in music theory and keyboard. The goal is to ensure they gradually become literate in the language of music and the keyboard. By the third month these young students are able to read and play simple melodies. All students receive instruction in choral performance. We have Junior and Senior choral groups who perform seasonal programs as well as the graduation programs. Students invent and perform simple plays under their teachers' direction, and participate in cultural and dramatic performances through which the current ELA standards for listening and speaking are addressed. (QR 5.4) Parents and community are invited to these performances.(2.4)

Through increased use of technology in the form of a new Media Lab acquired through an Annenberg grant, students have unparalleled access to opportunities that support and extend the development of language and accountable talk through arts based technology programs such as Pixie (writing/art making), Sibelius (exploring pitch in music and connecting to land forms contour lines) and Photoshop (visual arts making pop art self portraits.)

P.S.123K was awarded a grant from Children For Children to support our Visual Thinking Strategies program. This grant enabled us to provide teachers with the necessary materials needed to continue implementing VTS across the grades. VTS (Visual Thinking Strategies) promotes critical thinking and analysis for students on all grade levels, through real art works.

In addition to having on staff a highly talented visual arts teacher who serves about 500 students a week, the school was this year awarded the Studio in a School Site status, which provides professional development and collaboration for teachers and parents, as well as instruction for an additional 300 students. We purchased Studio’s First grade Early Childhood Initiative, an art making residency that is immersed in literacy, now in its second year. Through these programs, we have managed to provide deep and rigorous arts instruction wherein students have opportunities to explore, experiment, problem-solve, think critically and take risks, to express their ideas and stimulate their imaginative capabilities, while developing academics and an awareness of the potential for careers in the arts.

This year, the school also put in place a dance program through use of a dance cluster. Students in the fifth grade participate in Ballroom Dancing and compete in the city Dancing Classrooms Rainbow competition. Fourth graders received the African Dance residency from BAM.

Over the past several years P.S.123K has accomplished the task of gathering, analyzing and utilizing data to drive differentiated instruction. This has better enabled teachers to develop goals across the grade for each class and with individual students.

**PS 123 is committed to becoming an important support center for the local community by providing the best education we can for our children through sound instructional programs in both Academics, in the Arts and in our Wellness program. We are currently in the process of developing a partnership with Wyckoff Hospital, our local teaching hospital, and the one most families turn to in a health crisis. We have had several initial meetings with hospital representatives including the director of Pediatrics, with whom we wish to develop a partnership to provide clinic services at the school in the areas of vision and hearing, asthma treatment and obesity prevention, all of which are high priority issues for the community. An analysis of the vision and hearing screening over the last two years here at the school indicates a strong need to provide services to a large number of K-2 students. This need has powerful implications for the success of our students as they move through the school system. Bushwick is a known high risk community for asthma. We are working to receive a grant that would fund this kind of medical care. We have also invited the hospital to conduct obesity training for parents that would including nutrition advice, exercise, and wellness clinic visits complete with diagnostic measurement and health plans.**

**We have already opened the school to the parent community to offer education and will continue to welcome their presence and input.**

**We celebrate the cultures of our children. We partner with the Coalition for Hispanic Services to provide Arts and Literacy after school and during vacation times. We celebrate their work with them at the annual Street Arts Fair here in Bushwick.**

**Through the support of the Office of Youth Development, we are able to offer a Martial Arts program twice a week to students, especially our STH population. This office also provides a art therapist who works directly with the STH students and with the local shelter families.**

**We celebrate their successes. We reward their efforts in self discipline with positive reinforcement through two large "Say Yes to Good Behavior" assemblies every year during which funds raised in the community and from teacher donations are used to buy toys and games for the children.**

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **GOAL # 1**

By June 2011 to have full implementation of the Fountas & Pinnell reading benchmark assessment system as a new tool for our school. 100% of teachers will be well-informed and experienced in using the system to assess and evaluate student progress in reading as measured by administrative review of running records and observing that the data is being used to inform strategy lessons.

### **GOAL # 2**

By May 2011 to increase the percentage of students achieving the newly increased May 2011 benchmark reading levels by 5% on each grade level 3,4,5 as measured by the Fountas & Pinnell reading benchmark assessment system. May 2011 benchmark reading levels in grades 3-5 will be measured against the benchmark reading levels of May 2010.

### **GOAL # 3**

By June 2011 NYSESLAT results will reflect a combined 50% increase in ELL students progressing from Intermediate and Advanced levels to the next proficiency level

### **GOAL # 4**

By June 2011 to raise the quality and competency of student writing by 50% of students scoring at the levels of "DEVELOPING" and "MASTERY" on the endline writing assessment in grades 3-5 as measured by grade specific teacher created rubrics aligned to New York State standards.

### **GOAL # 5**

By June 2011 to increase the percentage of fifth grade students at level 3 on the NYS math exam by 34%; from 44% in 2010 to 78% in 2011.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 to have full implementation of the Fountas &amp; Pinnell reading benchmark assessment system as a new tool for our school. 100% of teachers will be well-informed and experienced in using the system to assess and evaluate student progress in reading as measured by administrative review of running records and observing that the data is being used to inform strategy lessons.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A school-wide assessment schedule using the Fountas and Pinnell system will be developed and implemented for 2010-2011.</li> <li>• The June 2010, initial professional development sessions provided by our AUSSUE consultant on all aspects of the Fountas and Pinnell system will be revisited and turn keyed for all teachers, including content and service providers, to ensure a school wide understanding of and participation in this assessment tool.</li> <li>• Professional development sessions will focus on a system overview, material organization (levels A-N, L-Z), assessment guides and data management tools.</li> <li>• Target benchmark levels will be assessed at three specific intervals (Sept., Jan., May)</li> <li>• At each benchmark interval, teachers will use the Fountas and Pinnell system to re-assess those students who have not achieved the benchmark level. This re-assessment will take place within a six week period to further monitor progress.</li> <li>• Continuous and specific professional development sessions will be provided for content area teachers and out of classroom providers so that all are stakeholders in this assessment tool.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Consolidated CEP Funding used to purchase F&amp;P kits for all grades, and to provide ongoing training.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Agendas for professional development meetings</li> <li>• Target benchmark levels will be assessed at three specific intervals (Sept., Jan., May)</li> <li>• On-going teacher feedback on the strengths and concerns of using the Fountas and Pinnell system will be discussed at staff, grade, data specialist and collaborative inquiry team meetings.</li> <li>• The administrative cabinet will review and discuss teacher feedback concerning the Fountas and Pinnell system. Supervisors will provide support to ensure success in teacher use of the system.</li> <li>• We project 75% of teachers will be well-informed and experienced in using the Fountas &amp; Pinnell system by Jan. and an additional 25% of teachers by May.</li> <li>• Observations and reflections by supervisors and grade peer teams in an effort to ensure effective and consistent use of the system.</li> </ul>

**Annual Goal #2**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

By May 2011 to increase the percentage of students achieving the newly increased May 2011 benchmark reading levels by 5% on each grade level 3,4,5 as measured by the Fountas & Pinnell reading benchmark assessment system. May 2011 benchmark reading levels in grades 3-5 will be measured against the benchmark reading levels of May 2010

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- Increased Fountas & Pinnell benchmark reading levels will be used as the instrument of measure
- Sept., Jan. and May will be the intervals of periodic review
- Implementation of the Treasures reading program in grades 1-5 as a new reading resource for literacy instruction
- The Treasures reading program will be used as a resource to create a more comprehensive and effective balanced literacy program
- The Treasures components will broaden the resource options for literacy instruction
- Using the assorted components of Treasures, instruction will be more focused, differentiated, and will target a wider range of student needs; in particular, the ELL and SWD target groups.
- Small group lessons and guided reading activities will be implemented to address the needs of students who have not achieved newly increased benchmark reading levels
- Specific instructional strategies and techniques to meet the needs of our ELL and SWD students will be implemented using the resources available in the literacy program ( small group instruction, guided reading, shared reading, grammar, vocabulary development and word study)
- Specific ELL resources and differentiated reading components will be used to improve progress towards attaining the newly increased benchmark reading levels
- Grade level and school wide vertical collaborative inquiry teams will study the conditions of learning and implement instructional change strategies. This will maximize the learning environment to insure best instructional practices for all students.

