Department of Education

P.S. 127 K
THE MCKINLEY PARK SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 20K127
ADDRESS: 7805 – 7TH AVENUE
TELEPHONE: 718-833-2323
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 127 **SCHOOL NAME:** The McKinley Park School

SCHOOL ADDRESS: 7805 – 7th Avenue

SCHOOL TELEPHONE: 718-833-2323 **FAX:** 718-836-9427

SCHOOL CONTACT PERSON: Agatha Alicandro **EMAIL ADDRESS:** Aalicandro@ schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Karen Peet
PRINCIPAL:	Agatha Alicandro
UFT CHAPTER LEADER:	Irene Gaglio
PARENTS' ASSOCIATION PRESIDENT:	Robin Quiles and Mary Pederson
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** CFN # 410

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Karina Costantino

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
Agatha Alicandro	*Principal	
Irene Gaglio	*UFT Chapter Chairperson	
Robin Quiles	*PA/PTA Co-President	
Mary Pedersen	*PA/PTA Co-President	
Shoshana Urbina	Title I Parent Representative *(suggested, for Title I schools)*	
Linda Guerron	DC 37 Representative	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Maria Casale	IA Assistant Principal	
Karen Peet	Teacher	
Anita Kelly	Teacher	
Anna Maria Caruso	Teacher	
Fatima Abeer Ayesh	Parent	
Jennifer Reinhart	Parent	
Melanie Van de Graff	Parent	
Ellen Houser	Parent	

(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.

PS 127 is a small elementary school devoted to the educational development of all of our children. Our school embodies many diverse learners in kindergarten through grade five. We currently enroll 484 students. Our school seeks to provide a nurturing and supportive educational experience for each and every child. As a school community, we put great emphasis on our school motto, that is, BELIEVE! ACHIEVE! SUCCEED! Excellence is our goal. With this in mind, our students are empowered to believe in themselves, achieve their fullest potential, and succeed in meeting high standards of excellence.

All of our classes are heterogeneously grouped with students of mixed ability levels. We have general education classes on all of our grades; collaborative team teaching classes in kindergarten and grades one, two, three and four and a grade 4-5 bridge class that is a self-contained special education class.

Dyker Heights is a changing community that has welcomed many new residents from all over the globe. A typical ESL class on any grade will be comprised of students speaking many different home languages including Arabic, Chinese, Spanish, Urdu, Russian, Polish, Albanian and Korean. It is our goal to welcome all of our families and celebrate our cultures and languages together.

Students learn through a differentiated, balanced approach to literacy and numeracy. The workshop model effectively allows our teachers to deliver instruction in multiple ways. We provide our students with a variety of teaching methodologies which are designed to promote maximum learning opportunities for educational growth and development. Children are supported at each level of learning through differentiated instruction. Technology is an important tool we use to support instruction. Using different learning modalities we strive to meet the needs of individual learners.

PS 127's arts teachers/specialists bring lessons to the children in visual arts (art history and creating art) and music (recorder and keyboard lessons, general and choral music). Staff and contracted arts specialists bring dance and movement into the school including ballroom dancing through our partnership with American Ballroom Theater. The arts are celebrated all-year-round through concerts, exhibitions, and festivals.

Academic intervention services are provided by teachers in small groups that focus on the specific needs of our students identified through one-to-one conferences with students, NYS and NYC approved assessments and teacher-made assessments. We also have trained teachers implementing Reading Recovery to help struggling first graders. In addition, we provide Reading Rescue and Leveled Literacy Interventions for students in other grades that benefit from intensive, individual and small group instruction.

The extended day program serves both mandated and voluntary students. Mandated students receive small-group academic intervention services two days each week. Our voluntary enrichment programs include; "Keys to Music", an electronic keyboard program," Amazing Artists", a visual arts

program, and “Rhyme, Rhythm and Music”, a program designed to develop listening and oral language skills.

Our Competent Kids Caring Classrooms program provides social-emotional education activities for all students. This program also includes a Book of the Month literacy component.

Professional Development is an essential ingredient in our formula for success. Literacy Support Systems, AUSSIE, and Teacher’s College have provided the bulk of the professional learning activities for us in recent years. At this time, CFN #410 continues to support and provide professional development to all our staff members. The administration has also facilitated in-house turn-key training, inter-visitations to our own classrooms and other schools, common preparation periods for collaborative planning, and sharing of best practices. Our literacy/math coach supports new teachers and oversees our programs. Teachers are encouraged to seek professional learning experiences that improve their teaching skills.