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<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> <li>Consolidated CEP Funds allocated to purchase Treasures reading program for grades 1-5, support materials and professional development</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>Target benchmark levels will be assessed at three specific intervals, Sept. Jan. and May,</li> <li>At each benchmark interval, teachers will use the Fountas and Pinnell system to re-assess those students who have not achieved the benchmark level. This re-assessment will take place within a six week period to further monitor progress.</li> <li>Benchmark reading levels will be analyzed by the data specialist to determine if sufficient progress is being made. This analysis will be discussed with the administrative cabinet to determine next steps.</li> <li>We project a 2.5% increase in students achieving the new benchmarks from Sept. to Jan. and an additional 2.5% increase in students achieving the new benchmarks from Jan. to May</li> <li>Data meetings with teachers and data specialist to analyze reading assessment results and monitor individual student goals towards benchmark reading level achievement.</li> </ul>

<b>Annual Goal #3</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011 NYSESLAT results will reflect a combined 50% increase in ELL students progressing from Intermediate and Advanced levels to the next proficiency level
<b>Action Plan</b> <b>Include: actions/strategies/activities the school will implement to accomplish</b>	<ul style="list-style-type: none"> <li>NYSESLAT levels will be analyzed by the data specialist to determine strengths and needs of ELL students. This analysis will be discussed with the administrative cabinet</li> </ul>

<p><b>the goal; target population(s); responsible staff members; and implementation timelines.</b></p>	<p>to determine next steps.</p> <ul style="list-style-type: none"> <li>• NYSESLAT baseline (Sept.), midline (Jan.), and endline (Apr.) assessments will be administered to monitor progress in all modalities (listening/speaking, reading/writing)</li> <li>• Data meetings with teachers of ELL students and the data specialist to discuss the NYSESLAT analysis and to make projections of points needed for each student to progress to the next level.</li> <li>• Collaborative discussions with supervisors, data specialist and ELL teachers to determine instructional strategies to support student progress.</li> <li>• Teachers will use data gathered from ACUITY and Fountas and Pinnell to study instructional implications for ELL students.</li> <li>• Treasures ELL reading resources will support ELL students by scaffolding daily lessons including reading, writing, listening and speaking for all levels of language acquisition.</li> <li>• Our third ELL Institute will focus on intermediate and advanced level students, providing targeted instructional practices, in an effort to move students to the next proficiency level (pending funding).</li> <li>• Our Saturday ELL academy will focus on moving intermediate and advanced level students to the next proficiency level (pending funding)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <b>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</b></p>	<ul style="list-style-type: none"> <li>• Consolidated CEP Funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <b>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</b></p>	<ul style="list-style-type: none"> <li>• Administrative team will monitor student progress through formal and informal observations of differentiated small group instruction in classrooms.</li> <li>• Reading levels as measured by Fountas and Pinnell, a minimum of three times per year, will indicate reading progress of ELL students and inform instructional next steps.</li> <li>• Data from NYSESLAT baseline (Sept.), midline (Jan.) and endline (Apr.) assessments measuring proficiency in the Reading/Writing and Listening/Speaking modalities will be analyzed to inform next steps.</li> <li>• We project a 25% increase of ELL students progressing to the next proficiency level in Jan. and an additional 25% increase of ELL students progressing to the next proficiency level in Apr.</li> <li>• Baseline, midline and endline assessments measuring literacy (ELA) will be used to monitor progress over time.</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher observations and conference notes will be used as indicators of interim progress.</li> </ul>
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<p><b>Annual Goal #4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By May 2011, 50% of students in grades 3-5 will show an increase in the quality and competency of writing as measured by achieving scores at the levels of “DEVELOPING” and “MASTERY” using grade specific, teacher developed rubrics.</p>
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<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>Implementation of Treasures writing component in grades 3-5 as a new writing resource for balanced literacy.</li> <li>Teachers will create grade specific writing rubrics to assess baseline (Sept.), midline (Feb) and endline (May) writing exams.</li> <li>Teachers in grades 3-5 will score baseline writing assessments and meet with the data specialist to determine students’ strengths and needs.</li> <li>Baseline Results will be reviewed by the administrative cabinet and data specialist to determine next steps.</li> <li>Specific instructional strategies and techniques to meet the needs of all students will be implemented using the Treasures and balanced literacy components ( the writing process, small group instruction, shared writing, interactive writing, independent writing, grammar, vocabulary development and word study)</li> <li>Inquiry teams will examine student work to inform instructional change strategies</li> </ul>
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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>CEP Consolidation Funds for PD and support materials</p>
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<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will create grade specific writing rubrics to assess baseline (Sept.), midline (Feb) and endline (May) writing exams.</li> <li>• We project 25% of the students in grades 3-5 will achieve scores at the levels of “Developing” and “Mastery” in Feb. An additional 25% of the students will achieve scores at the levels of “Developing” and “Mastery” in May</li> <li>• Formal and informal observation reports by supervisors will be used to monitor writing instruction.</li> <li>• Teacher conference notes will indicate areas of strengths and needs of individual students and next instructional steps.</li> <li>• Student writing portfolios containing evidence of the writing process which include organizational or planning pages, drafts, and final published pieces.</li> <li>• Portfolio work will be measured by grade specific teacher generated writing rubrics.</li> </ul>
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<p><b>Annual Goal #5</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 to increase the percentage of fifth grade students at level 3 on the NYS math exam by 34%; from 44% in 2010 to 78% in 2011</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Base(Sept.), mid (Feb.) and endline (May) assessments will be administered and analyzed to monitor progress towards year-end expectations</li> <li>• The grade level inquiry team will study the conditions of learning and implement instructional change strategies</li> <li>• Small group lessons and activities will be implemented to address the needs of these students during the math instructional period</li> <li>• AIS will be provided</li> <li>• Specific instructional strategies and techniques to meet the needs of our ELL and SWD students will be implemented using the resources available in the Envision math program</li> <li>• Pre and Post assessments will be administered to inform next steps and monitor progress</li> <li>• Successful instructional strategies from our math vertical team will be turn-keyed to the fifth grade teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• Envision math’s center activities will be used to differentiate instruction</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Consolidated CEP funds for PD and support materials</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Administrative team will monitor student progress through formal and informal observations of differentiated small group instruction in classrooms.</li> <li>• Base(Sept.), mid (Feb.) and endline (May) assessments will be administered and analyzed to monitor progress towards year-end expectations</li> <li>• We project a 17% increase in students achieving a Level 3 on the midline (Feb.) and an additional 17% increase in students achieving a Level 3 on the endline (May).</li> <li>• Unit tests will be used to show interim progress</li> <li>• AIS post assessments</li> <li>• Formal and informal observation reports by supervisors will be used to monitor math instruction.</li> <li>• Student math portfolios containing evidence of math instruction and assessments</li> <li>• Schedule of weekly collaborative planning meetings, agendas and minutes.</li> <li>• Inquiry agendas and minutes</li> <li>• Professional Development agendas</li> <li>• Data specialist /staff meetings summary reports and recommendations.</li> <li>• ARIS and NYSTART reports</li> <li>• Math ACUITY results</li> <li>• Math skill checklists</li> </ul>

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	45	45	N/A	N/A	0	0	0	0
1	140	140	N/A	N/A	0	3	1	0
2	140	140	N/A	N/A	3	1	4	2
3	160	160	N/A	N/A	1	2	4	2
4	140	140	10		3	3	1	0
5	100	100		10	3	1	0	1
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>All grades utilize components of Treasures literacy program. Instruction is given in small group setting during extended morning and after-school.</b>
<b>Mathematics:</b>	<b>All grades utilize components of Envisions math program. Instruction is given small group setting during extended morning and after-school. Math AIS is also provided to 4<sup>th</sup> and 5<sup>th</sup> grade students in small group settings during the day by our math coach.</b>
<b>Science:</b>	<b>Small group instruction is provided by our science cluster during the school day.</b>
<b>Social Studies:</b>	<b>Small group instruction is provided by our social studies content area specialist during the school day.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Individual and small group counseling, mediation, crisis intervention. Referrals to community based organizations. All services are provided during the school day.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>At risk crisis intervention counseling, behavior management and intervention for students demonstrating emotional needs in school.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>At risk services are provided on an as needed basis and have included providing one on one counsel to students who have been or are at risk of being suspended, conferring with parents on a walk in basis, etc.</b>
<b>At-risk Health-related Services:</b>	<b>Students in need of ADHD management, diabetic management and cystic fibrosis management are seen daily during the school day.</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s)** K-5      **Number of Students to be Served:** 234 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers** 16      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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At PS123K, language instruction program for Limited English Proficient (LEP) students is as follows:

ESL Instruction for all ELLs as required under CR Part 154

<u>Beginners:</u>	*360 minutes per week (ESL) = 60:40 per day
	*Native language arts = 45 minutes per day
	*Social studies/science = 35 (NL) - 10 (EL)
	*Art/Music = 45 (EL)
<u>Intermediate:</u>	*360 minutes per week (ESL) = 50:50 per day
	*Native Language Arts = 45 minutes per day
	*Social Studies/science = 35 (NL) – 10 (EL)
	*Art/music = 45 (EL)
<u>Advanced:</u>	*180 minutes per week (ESL) = 25:75
	*180 minutes per week (ELA) as per CR Part 154
	*Social studies/science = 35 (EL) -10 (NL)
	Art/music = 45 (EL)

All students are appropriately grouped and instructed in accordance with CR Part 154 Regulation. The teachers continuously assess with the purpose of differentiating instruction to meet the needs of the children. The students are gradually moved (flexible grouping) as their needs change linguistically, academically, socially and emotionally. Further, all teachers instruct, assess, diagnose and prescribe in a cyclical manner. Students are placed in an environment where the preponderance of the class is composed of children who have had similar experiences. ESL instruction is implemented through the reading workshop (Treasures), writing workshop, and daily read-alouds. When presenting to ELL students, picture descriptions and interpretations are emphasized. Oral pre-reading and mid-reading activities include partner discussions, which further help develop linguistic skills. The instructional program emphasizes the use of graphic organizers, charts, maps and graphs as visual clues and aids. While teaching content, grammatical structures are emphasized. Cooperative learning experiences where students are paired with a buddy or small group enable the ELL students to work more efficiently.

We use the following instructional materials in our language instruction program: smartboard animation, auditory tapes with stories; tactile activities using word works; manipulative (math/science/social studies); pantomime during instruction; onset and rime cards; poetry to build repetition in language; and big books (where appropriate). In the school year 2010 – 2011, we will use the Envisions math program. This program highlights ESL differentiation. Our ELL students participate in Studio in a School, VTS (Visual Thinking Strategies) and media arts (PIXIE, FRAMES, etc)

**Supplementary Programs**

In order to support learning and foster community involvement, we use a portion of our Title III, funding to create supplementary programs for ELLs and their families. These include:

- **Saturday ELL Academy:** Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and ESL. Additionally, activity clubs in art, gym, and dance are offered.
- **After School Program:** Our students are given the opportunity to stay in school at 3:05 p.m. to 4:35 p.m. We assist students academically in reading, writing and math.
- **Parent Classes:** We offer several classes weekly for parents in ESL, computer, literacy, math, nutrition, arts and crafts. We have special sessions that focus on HIV, and citizenship classes. In addition, we have parent workshops delivered in Spanish by school staff on various topics of interest, including curricular and technology. Our parent Association has a parent lending library. Parents have the opportunity to borrow books in a variety of languages. Books vary from specific genres to self help books.
- **Spring Institute-** During our Spring Break we will have classes for all ELLs in grades K-5 to practice and give students extra support in Speaking, Listening, Reading and Writing.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, such as Mother's Day, Father's Day, Family Day, and various cultural events.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in our school. This Title III, funding is used to translate important policy documents, mainly in Spanish. The Parent Handbook is the documents we have made available. Additionally, interpretation services are a daily help in communication between school staff and parents.

**Program/activities, including the data supporting the choice of program(s):**

◆ **Saturday ELL Academy**

- Target Population is ELLs from grades 4 and 5.
- Every Saturday for 2 ½ hours (9:00 a.m. – 11:30 a.m.)
- Approximately, 55 students attend.
- Duration of Program will be 19 sessions
- Materials used will be Raz Kids for reading and comprehension.
- 3 Teachers, 3 Groups of 25 students.
- Licensed Bilingual/ESL Teachers Common Branch Teachers

◆ **After School Program**

- Target Population is ELLs/Former ELLs from grades 2, 3, 4, and 5.
- Approximately, 110 students attend.
- Grades 2 and 3 have classes Mondays and Wednesday from 3:05 p.m. – 4:35 p.m. (75 students)
- Grades 4 and 5 have classes Tuesdays and Thursdays from 3:05 p.m. – 4:35 p.m. (35 students)
- Duration of Program will be 23 sessions.

- Treasures component – Interactive Read-Aloud Anthology with Plays.
- 7 Teachers, approximately 7 groups of 18 - 20 students
- Licensed Bilingual/ESL Teachers Common Branch Teachers

◆ **Spring Institute**

- Target Population will be ELLs from grades 1-5.
- Monday to Friday for 3 hours 9:00 a.m. to 12 p.m.
- Approximate 150 students will attend.
- Duration of Program is from April 18, 2010 to April 22, 2010 (5 sessions).
- Reader’s Theatre and Treasures Visual Vocabulary Cards
- 7 Teachers, 7 groups of 21
- Licensed Bilingual/ESL Teachers Common Branch Teachers

The supervisor of the Title III program will be at no cost to program.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

PROFESSIONAL DEVELOPMENT 2010-2011		
	NEED	GOAL
<b>MATHEMATICS</b>	Based on the results of the Spring’10 city/state mathematics test, teachers need a deeper understanding on writing and explaining problem solutions; raise the level of thinking; provide multiple ways to solving problems.	Teachers will be knowledgeable about the variety of ways to present to problems solving.  Teachers will receive further information on rubrics in mathematics to assess student work.  Teachers will understand the impact of math in the Science Scope and Sequence.
<b>DATA ANALYSIS</b>	To understand the ramifications of the data and how it affects instructions.	Teachers will learn how to use the data to develop effective lesson plans.
<b>ESL COMPLIANCE</b>	Aligning language compliance for all ELL students in bilingual classes.	Teachers will gain an understanding of how to move the class from Spanish to English in compliance CR-154 while addressing the needs of newcomers.