Many students attend our after-school program provided through OST, the DOE and our community partner Young Dancers in Repertory. This after-school program focuses on art, music, and drama.

As the school community works collaboratively, we share the ultimate goal which is to create a community of life-long learners, writers, and mathematicians who have the necessary skills to become self directed, critical thinkers and problem solvers.

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					
School Name:	**P.S. 127 The McKinley Park School**				
District:	**20**	**DBN #:**	**20K127**	**School BEDS Code:**	**332000010127**

DEMOGRAPHICS									
Grades Served in 2009-10:	☐ Pre-K	√ K	√ 1	√ 2	√ 3	√ 4	√ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded			

Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Pre-K	0	0	0
Kindergarten	77	73	96
Grade 1	70	78	78
Grade 2	54	64	84
Grade 3	56	50	65
Grade 4	57	58	49
Grade 5	55	63	54
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	0	0
Total	369	386	426

Attendance: *% of days students attended**			
(As of June 30)	2007-08	2008-09	2009-10
	93.7	93.8	

Student Stability: *% of Enrollment*			
(As of June 30)	2007-08	2008-09	2009-10
	90.1	94.0	

Poverty Rate: *% of Enrollment*			
(As of October 31)	2007-08	2008-09	2009-10
	69.8	72.4	78.0

Students in Temporary Housing: *Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
	11	6	

Recent Immigrants: *Total Number*			
(As of October 31)	2007-08	2008-09	2009-10
	6	3	5

Special Education Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	11	11	12
No. in Collaborative Team Teaching (CTT) Classes	11	11	38
Number all others	12	22	21
These students are included in the enrollment information above.			

Suspensions: *(OSYD Reporting) – Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	1	0	
Superintendent Suspensions	0	2	

DEMOGRAPHICS

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	71	62	83
# ELLs with IEPs	0	0	16
These students are included in the General and Special Education enrollment information above.			

Overage Students: *# entering students overage for grade*			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	

Ethnicity and Gender: % of Enrollment			
(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0	0	0
Black or African American	1.4	1.3	1.2
Hispanic or Latino	20.3	22.8	21.8
Asian or Native Hawaiian/Other Pacific Isl.	18.4	14.5	14.1
White	59.9	61.4	61.7
Multi-racial			
Male	48.5	51.0	51.4
Female	51.5	49.0	48.6

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

Number of Staff: *Includes all full-time staff*			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	33	32	
Number of Administrators and Other Professionals	7	7	
Number of Educational Paraprofessionals	2	1	

Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10
% fully licensed & permanently assigned to this school	100.0	100.0	
Percent more than two years teaching in this school	60.6	75.0	
Percent more than five years teaching anywhere	57.6	59.4	
Percent Masters Degree or higher	94.0	97.0	
Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.1	100.0	

2009-10 TITLE I STATUS

√ **Title I Schoolwide Program (SWP)**	☐ **Title I Targeted Assistance**	☐ **Non-Title I**

Years the School Received Title I Part A Funding:	√ **2006-07**	√ **2007-08**	√ **2008-09**	√ **2009-10**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes ☐ No √ | **If yes, area(s) of SURR identification:**

Designated as a Persistently Lowest-Achieving (PLA) School: Yes ☐ No ☐

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Differentiated Accountability Phase (Check ✓)		**Category** (Check ✓)		
		Basic	**Focused**	**Comprehensive**
In Good Standing (IGS)	√			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	**Elementary/Middle Level** (✓)		**Secondary Level** (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√SH	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2008-09			**Quality Review Results – 2008-09**	
Overall Letter Grade	B		**Overall Evaluation:**	
Overall Score	65.3		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.7		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.4		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.4		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8		Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.				

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?

Performance Trends

Performance levels have remained high in Science & Social Studies; however we have seen a decrease in school performance and school progress in ELA & Math. This continues to be an area of concern in which we will remain focused. Using ARIS and NYStart, we have identified targeted areas of instruction and types of questions that students had difficulty with. We will work collaboratively to plan appropriately, targeted instruction. We are now focusing on vertical planning, as seen through the Common Core Standards.

Our ELL population is growing through the grades. Students take the NYSESLAT each year until they "test out". By the time many of these students reach grade 3, when they begin taking the ELA and Math tests, they are no longer in the ELL category. We can see that our ELL students do show steady progress in moving from beginning ELL to advanced ELL levels. This progress is monitored yearly through the NYSESLAT and through classroom assessments and observations.

Periodic Assessments are given to students throughout the school year from kindergarten through grade 5. All classes are presently administering the Fountas & Pinnell Benchmark Assessments. Teachers also use running records and writing to measure growth. Class data folders that carefully monitor growth are maintained by all teachers.