<b>ESL TECHNIQUES AND STRATEGIES</b>	To become knowledgeable of ESL techniques. To develop methods of embedding ESL strategies in all content areas. <ul style="list-style-type: none"> <li>Developing Centers that can have students use the modality that is their weakest.</li> </ul>	Teachers will become knowledgeable of ESL techniques and strategies and will be better able to instruct their students.
<b>Extended Morning</b>	In an effort to prepare for the administration of the State ELA exam in January, the focus will be on effective AIS strategies and developing and understanding of differentiated supports for the students. <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Vocabulary introduction</li> <li>Instructional strategy groups</li> </ul>	Teachers will group students for needed strategies and skills to provide intensive intervention using a variety of materials and/or programs in addition to daily Reading and Writing workshop lessons.
<b>WRITING</b>	To gain a better understanding of student progress by analyzing their writing.  To understand the impact of conventions in scoring student writing.  Developing rubrics.	Focus on the Writing Units of Study implemented to this point.  Teachers will differentiate writing instruction based on analysis of student writing.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

**Form TIII – A (1)(b)**

School: P.S.123K \_\_\_\_\_ BEDS Code: 333200010123 \_\_\_\_\_

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	<b>\$24,096.87</b>	<b>3 hours per week for 23 weeks per session to support ELL students.</b>

<ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<b>\$ 2,245.05</b>	<p><b>7 x 3 Hrs x 23 sessions x \$49.89 =</b></p> <p><b>Sat. Academy</b></p> <p><b>3 x 3 Hrs x 5 sessions x \$49.89 =</b></p>
<p><b>Purchased services</b></p> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<b>\$ 8,000.00</b>	<p><b>Supplemental materials to reinforce ESL instruction.</b></p> <ul style="list-style-type: none"> <li>• <b>Empire State Nyseslat ESL/ELL</b></li> </ul>
<b>Educational Software (Object Code 199)</b>	<b>\$200.00</b>	<b>RAZ KIDS License</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$34,541.92</b>	



### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

At PS123K, we identify translation needs through the Home Language Survey. Our parent coordinator contacts the parents of enrolled students. We hold monthly Parents Association meetings, with translation. Our School Leadership Team provides parents a voice in school affairs

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

At PS 123K, Spanish is the predominant written and oral translation needed. In-house personnel translate written communications in both languages. Other language needs are met by providing contact information to the DOE Translation Services.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Written and oral Spanish translation services are provided by In-house school staff and parent volunteers. Other translations will be provided by the D.O.E. and outside vendors if needed

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Written and oral Spanish translation services are provided by In-house school staff and parent volunteers. Other translations will be provided by the D.O.E. and outside vendors if needed.

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

As per the Regulations of the Chancellor, regarding parental notification, the school determines within 30 days of enrollment the primary language spoken by the parent. This insures that all communication with the students' parents or guardians will be in the primary language. In-house school staff will translate all communications both written and oral. Parents receive, in translated form, documents related to instruction, health and safety. All parent workshops and Parent Teacher Association meetings are conducted with translation services.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,082,992	64,844	1,147,836
2. Enter the anticipated 1% set-aside for Parent Involvement:	10,830	648	11,478
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,424	*	
4. Enter the anticipated 10% set-aside for Professional Development:	16,200	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_TBD\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **School Parental Involvement Policy:**

#### **I: General Expectations**

##### **P.S. 123K agrees to implement the following statutory requirements:**

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary, Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and school reports required under section 1111 of the ESEA. These reports will be in an understandable and uniform format.
- The school will involve the parents of students in Title I Part A Programs in decisions about how the 1 percent of Title I, Part A funds is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in meaningful communication involving student academic learning and other school activities. This will ensure:

1. parents will be actively involved in their children's education
2. parents are included in decision- making and will participate in advisory committees according to section 1118 of the

ESEA

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

## **II: Description of how school will implement required parental involvement policy components:**

### **P.S. 123K will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA by:**

- Convening an annual meeting for Title I parents to inform them of the Title I program and their rights to be involved in developing, implementing and evaluating our school's parent involvement policy
- Offering meetings to provide training on child rearing practices
- Offering meetings to provide training on teaching and learning strategies

### **P.S. 123K will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**

#### **1. P.S. 123K will provide the following necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities and training to improve students academic achievement and school performance by:**

- Providing an interest survey for parents during the school year to ascertain their needs (workshops, training).
- The school will examine the results of the Learning Environment Survey of 2009-2010 to promote greater parental involvement. The school will use its findings to design strategies for more effective parental involvement.
- The Parent Coordinator along with the Parent Teacher Association President will conduct needs assessment surveys with parents. According to the findings, our school will provide the parents with workshops and strategies that will be meaningful to them.

**2. P.S. 123 K will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities:**

The school will provide assistance to parents in understanding:

- The progress reports
- The Learning Environment Survey
- How to navigate the ARIS system
- Title 1
- Early Childhood Standards
- Early Childhood Assessments
- ELL Program choice ( ESL, BILINGUAL)
- State Academic Content Standards
- State Student Academic Achievement Standards
- Alternate Assessments

**3. Workshops and Conferences offered to parents in English with translations:**

- ELA Standards
- ELA Assessments
- Math Standards
- Math Assessments
- Technology: ARIS, ACUITY
- Science Standards
- Science Assessments
- Social Studies Standards
- Special Education (Due Process)

**4. P.S. 123K will provide materials and training to help parents work with their children to improve their children's academic achievement, such as:**

- Workshops to teach parents how to access information on-line
- Parent access to Acuity and ARIS
- Literacy Workshops
- ESL Workshops
- Cultural Arts workshops
- Technology

**5. P.S. 123K will, in collaboration with its parents, work to build strong community ties by offering information on:**

- Cornell Cooperative Extension Institution Workshops
- NYC Department of Health Wellness and Nutrition Programs
- Medical and Health Research Association of NYC
- Financial Management
- Safety of the children in our community
- Public Library Accessibility
- Learning Leaders
- Effective Parenting Classes
- Coalition for Hispanic Families Services

**III: Discretionary school parental involvement policy components:**

**The school parental involvement policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following listed under section 1118 E of the ESEA.**

- The Title 1 Parent Allocation Plan will be developed collaboratively with parents to support the needs expressed in the parent surveys and needs assessments.

#### IV: ADOPTION

This school parental involvement policy has been developed jointly and agreed upon, with the parents of children participating in Title I, Part A programs, as evidenced by the signing and dating of this document. This policy was adopted by P.S. 123K in June 2010 and will be in effect for the period of September 2010- June 2011.

- 1. School-Parent Compact – Attach a copy of the School-Parent Compact. *Explanation:* Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.**

P.S. 123K and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act, (ESEA), agree that the compact outlines how the parents and the entire school staff, will share the responsibility for improving students’ academic achievement in mastering New York State standards. The School –Parent compact is in effect during the school year- 2010-2011.