In addition, in grades 3-5 the progress report indicates that performance and growth were weak. We are working to differentiate instruction to meet the needs of all of our learners. We are most successful with children that perform at lower levels. Academic Intervention Services, extended time instruction, and careful monitoring by the Pupil Personnel Team and School Assessment Team have helped these students progress. However, the school continues to struggle in boosting performance and progress in our students at or above grade level. For the most part, in classroom assessments, we do see progress. The school inquiry teams, the instructional team, and the school leadership team are all in agreement that instruction needs to be better differentiated for each group of students. We are looking for rigorous instruction that will enrich and challenge higher order thinking skills through varied

levels of questioning using Bloom's Taxonomy. In addition, the instruction that is provided by the support staff needs to be looked at more closely so that it can be aligned to the work that is being done in the classroom.

Greatest Accomplishment.

Despite budget cuts we have been able to maintain instructional, arts and social development programs for our students as well as professional development for our staff. A self-contained special education class and the growth through the grades (K, 1, 2, 3 and 4) of collaborative team teaching classes have enhanced our programs and services to the children. Regarding the special education population, we are also proud of the fact that we have been able to place several children in less restrictive environments during the past three years because they have made significant progress in our programs. The continuation of an after-school program through DYCD and OST in partnership with our long-time community partner, Young Dancers in Repertory, has been a great help to our families. Free after-school care in a safe and orderly environment has made life much easier for 110 of our students. This program also provides childcare, fun and engaging activities during school recesses and vacation periods. We are also participating in Reach the World program, which is an online program in which the students follow travelers on a journey to other countries. Students have the opportunity to use the online site to engage in studies of other countries and connect via video conferences with travelers abroad. This is increasing their cultural awareness and incorporating technology into the curriculum. Our Pupil Personnel Team has increased its effectiveness in recent years. The team communicates well with all constituencies in the school. Teachers are using tiered activities to identify students that consistently show special needs over time. These children are referred to the team. The team gathers information about each case and discusses it at length before making recommendations on how to proceed. At risk services are put in place for a period of time and the child is observed carefully. If the team finds that the child's situation requires an evaluation then, the process is carried out in a timely manner.

Most significant aids or barriers to schools continuous improvement

The most significant aid to the school's continuous improvement is the stable and talented teaching staff and support teams in the school. The cooperation and involvement of our parents is also a great help. As long as we continue to function as a school family that takes care of all of our children, we will continue to do well.

Barriers that we face include the need to increase student progress and performance on the ELA & Math State Tests. Many of our children do score levels 2 & 3; however they do not make progress. We are working on incorporating more rigorous teaching strategies and planning instruction aligned with the Common Core State Standards in order to increase student achievement. In addition to this, we face an inadequate facility that is more than 100 years old and budget loss. This old school building is in good condition because it has been cared for by its inhabitants. However, the funding needed to keep it modernized to meet the needs of 21st century students and educators is inadequate. Lack of power, proper wiring, updated computer hardware and modern electronic equipment are problems we face. Because of the age of the building, upgrades and any work on the building requires asbestos abatement that is costly and time consuming.

We still do not have a real gymnasium where we can conduct physical education activities. Despite this difficulty, we intend to fully participate in FitnessGram during this school year. The City Council has also helped us to fund the renovation of our school yard to include play equipment, repaving, painting of games and a track. Our cafeteria is too small to prepare and serve all of the free lunches to which our students are entitled. Each side of the cafeteria can safely accommodate barely 100 of the 484 students in the school in one seating. This necessitates the scheduling of 3 lunch periods daily, as well as, a very crowded breakfast program. This year, we have incorporated a flip lunch schedule to alleviate some of crowding in the lunchroom. Each year, the administration struggles with the budget to make sure all of our basic needs are funded. With our PTA, we use every opportunity to ask for or find (through fund-raising) additional monies to buy services and materials we need to support our basic programs. We also seek free opportunities to support or improve our facility such as NY Cares Day when we have had crews of college students and corporate volunteers work with us to clean, paint and beautify our building.

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.*

Goal #1:
In June 2010, 50% of our students achieved proficiency in English Language Art.
By June 2011, 55% of our students will achieve proficiency in English Language Art.

Teachers will be supported as they work together to develop rigorous instructional strategies aligned to the Common Core State Standards. Teacher teams will focus on inquiry, student outcomes, reviewing data, engaging in goal setting, and revising practices. Workshops will be scheduled for parents to attend in order to keep them informed.