- 2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Principal  
Mrs. V. Greene

P.S.123K  
Assistant Principals  
B. Henchy  
D. Ibarquen  
L. Hidalgo

## P.S.123K School – Parent Compact 2010-2011

### Vision Statement

The Suydam School strives to create for our students a nurturing and challenging environment that fosters cooperative effort between school and community. We recognize each child's individual potential to become creative and successful. As we work together to ensure a safe environment and rigorous education that addresses each student's learning style, we will empower them to have self-esteem and the confidence that will enable them to contribute to their community in positives ways.

P.S. 123K and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act, (ESEA), agree that the School-Parent Compact of P.S.123K outlines how the parents and the entire school staff, will share the responsibility for improving students' academic achievement in mastering New York State standards. The School – Parent compact is in effect during the school year- 2010-2011.

P.S.123K acknowledges and will provide for the following responsibilities:

- To institute high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet New York State achievement standards
- To prepare our students for the new Common Core Standards
- To continue and maintain a highly professional licensed staff.
- To foster an effective learning environment throughout the school community through Professional Development and CFN support.
- To host afternoon and evening parent-teacher conferences twice a year to inform parents of student progress.
- To provide parents with progress reports three times a year.
- To provide parents reasonable access to staff (teachers, administrators, support service providers).
- To encourage parents to become Learning Leaders.

- To encourage parents to become active members of the School Leadership Team.
- To involve parents in the planning, review, and improvement of the school's parental involvement policy.
- To inform parents of the school's participation in Title I Part A Programs
- To provide information to parents on school policies through dissemination of parent handbook and school brochure.
- "Meet the Teacher" meeting to explain curriculum and assessments

Parents of P.S.123K will accept the following responsibilities for improving students' academic achievement:

- Promote good attendance and avoid lateness
- Ensure that homework is completed
- Be active in decision making relating to their child's education by attending PTA meetings
- Promote positive use of children's extra curricular time
- Monitor the amount of time children spend viewing television
- Be informed about children's education and communicating with the school by acknowledging all notices sent home and responding when needed
- Promote small group instruction
- Participate in school by becoming a Learning Leader
- Monitor student progress by logging into ARIS, ACUITY
- Review contents of student folders

### **Required School Parent Compact Provisions**

#### **School Responsibilities:**

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet New York State achievement standards.

- P.S 123K will continue to maintain a highly professional licensed staff. An effective learning environment will continue to be fostered throughout the school community through Professional Development and CFN support.
- P.S.123K will hold afternoon and evening parent-teacher conferences twice during the school year.
- Provide parents with frequent progress reports.
- Provide parents reasonable access to staff (teachers, administrators, support service providers).
- Provide opportunities for parents to become Learning Leaders.
- Encourage parents to become active members of the School Leadership Team.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy.
- To inform parents of the school's participation in Title I Part A Programs
- To provide information to parents on school policies through dissemination of parent handbook and school brochure.

### **Parent Responsibilities:**

**As parents we will support our children's learning in the following manner:**

- Monitoring attendance
- Making sure that homework is completed
- Monitoring the amount of time our children spend viewing television
- Volunteering in school
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of our children's extra curricular time
- Staying informed about children's education and communicating with the school
- Acknowledging all notices sent home and responding when needed

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

### Section IV

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

### Section VI

3. Instruction by highly qualified staff.
  - Continue to professionally develop our staff to promote professional growth. (CFN support and staff developers)
  - Mentor new teachers
  - Inter-class and inter-school visitations
  - Formal and informal observations
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

## Section VI

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - School representation at job fairs
  - Selective interviewing of prospective candidates
6. Strategies to increase parental involvement through means such as family literacy services.

### See Parent Involvement Plan

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

During the month of May, we invite incoming kindergarten students and parents to visit our school. To assist the children in becoming familiar with the school environment, their visit includes a tour of the building where they see kindergarten classes in session. The incoming students are given a snack while experiencing a classroom read-aloud. Each incoming student receives a book to take home. While the children are taken on a tour of the building, the parents are informed of school policies and are given recommendations on preparing their children for kindergarten.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

## Section VI

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - All students (including ELL and Special Education) in grades K-2 who experience difficulty in mastering the proficient or advanced levels of the academic achievement standards are identified through several assessment measures. The Fountas and Pinnell assessment tool in grades K-2 provides significant information to identify the needs of the students. It is administered three times during the school year. Running records will be administered periodically during the school year in all grades. Intervention instruction will be provided based on data indications.

- In grades 3, 4, and 5 (including ELL and Special Education) Acuity interim assessments (ELA and Math), and running records will continue to measure student progress. Data results will be analyzed and intervention will be provided as indicated.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- Nutrition Council
  - Parent Literacy Workshops
  - Parent ESL Workshops
  - Parent Technology Program
  - Child Abuse workshops for Parents and Students

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			1,082,992	X	SECTION IV pgs.12,13,14,15,16
Title I, Part A (ARRA)	Federal	X			64,844	X	SECTION IV pgs.12,13,14,15,16
Title II, Part A	Federal	X			242,918	X	SECTION IV pgs.12,13,14,15,16
Title III, Part A	Federal	X			40,000	X	SECTION IV pgs.12,13,14,15,16
Title IV	Federal			X			
IDEA	Federal	X			100,000	X	SECTION IV pgs.12,13,14,15,16
Tax Levy	Local	X			4,248,206	X	SECTION IV pgs.12,13,14,15,16

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**NA**

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
There are currently (October, 2010) 30 students in temporary housing attending P.S.123K.
2. Please describe the services you are planning to provide to the STH population.
  - We plan to include our STH population in our extended morning program, and our after-school program. This includes chorus and enrichment opportunities. Pending funding these students will also be invited to participate in a Saturday Academy program.
  - We anticipate the continued support of the OYED which provided art therapy, counseling, and martial arts programs during 2009-2010 for our STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 123 Suydam					
<b>District:</b>	32	<b>DBN:</b>	32K123	<b>School</b>		333200010123

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.4	93.3	93.5
Kindergarten	131	149	148				
Grade 1	173	168	150	<b>Student Stability - % of Enrollment:</b>			
Grade 2	162	172	160	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	112	140	160		92.2	90.8	92.4
Grade 4	166	118	138				
Grade 5	135	147	108	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		96.6	97.8	97.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	43	45
Grade 12	0	0	0				
Ungraded	1	5	5	<b>Recent Immigrants - Total Number:</b>			
Total	880	899	869	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					19	8	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	36	33	33	Principal Suspensions	32	19	33
# in Collaborative Team Teaching (CTT) Classes	17	13	17	Superintendent Suspensions	15	11	15
Number all others	57	49	78				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	128	117	TBD	Number of Teachers	69	73	71
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	15	10
# receiving ESL services only	130	137	TBD				
# ELLs with IEPs	1	39	TBD	Number of Educational Paraprofessionals	3	3	5

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.8	69.9	84.5
				% more than 5 years teaching anywhere	56.5	65.8	74.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	75.0	83.1
American Indian or Alaska Native	0.7	0.1	0.7	% core classes taught by "highly qualified" teachers	96.4	96.9	100.0
Black or African American	6.0	6.0	6.0				
Hispanic or Latino	88.0	88.9	89.6				
Asian or Native Hawaiian/Other Pacific	3.2	3.1	2.5				
White	1.8	1.9	1.2				
<b>Male</b>	52.3	52.3	51.0				
<b>Female</b>	47.7	47.7	49.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	33.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	16.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Mr. Conyers/Ms. Orlando</b>	District	School Number <b>123</b>	School Name <b>Suydam School</b>
Principal <b>Ms. Veronica Greene</b>		Assistant Principal <b>Ms. L. Hidalgo</b>	
Coach <b>Christina Skarulis</b>		Coach	
Teacher/Subject Area <b>Ms. L. Velez, Bilingual</b>		Guidance Counselor <b>Ms. Analisa Lewis</b>	
Teacher/Subject Area <b>Ms. A. Cabrera-Castillo, IEP</b>		Parent <b>Ms. Trujillo</b>	
Teacher/Subject Area <b>Ms. J. Leal, ESL</b>		Parent Coordinator <b>Ms. Marisol Rivera</b>	
Related Service Provider <b>Ms. Moshera</b>		Other <b>Ms. Henchy, AP</b>	
Network Leader <b>type here</b>		Other <b>Ms. Ibarguen, AP</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>9</b>	Number of Certified Bilingual Teachers	<b>6</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>4</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>870</b>	Total Number of ELLs	<b>234</b>	ELLs as Share of Total Student Population (%)	<b>26.90%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a student is admitted at P.S. 123, parents are actively involved in the decision-making process. There is a mult step process that ensures that students are properly identified, proper paper work such as entitlement letters, parent survey and program choice are distributed to parents. Each family is assisted by a licensed pedagogue during the ELL identification process. This ensures appropriate placement and educational services for every child in the New York City educational system.

Upon completion of Home Language Survey (HLIS), if the child is identified as an eligible candidate for Bilingual instructional service, an informal interview is administered to the candidate by a pedagogue. In this interview, parents are given the Parent Survey and walked through it. They are also given the Parent Option Form. In order to enable parents to make sound educational decisions as to which program (Transitional Bilingual or Freestanding ESL) best meets the needs of their child, parents participate in several activities prior to making a placement student decision. Parents participate in an orientation that describes various programs for ELL students and visit classrooms to observe the various programs. Each family is assisted by the parent coordinator and a licensed pedagogue during the ELL identification process. An entitlement letter is provided to parents to inform them of the child's language identification. The child is enrolled in the appropriate program within ten days of indentification.

The steps taken to annually evaluate ELLs using the New York State English as a Second Lagne Achievement Test (NYSESLAT). First, we look at the scores by grade. We determine how many students we have at each proficiency level- beginner, intermediate, advance and proficient. Then we look at how many levels we have as a total (all grades) at each proficiency. We compare the previous scores with the present scores and we look at growth. On a deeper level, we have the data specialist meet with each teacher to discuss years of service for each student. The data specialist then discusses each modality (listening/speaking) (reading/writing) with the teacher. They discuss scale score and proficiency level. They determine if there has been any growth or slippage in the student's score. Strategies to move student forward are discussed.

At P.S. 123k, the trend in program choices over the last five years has been ESL and Bilingual classes. ESL has been the greater of the two. In grades K-2, we have two ESL freestanding classrooms in each grade and one bilingual classroom in order to aligne with parent request. In grades 3-5, we have one ESL freestanding classroom due to request and proficiency scores on NYSESLAT.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b>	<b>K</b> <input checked="" type="checkbox"/> <b>1</b> <input checked="" type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/> <b>4</b> <input checked="" type="checkbox"/> <b>5</b> <input checked="" type="checkbox"/>
Check all that apply	<b>6</b> <input type="checkbox"/> <b>7</b> <input type="checkbox"/> <b>8</b> <input type="checkbox"/> <b>9</b> <input type="checkbox"/> <b>10</b> <input type="checkbox"/> <b>11</b> <input type="checkbox"/> <b>12</b> <input type="checkbox"/>

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	29	22	13	19	3	0								<b>86</b>
(60%:40% → 50%:50% →														

75%:25%)															
<b>Dual Language</b> (50%:50%)															0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>	26	39	23	18	20	17									143
<b>Push-In</b>				3	1										4
<b>Total</b>	55	61	36	40	24	17	0	0	0	0	0	0	0	0	233

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	234	<b>Newcomers (ELLs receiving service 0-3 years)</b>	126	<b>Special Education</b>	53
<b>SIFE</b>	4	<b>ELLs receiving service 4-6 years</b>	34	<b>Long-Term (completed 6 years)</b>	0

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	26	0	14	9		7				35
<b>Dual Language</b>										0
<b>ESL</b>	105	4	15	29		4				134
<b>Total</b>	131	4	29	38	0	11	0	0	0	169

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	22	13	19	3									86
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	29	22	13	19	3	0	0	0	0	0	0	0	0	86

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	39	29	18	21	18								150
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic			3											3
Haitian														0
French														0
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>25</b>	<b>40</b>	<b>32</b>	<b>18</b>	<b>21</b>	<b>18</b>	<b>0</b>	<b>154</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Currently, we have a Transitional Bilingual Program (TBE), and ESL Self-Contained classes. For our students in the TBE classes, instruction is provided in the students' native language with rigorous support in English. The native language is utilized to reinforce comprehension skills while developing fluency and comprehension in English. As per CR Part 154 policy guidelines, English instruction will increase from 60%/Spanish – 40%/English to 60%/English – 40%/Spanish (dependent upon student progress and linguistic needs).

The goals of our TBE and ESL programs are:

- To achieve L2 (English) proficiency within three years.
- To utilize English as a Second Language techniques in all subject areas with the purpose of facilitating comprehension.
- To support the ELL students in acquiring English language proficiency and meeting state requirements for exiting the program successfully.
- To identify 'at risk' students, their needs and provide AIS services.

The Transitional Bilingual/ESL Programs at P.S. 123K are designed and implemented in accordance with CR part 154 Title III guidelines. Servicing approximately one-third of the student population, the programs are demonstrative of natural learning conditions. These environments reflect communities of learners who share common cultural and linguistic similarities. The bilingual classrooms emulate student cultural and linguistic backgrounds. (There are eight K-5 self-contained classes.) Moreover, they are enriched with the learning experiences of the target language (English). Our vision is to create environments that promote successful academic careers, emotional solidity and strong positive social skills.

In addition, the TBE Program aims at utilizing the student's native language to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking in their native language with the purpose of embedding comprehension skills while they are learning English. This coupled with the ESL strategies will develop skills in understanding the cognitive areas (listening, speaking, reading

and writing) in English. Content area instruction will be provided in the native language and English according to the student's language proficiency. This will enable the students to maintain an appreciation for their history and culture while developing effective communication skills. Teachers use linguistic summaries of all teaching points for the last 15 minutes of each lesson. Lessons include Independent work, group work or partnerships and ability-based activities that align with the language proficiency. The teachers encourage the use of the instructional language and discourage code switching. The acquisition of L2 (English) provides for an increase of English instruction and a decrease of L1 (Spanish) instruction. This gradual process is closely monitored by classroom teachers, AIS and the Administration. It will be monitored through conference observation, running records and continual assessment. As a result, differentiated instruction is applied and the groups are functional, flexible and temporary.

#### Beginners (60/40)

- 360 minutes per week (ESL)
- Native Language Arts = 45 minutes daily
- Social Studies/Science = 35 (NL)/ 10 (EL)
- Art/Music = 45 (EL)

#### Intermediate (50/50)

- 360 minutes per week (ESL)
- Native Language Arts = 45 minutes daily
- Social Studies/Science = 35 (NL) /10 (EL)
- Art/Music = 45 (EL)

#### Advanced (25/75)

- 180 minutes per week (ESL)
- 180 minutes per week (ELA) =as per CR Part 154)
- Social Studies/Science = 35 (EL) 10 / (NL)
- Art/Music = 45 (EL)

All students are appropriately grouped and instructed in accordance with CR Part 154 Regulation. The teachers are continuously assessing (Conference notes, running records, student observation and formal assessments) with the purpose of driving instruction that is conducive to their needs. The students are gradually moved (flexible grouping) as their needs change linguistically, academically, socially and emotionally.