Goal #2:
In June 2010, 63% of our students achieved proficiency in Mathematics.
By June 2011, 68% of our students will achieve proficiency in Mathematics.

Teachers will be supported as they work together to develop rigorous instructional strategies aligned to the Common Core State Standards. Teacher teams will focus on inquiry, student outcomes, reviewing data, engaging in goal setting, and revising practices. Workshops will be scheduled for parents to attend in order to keep them informed.

Goal #3:
By June 2011, 90 % of teachers will improve in their ability to differentiate instruction in order to address the needs of students with varying reading levels in one class.

The workshop model allows a multitude of opportunities for students to learn at their level. Teachers will utilize conference notes, the analysis of running records, and work samples to group the children according to their appropriate levels. By increasing teachers' proficiency in using data to drive instruction, the needs of each individual will be addressed.

Goal #4:
By June 2011, teachers and students of Grades 3, 4, and 5 will develop global competence by connecting volunteer travelers with each classroom via the Internet.

A "Reach The World" program will be implemented in the classes on grades 3, 4, and 5. This program will support the integration of SMARTboards to enhance teaching and learning. The students will be exposed to using technology and digital media as they enhance their reading, writing, speaking, listening and language use. As a result of the students' participation in this program, the students will become proficient in new areas through research and study.

Goal #5:
By June 2011, there will be a 5% increase in parent involvement in school-wide events, parent workshops, and PTA meetings.

Parents will be respected and recognized as partners in their children's education. They will be encouraged to participate more actively in the school community. The increased parent involvement will enable the school to better serve the students.

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): ELA

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**In June 2010, 50% of our students achieved proficiency in English Language Art.** **By June 2011, 55% of our students will achieve proficiency in English Language Art.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	In order to empower teachers to improve student achievement and close the achievement gap, one out of the three extended day blocks will be used for teacher teams to focus on inquiry, student outcomes, reviewing data, engaging in goal setting, and revising practices. The administration and teachers will attend workshops to obtain the knowledge of the Common Core State Standard documents. Teachers will attend a series of workshops provided by CFN #410 to Look at Student Work through the Common Core State Standards. Teachers will be supported as they work together to develop rigorous instructional strategies aligned to the Common Core State Standards. Workshops will be scheduled for parents to attend in order to keep them informed about the Common Core State Standards, the new Benchmark Reading Levels, Ways to Monitor Student Progress, and How to Use Data to Support their Children at home. Teachers will analyze performance data including, the Fountas & Pinnell Assessments, Conference Notes, Running Records, Guided Reading Tracker, Instructionally Targeted Assessments, Predictive Assessment, and the New York State ELA exam. Teachers will work collaboratively as they align instruction to the grade-level and individual

	goals. They will reflect and revise the curriculum maps, rubrics, and checklists. All classes will have daily reading and writing instruction delivered through a workshop model, including shared reading, guided reading, read-aloud, mini-lessons, and individual conferences with students. Word Study will be incorporated daily. Teachers will focus on higher level questioning designed to boost comprehension. Enrichment through the arts and technology will be integrated into daily lessons. Differentiated instructional strategies will be used to address needs of all students. Academic Intervention Services will be provided to targeted students to strengthen their reading strategies and enhance their reading comprehension. All classroom teachers have at least three common preps a week. In addition, a sixth prep for all teachers has also been provided for professional development. Professional development will be provided by the coach, administration, CFN #410, and educational consultants. Inter-visitations will be set up within the school and at other schools.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Adequate funds will be allocated to contracted professional development providers and our literacy/math coach for the delivery of professional development. Per-diem funds will be utilized so all pedagogues can participate in high quality professional development and inter-visitations
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Student Interim Progress Reports • On-Demand Writing Pieces • Reading and Math Data Folders • Agendas and Sign-in Sheets • School Share Fair • Formal and Informal Observations

Subject/Area (where relevant): Mathematics

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**In June 2010, 63% of our students achieved proficiency in Mathematics.** **By June 2011, 68% of our students will achieve proficiency in Mathematics.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	In order to empower teachers to improve student achievement and close the achievement gap, one out of the three extended day blocks will be used for teacher teams to focus on inquiry, student outcomes, reviewing data, engaging in goal setting, and revising practices. The administration and teachers will attend workshops to obtain the knowledge of the Common Core State Standard documents. Teachers will attend a series of workshops provided by CFN #410 to Look at Student Work Through the Common Core State Standards with a focus on mathematics. Teachers will be supported as they work together to develop rigorous instructional strategies aligned to the Common Core State Standards. Workshops will be scheduled for parents to attend in order to keep them informed about the Common Core State Standards, Everyday Mathematics Content Strands, Ways to Help Reinforce their Children's Math Learning at Home, Math Practice Through Games, and How to Use Data to Support their Children at home. Teachers will analyze performance data including, Home/Study Links, Ongoing and Periodic Assessments, Self Assessments, Individual Profile of Progress, Class Checklists, Oral/Slate Assessments, Instructionally Targeted Assessments, Predictive Assessment, and the New York State Math exam. Teachers will track progress using a math data folder which includes goals for each unit. Teachers will work collaboratively as they align instruction to the grade-level and individual goals.