Teachers instruct, assess, diagnose, and prescribe in a cyclical manner. No group ever remains stagnant. There is ongoing active engagement within the groups with the teacher serving as a facilitator. When children reach the level of proficiency, they are placed in a monolingual environment.

To lessen the burden of the transition, students are placed in an environment where the preponderance of the class is composed of children who have had similar experiences. The teacher in this class will have received the required ESL professional development and will have ongoing staff development in the area of ELL instruction.

TBE teachers are the linguistic role models. Strong efforts have been made to provide high quality teachers who have mastery over both languages (Spanish/English) with the aim of affording the students high quality instruction. The teachers design lesson plans based on the results of the NYSESLAT, ECLAS-2, EL SOL, State ELA /Math Exams, and other formal/informal assessments. The activities are designed to develop cognition, higher order thinking, introduce relatively novice language concepts, and develop vocabulary. To achieve this, teachers are utilizing challenging techniques that provoke the minds to link their processing skills to the new language. Rubrics are created and utilized so that the individual student goals are generated to motivate progress, challenges and needs. All activities are highly contextualized to encourage thinking, reading, speaking and writing.

#### ESL Program (Services)

At P.S. 123K we have a Freestanding ESL Program and Self-Contained ESL classes. In our Self Contained ESL Program, we have licensed pedagogues who incorporate recognized and researched ESL instructional strategies across content subject areas. We have ESL Self Contained classes in grades K-3 with approximately 20-25 students in each class.

The following denotes the manner of instruction.

- Instruction is delivered only in English, but supported by the use of ESL methodologies and techniques.
- The ESL teacher and the classroom teachers share ongoing articulation with the purpose of aligning instruction to student needs.

- Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, text representation and meta-cognition.
- The students are assisted during class lessons, individual conferencing with students to address specific needs.
- Prior to all state assessments, additional small group AIS sessions for each grade are provided to focus on literacy and academic language.
- All beginning and intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction. Intermediate and Advanced Proficiency levels all receive 360 minutes of ELA a week.
- Differentiated instruction is considered during planning to include students' cultures, language background, and academic status.
- Planning includes interdisciplinary instruction (content areas).
- ESL instruction includes the buddy system (shared pair) where one child can assist another child in the native language in order to avoid code switching.
- Instruction is delivered with comprehensible input; teachers utilize clear and unambiguous teaching points.
- Instruction promotes higher-order thinking; teachers utilize a variety of questioning techniques that include Bloom's Taxonomy.
- Teachers Implement and support the workshop model utilizing ESL strategies in all lessons.

#### Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT and other assessments (LAB-R, State Math, ELA, ECLAS, Teacher-made tests/observations). Adjustments and improvements to our program this year include:

- Academic Intervention Services (AIS) is provided to all our ELL students on a daily basis for 45 minutes during extended morning. At this time, students are provided small group instruction in reading, writing and/or math. The teacher assigned to the classroom collaborates with the classroom teacher to determine what the student needs after reviewing the various data (the running records, E-clas, benchmark tests).
- Bilingual classrooms in grades 3 – 5 are all have very small registers. They have at least 15 students. This allows the teacher to give special attention and guidance in all academic areas.
- The Inquiry Team will continue its specific long term ELLs (LTE) in grades 4 and 5. The team will review data and looked for trends to help these students progress academically. Aggressive assistance is provided to the classroom teachers. The staff developers (members of the Inquiry Team) in conjunction with AIS and paraprofessionals will support reading and writing.

All activities and additional support provided to our ELL population is based on their academic needs and language levels. Our goal for our students demonstrates progress in English language proficiency and academic achievement.

#### Implications for LAP in English Language Arts Area

We have designed and implemented a clear and present focus on the diversified needs of the ELL population with regard to linguistic, developmental, and emotional requirements. It further incorporates the use of learning styles and multiple intelligences with the purpose of creating meaningful, differentiated and enriching instruction.

The program seeks to provide ELL's complete accessibility to a standards based academic curriculum that parallels that of the monolingual settings.

ELA instruction is implemented during reading workshop, writing workshop and daily read aloud. When presenting read aloud to the ELL students, picture description and interpretations are emphasized. The children are taught how to use these tools to develop comprehension skills. Vocabulary is presented in advance of a new lesson to enable the ELL students to become familiar with the words and meanings. This approach helps the students to access prior knowledge. The vocabulary is used repeatedly during the ongoing instruction. Oral pre-reading and mid-reading activities including partner discussion, give the students opportunities to use their background information and to develop linguistic skills. The children are instructed in using graphic organizers, charts, maps and graphs as visual clues and aids. While teaching content, grammatical structures are emphasized. Cooperative learning experiences where the students are paired with a buddy or a small group enables the ELL students to work more efficiently.

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we have ensured. They include but are not limited to the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration and intentionality between content and ESL Teacher to create a learning community which is knowledgeable and experienced in researched based instructional strategies.
- Teachers analyze data of ELLs with the Data Specialist to become well-informed about the performance of each ELL student in order to make sound educational decisions.

- Teachers administer baseline, midline and end line tests to monitor progress to analyze data and identify strength and weakness. Their findings are used to drive and differentiate instruction.
- Make certain that our staff developer works closely with teachers (ELA, ESL and TBE) to support rigorous instruction.
- In the TBE classes, we make sure that the CR Part 154 and requirements are adhered to.
- Encourage teachers to participate in onsite/offsite professional development opportunities that focus on instructional strategies for ELLs.

#### Implications for LAP in Mathematics Content Area

In order to assist our student in both academic achievement and assessment, we have made certain to implement and monitor the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration and intentionality between class teachers and math coach and/or the AIS person to create a learning community which is knowledgeable and experienced in researched based instructional strategies.
- Provide opportunities for students to participate in with mathematical academic language via conversations, reading, solving word problems and using an interactive word wall.
- Incorporate writing as a component of the mathematics lessons i.e. journals.
- Provide opportunities for students to articulate problem solving techniques and strategies and the justification of their answer.
- Teachers analyze data on ELLs with the Data Specialist to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Teachers administer baseline, midline and end line tests to monitor progress and to analyze data and identify strength and weaknesses. Their findings are used to drive and differentiate instruction.
- Ensure that Math Coaches and AIS personnel work closely with teachers to support rigorous instruction.

#### VII. Plan For Newcomers

Newcomers are made to feel right at home when they come to P.S. 123. They are given a tour of the school and introduced to their teacher and classmates on the first day. Newcomers are assessed in language and academics and an individualized plan is immediately put in place. Goals and objectives are set for each student. Students are given formal and informal assessment regularly to monitor their growth in their basic interpersonal skills and cognitive academic language. We ensure that parents are well informed of their children's progress.