	All classes will have daily math instruction delivered through a workshop model, including Mental Math and Reflexes, Math Message, whole class discussion/mini-lesson, small group/independent activities, and Everyday Mathematics games when applicable. Teachers will focus on higher level questioning designed to increase understanding of mathematical concepts and vocabulary. Teachers will implement the Differentiation Options for Readiness, Enrichment, and ELL Support. All classroom teachers have at least three common preps a week. In addition, a sixth prep for all teachers has also been provided for professional development. Professional development will be provided by the coach, administration, CFN #410, and educational consultants. Inter-visitations will be set up within the school and at other schools. A part-time Math AIS provider will be supporting students in targeted strategy-specific instruction and practice in learning key mathematical concepts.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Adequate funds will be allocated to contracted professional development providers and our literacy/math coach for the delivery of professional development. Per-diem funds will be utilized so all pedagogues can participate in high quality professional development and inter-visitations.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Student Work • Reading and Math Data Folders • Agendas and Sign-in Sheets • Teacher Lesson Plans • Curriculum Mapping • Class Visits • Formal and Informal Observations • Inquiry Work

Subject/Area (where relevant): Differentiated Instruction

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2011, 90 % of teachers will improve in their ability to differentiate instruction in order to address the needs of students with varying reading levels in one class.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	The workshop model allows a multitude of opportunities for students to learn at their level. Teachers will utilize conference notes, the analysis of running records, and work samples to group the children according to their appropriate levels. By increasing teachers' proficiency in using data to drive instruction, the needs of each individual will be addressed. Guided reading and individual conferences along with tiered activities will be provided as a part of daily classroom instruction. Strategy and skill groups will be formed to target specific areas of instruction. Conference notes will be used to guide instruction and to assist students in setting individual goals for learning. Teachers will monitor student progress through the use of data folders. Through ongoing assessments, teachers group students according to the students' ability levels in both literacy and mathematics. Teachers will modify instruction for those students with IEPs. Teachers will engage all students in each lesson through the use of questioning aimed at different levels of thinking**.** Rubrics will be created and used to measure different levels of competency. Students will use checklists to self-assess. Teachers will engage in professional development to enhance their skills in teaching, monitoring, and assessing the needs of individual students. Ongoing training will be provided to support teachers in the use of ARIS and ACUITY. Classroom libraries will be leveled. Teachers will confer with individual students to meet their individual needs. Teachers will help students learn to analyze, evaluate, compare and contrast, critique, and judge. Teachers will be trained in the use of ARIS and ACUITY.

	Teachers will utilize the data to monitor student progress and adapt individual goals properly. Teachers will engage in professional development to enhance their skills in teaching, monitoring, and assessing the needs of individual students. The administration, coach, and data specialist will meet with teachers to discuss how data should inform planning and drive instruction.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Adequate funds will be allocated to contracted professional development providers and our literacy/math coach for the delivery of professional development. Per-diem funds will be utilized so all pedagogues can participate in high quality professional development.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Teacher Lesson Plans • Assessment Binders • Student Work • Conference Notes • Classroom Observations • Informal Class Visits • Informal and Formal Observations • Write-ups of Learning Rounds

Subject/Area (where relevant): Technology/Cultural Awareness

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2011, teachers and students of Grades 3, 4, and 5 will develop global competence by connecting volunteer travelers with each classroom via the Internet.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	A "Reach The World" program will be implemented in the classes on grades 3, 4, and 5. This program will support the integration of SMARTboards to enhance teaching and learning. The students will be exposed to using technology and digital media as they enhance their reading, writing, speaking, listening and language use. As a result of the students' participation in this program, the students will become proficient in new areas through research and study. Teachers of Grades 3, 4, and 5 will learn how to enhance their curriculum, while also discover how to give their students a way to connect to a broader world at a time when intercultural understanding is more critical than ever. Reach The World will link students and teachers to online, global journeys which are interactive and real life learning experiences. Through this program, the teachers of Grades 3, 4, and 5 will be given videoconferencing services, professional development, and tech support. A member of their Interns Program will train teachers to use technology and integrate interdisciplinary materials into the curriculum. Students will build strong content knowledge while employing technology and enhancing their reading, writing, speaking, listening, and language use.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Adequate funding will be allocated to support the implementation of the Reach the World Program .

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Teachers of Grades 3, 4, and 5 will use Reach The World's online content at least once a week and custom design at least one curricular unit in partnership with their intern and the Reach The World staff. Reach The World will enable the teachers to use online journeys to provide students with rich opportunities to communicate, develop new skills, and learn about the world from travelers. The students of Grades 3, 4, and 5 will gain the value of geography and vocabulary development. The students' work and classroom visits during the video conferences and lessons will also provide evidence of the students' deep understanding of the content knowledge.

Subject/Area (where relevant): Parental Involvement

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2011, there will be a 5% increase in parent involvement in school-wide events, parent workshops, and PTA meetings**.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Parents will be respected and recognized as partners in their children's education. They will be encouraged to participate more actively in the school community. The increased parent involvement will enable the school to better serve the students. A parent questionnaire will be distributed to all parents. Parent workshops will be provided. These workshops will be facilitated by the Parent Coordinator, teachers, guidance counselors, and guest speakers. Parents and Guardians will be invited to participate in Curriculum Conferences, Open School Week, Parent-Teacher Conferences, publishing parties, and school-wide activities. The Parent-Teacher Association and Executive Board meetings will be scheduled monthly. Student of the Month certificates will be distributed at PTA meetings. Two PTA liaisons (a lower grade and upper grade teacher) will be selected to attend the meetings and keep open lines of communication among the teachers and parents. The School Leadership Team will meet monthly. A school website will include calendar of events and educational resources. A monthly newsletter will send a message from members of our school community to all of our families and friends of PS 127. A monthly calendar of school-wide events and activities will also be distributed. As a result of obtaining the ARIS Parent Link grant, a Parent Room will be set up and available for parents to use daily. Parents will have access to the internet as well as professional publications.

	The Parent Coordinator will continue to work closely with the school staff, parents, and community organizations. She will continue to attend the Parent-Teacher Association meetings, Executive Board meetings, and community events. The Parent Coordinator will assist the members of the PTA in organizing school events to increase parental and community involvement. She will be attending a series of workshops that will be provided by CFN #410. A Parent Suggestion box will be available for parents to share their thoughts, wishes, and concerns. The Over-the-Phone Interpretation Services will be utilized by the school community when necessary. Letters to parents will be distributed in different languages.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Parent Involvement funds as well as Translation and Interpretation funds will be utilized for these activities.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Agendas • Sign-in Sheets • Notes from Meetings • Feedback Forms / Suggestions • An increased score on the Parent Survey of the Learning Environment Survey will measure the overall annual gains.

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	9	9	N/A	N/A	3	1	1	16
1	65	49	N/A	N/A	7	2	2	12
2	49	33	N/A	N/A	6	0	0	8
3	62	47	N/A	N/A	5	1	7	14
4	63	43	63	63	11	0	0	12
5	31	26	31	31	7	0	0	13
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)	**Description:** Provide a brief description of **each** 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.).
ELA:	• Small group instruction (push-in/pull-out) with the reading specialists during the school day • Small group instruction during the extended day (10 or less students per teacher or 5 or less special education students per teacher) • Reading Recovery (1:1 for 30 minutes each day for 20 weeks) • Wilson (small group with classroom teacher or paraprofessional • Fundations (whole class instruction supported by 1:1 or small group reinforcement) • At-risk SETSS (8 or less pupils with a special education teacher in pull-out instructional group for 45 minutes each day) • Reading Rescue (small group reading intervention program) • Soar to Success(3rd grade, 3x's a week) & (4th grade, every other week) • One to One tutoring by Learning Leader volunteer (1:1 or small group tutoring in the classroom focusing on instructional needs during class instructional time • Peer Tutoring (partner work in the classroom) • Extended Time program (2 days per week for 50 minute intervals in small group setting using a variety of learning methodologies including but not limited to technology supported practice, guided reading and writing, interactive read-aloud, Wilson, Fundations, LLI, Reading Recovery and TC Reading & Writing methodology • Leveled Literacy Intervention (LLI) (3:1 with a trained teacher who utilizes the program during the extended day -2 days per week for 50 minutes • Test Prep_ focused instruction in building and strengthening test taking skills and strategies offered during extended time and after school for a limited number of weeks prior to the NYS ELA & Math test • ESL support (10 beginner level students with one ESL teacher during extended time 3 days per week for 50 minutes, also utilizes Imagine Learning online tutorial program