#### VIII. Plan for Sife

Students with Interrupted Formal Education (SIFE) are students whose formal education has been interrupted for an extended period of time and who enter an English language school system at age eight (grade 3) or older, and who are at least two years behind their peers in reading in their native language and in other academic areas. Currently, P.S. 123K does not have any SIFE students. Upon arrival, SIFE students would be immediately placed in a program that provides Sheltered English for part of the day. This approach helps the student develop knowledge in specific subject area through the medium of their second language. Teachers modify their use of English to teach core subjects in order to ensure that the material is comprehensible to learners and that it promotes their second language development. Often students are placed in an early childhood classroom during reading and are exposed to phonemic awareness, phonics and reading and oral expression. This allows the student to become familiar with the English alphabet, letter sound recognition and the English language in a more controlled environment.

#### IX. Plan for Long Term ELL's

Our long term ELLs are in 4th and 5th grade. These Long-term ELLs are monitored carefully. This team assists in targeting them to provide intensive and aggressive support. Instructional support is provided via push in and small group instruction. Intensive reading, writing and math support is given to these students to help them master their needs. Collaboration is ongoing between the classroom teacher and the support providers. Informal and formal assessments drive the instruction for the students. These students are mandated to participate in extended morning, and also attend after-school and Saturday Academy.

Teachers with newcomers, long-term or transitional students may use the following strategies:

- Focus on language use and language development in all areas of the curriculum.
- Identify and focus student language needs.
- Develop higher-level cognitive skills and critical thinking, rather than on simple recall.
- Provide good models of oral and written English used for a variety of purposes.
- Children are regularly involved in collaborative learning through group and pair work.
- Teachers regularly interact with children on an individual basis.

- Students are actively encouraged to be independent learners by having access to information sources such as word walls, dictionaries, learning centers, computers and library.
- Analyze patterns of proficiency level progress in the four modalities in order to increase meta-linguistic skills

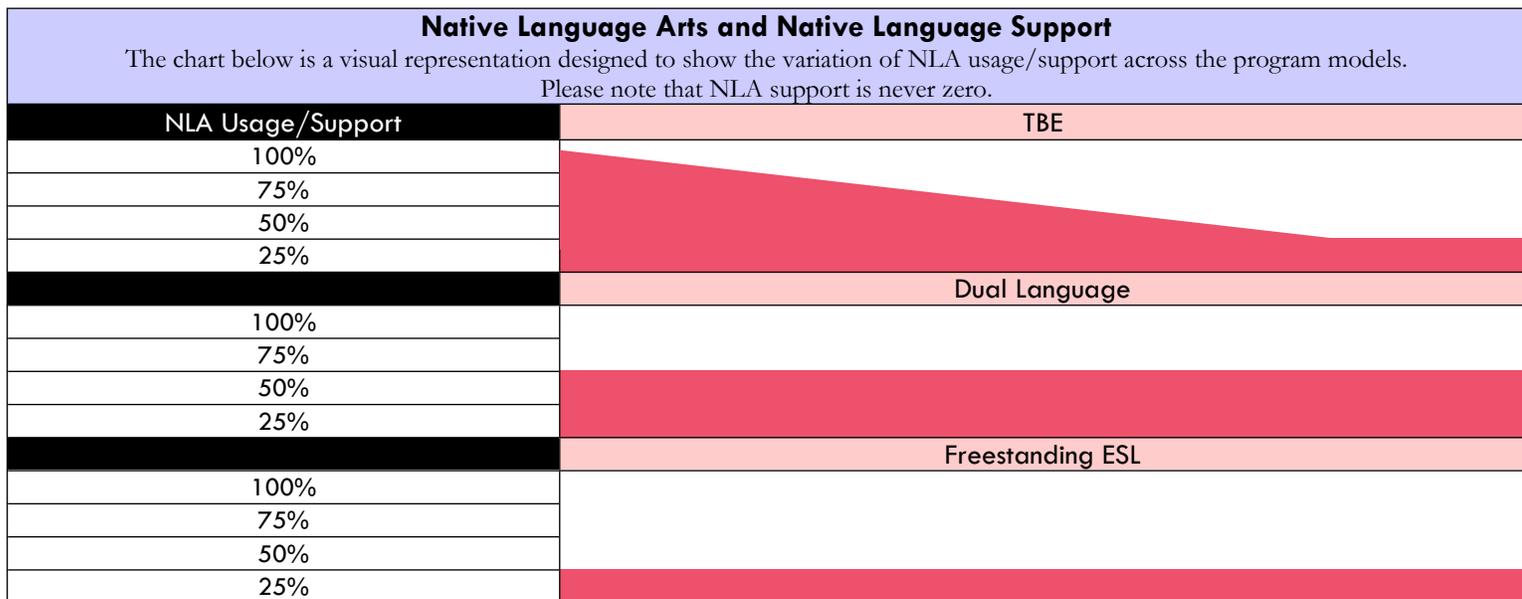
**X. Plan for Special Needs Students**

At P.S. 123K our special need students plan ensures that teachers of students with IEP's are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. We make sure that there is constant collaboration between the ESL teacher, the classroom teacher and the IEP contact person. The data specialist works with all the teachers involved to promote and engage instruction to fit the needs of all the students.

ste response to questions 1-4 here

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Our targeted intervention programs at P.S. 123K include but are not limited to Extended Morning and After School Programs. During these times, our ELLs receive assistance and intervention in ELA, math, reading and/or writing. In addition, targeted intervention is provided for our ELLs based on the inquiry criteria in the classroom about 3 to 4 times a week. Students get guided practice in the class in reading, math and/or writing. Guided practice is provided via small group and/or differentiated instruction. Our ELLs are afforded equal access to all school programs.

ELLs who reach proficiency in 2 years get one year maintenance in a ESL class if there is room. If there is no room, the teacher is informed of their former ELL status and required to monitor progress.

In order to assist and track progress, we have implemented a periodic assessment using the NYSESLAT sampler. This assessment will allow us to monitor the students progress with a baseline, midline and endline. The data of this test will be used to monitor strengths and weaknesses. It will allow teachers to focus on specific modalities to help the students improve and show growth on the NYSESLAT.

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All teachers at P.S. 123K receive professional development. All teachers service present ELLs or former ELLs. Therefore, every PD is based with that in mind. All teachers will receive PD in treasures, envisions, data analysis, ESL compliance, ESL techniques and strategies, extended morning and writing. Included in this is how ESL strategies and techniques can be incorporated in all content areas. All teachers at P.S. 123K get more than 7.5 hours of ELL training.

#### E. Parental Involvement

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

Parent involvement at P.s. 123K is very high. We have:

- Parent Classes: We offer several classes weekly for parents in ESL, computer, literacy, math, nutrition, arts and crafts. We have special sessions that focus on HIV, and citizenship classes. In addition, we have parent workshops delivered in Spanish by school staff on various topics of interest, including curricular and technology. Our parent Association has a parent lending library. Parents have the opportunity to borrow books in a variety of languages. Books vary from specific genres to self help books.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, such as mother's day, father's day, family day, and various cultural events.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		13	4	6	2	3								28
Intermediate(I)		18	11	13	8	2								52
Advanced (A)		9	24	18	15	14								80

Total	0	40	39	37	25	19	0	0	0	0	0	0	0	160
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	2	0	0	1							
	I		14	16	6	1	2							
	A		12	17	12	11	10							
	P		4	4	17	17	6							
READING/ WRITING	B		13	1	6	3	3							
	I		16	10	13	12	2							
	A		15	5	18	11	12							
	P		6	19	0	0	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	2
4	13	8	2	0	23
5	1	13	0	0	14
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4	8		10		5		1		24
5	1		15		1		0		17
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		10		14		2		31
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	13		5		8		0		26
8									0
NYSAA Bilingual Spe Ed									0

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

**Additional Information**

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		