Mathematics:	• Small group instruction (push-in/pull out) during school day • Small group instruction offered during the extended day (designed to reinforce Everyday Math lessons using manipulatives, games and extension activities • One-to One tutoring by Learning Leader volunteer • At –risk SETSS (8 or less pupils with a special education teacher in pull-out instructional group for 45 minutes each day • Test Prep-strategies and approaches to performing on the NYS Math test to be implemented for a limited number of weeks prior to the test
Science:	• Extra support is provided by the classroom teacher, cluster teachers, and extended day teachers through the use of hands-on activities, content area big books as well as inquiry based learning through discovery learning approaches, field trips, leveled reading material in the content areas. In addition, the teachers of academic intervention services provide support in the content area through the reading of nonfiction and content area based texts.
Social Studies:	• Extra support is provided by the classroom teacher, cluster teachers, and extended day teachers to include hands-on learning activities, working with primary source material, documents and artifacts, content area big books & leveled reading material as well as field trips. In addition, the teachers of academic intervention services provide support in the content area through the reading of nonfiction and content area based texts.
At-risk Services Provided by the Guidance Counselor:	• Assist students in need as a result of PPT meetings, teacher observations and crisis needs of students • Small group or individual counseling as needed • Uses literature, games and hands on activities • Uses positive reinforcement and techniques to promote self esteem and positive behaviors • Parent outreach
At-risk Services Provided by the School Psychologist:	• Provides services to students as needed as a result of the PPT meetings • Provides Individual crisis counseling • Supports CTT teachers and Special Education teachers in designing and implementing FBA & BIP plans • Seeks to coordinate services as a result of evaluation process • Parent Outreach
At-risk Services Provided by the Social Worker:	• Provides services to students as needed as a result of the PPT meetings • Provides crisis counseling on a needs basis • Helps to reinforce & achieve desired student outcome • Parent outreach
At-risk Health-related Services:	• Open-Airways training provided by school nurse for students diagnosed with asthma-Series of lessons to teach and train children on how to manage their condition and when to seek assistance • Contact with parents by school nurse or guidance counselor with assistance from school

	administrator (as needed) regarding at-risk health related issues • Speech-small group or 1:1 as mandated or recommended by SBST (short-term services) • OT-mandated services as per IEP to support academic growth • PT-mandated services as per IEP to support academic growth

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.

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:** 98 LEP 0 **Non-LEP**

Number of Teachers: 1 Full Time Teacher **Other Staff (Specify):** 1 F-Status (Part-Time) Teacher
1 Guidance Counselor

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.

Historically, PS 127 has had very limited response from LEP students for after school and weekend programs because the majority of our LEP students are in the early grades. The school day becomes too long for the children, especially on Monday, Tuesday and when we have 100 minutes of extended time instruction for the children already in place. Saturdays have not been popular either, again because of the age of the children. Due to our growing population of ELL students, the administration recognizes the necessity for students to have an additional guidance counselor to support our ELL population. The guidance counselor will collaborate with the ESL teacher s that deliver mandated services for information and data that will inform her work with each LEP student. P.S.127 will be implementing an interactive Software program for our English Language Learners called Imagine Learning English. This program is specifically designed to meet the ELL student's individual needs. ELL students at all levels of language acquisition in grades 2-5 will be participating. This program also provides native language support for beginning level students. Students will be able to use the software program daily for up to 30 minutes. Because the program is online, it can be accessed anywhere in the school building through our wireless internet.

Using this program ELL students will be provided with follow-up practice assignments that will be done on a laptop computer in the ESL classroom or back in their own classroom. The assignments will be on targeted skills determined by the ESL teacher to be areas of need for the student. The student will be able to complete the leveled assignment at his/her own pace each day. The certified ESL teachers and classroom teacher will be able to retrieve reports on the student's progress. Parents will also be able to receive reports about their children's work in this program.

The ESL teacher and classroom teacher have analyzed the data provided for ELL students from the NYSESLAT, NYS ELA, periodic assessments and the classroom teacher's literacy data folders (info from classroom assessments), conference notes, observation notes and writing portfolios. On every grade it has been found that students are performing at many different levels of proficiency. Teachers are in need of ways to address the individual needs of their students after teaching lessons to the class or group of learners. The concept lessons can be taught to the group or class but the practice material needs to be tiered. Imagine Learning English will provide a way for teacher to tier the practice material.

ELL students in grades K-5 will participate in an arts enrichment residency program in script writing and performance from Learning Through Expanded Arts Program, Inc. (LEAP). The specially designed program addresses the needs of students with limited English proficiency and creates a language rich environment where all students can succeed. A variety of learning approaches and hands on activities will focus on developing oral and written communication skills. A certified teaching artist (that has been trained to work with ELL students) will provide additional time working with the ESL teacher and ELL students using the four modalities (speaking, listening, reading and writing) through a script writing and performance program. The artist will provide these services through a weekly residency program that will last 7 weeks; each participating group meeting with her for one hour workshops during the school day. The ESL teacher and the classroom teacher will participate in the workshops so they can extend the activities once the artist leaves. At the end of the 7 week residency, the participating ELL students will have the opportunity to present their work in a performance. Various venues will be offered (small group, classroom, grade, assembly, parents, etc.) so that students can present in one that is comfortable for them.

The LEAP scriptwriting and performance program was selected because it is an activity that all ELL students can participate in during the school year and develop skills in English language public speaking. This program will provide students with a way to use their strengths and the skills they are learning to create presentations that they will share with their peers and parents.

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.

All Teachers in the school will attend a LEAP workshop where the teaching artist will present and involve them in various ways to use theater arts to encourage participation of ELL students in literacy and mathematical experiences. The strategies they will learn will be tailored specifically for the ELL population that may function at different levels of English proficiency. There will be no expense incurred to the Title 3 budget for teacher coverages.

Teachers will also gain skills and strategies in working with ELL students by participating in the workshops with the children when they work with their LEAP artist. These are techniques that teachers will be able to incorporate in their daily teaching and work with ELL students and other learners. The administration will facilitate the participation of the ESL and classroom teachers through flexible programming on residency workshop days. Time will also be provided for teachers to debrief and collaborate (articulation and professional development periods are already built into the school schedule).

Parent and Community Participation

Imagine Learning English includes a component through which reports can be generated for parents so they can see their children's progress. The school will be sending home these reports periodically. The program includes a way to generate the reports in most of the home languages of our students. This will be very helpful to our parents. Our PTA will provide opportunity for the ESL teacher and her students to demonstrate the program (via SmartBoard) at a general PTA meeting.

At the beginning of the LEAP residency program all parents of participating students will be notified about the activity. We will ask them to save a date for a performance at the end of the residency. Parents of participating students and other school community members will be invited to various performances and presentations of the participants of the script writing program from LEAP as the culminating activity. The students will be working on their scripts with the goal of performing for an audience (their parents, teachers and peers).

Section III. Title III Budget

School: PS 127 McKinley Park School **BEDS Code: 332000010127**

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits)	$5,672	Partially funded two-day F status guidance counselor ($276.79x20days)
Purchased services	$3,200	LEAP arts enrichment residency program for ELL students
Supplies and materials	$2,828	Class sets of bilingual books and various materials to support the program
Educational Software (Object Code 199)	$3,300	Funding for continued Imagine Learning software usage, as well as the purchase of 17 additional program licenses
Travel	$0	n/a
Other	$0	n/a
TOTAL	$15,000	

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

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.

   During the registration process, each family is asked to inform us of the language in which they would like to receive written communications if available. This is done through the telephone translation service if needed. The school's Parent Coordinator also speaks to parents that come to the office and asks them about language preferences when appropriate. The ESL teachers meet with all of her students' parents each year at the start of mandated services and share the information through video presentations available in different languages. They note the parents' preferred languages and pass this information on to the pupil accounting secretary who then checks the records to ensure that we have the correct preferred language on record. The PTA executive board and officers as well as our Title 1 committee officers are aware of the availability of translation and oral interpretation services. They have been encouraged and assisted by the administration and Parent Coordinator to use these services as needed. The parent leadership is also very actively involved with the different language groups in our community. They provide us with valuable information from the groups in terms of their needs for translation or oral interpretation services.

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.

   All findings about our school community involving parents are shared through our PTA, SLT, and our Parent Coordinator. What we have found is that a small percentage of our parents need translated written materials. In many cases where the home language is other than English, there is a family member that does read and write English and the family prefers to receive the communications in English. We continue to offer the translations and only stop sending them at the request of the family. When we send out a communication about a parent workshop, we do ask if an attending parent would need oral interpretation services. If we do not have a parent or staff member available to do oral interpretations we will call a service.

Part B: Strategies and Activities

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

   School-wide communications for parents will be sent to the DOE translation unit to be translated into the major home languages needed in the school. PTA notices will be translated by the translation unit as needed. Brief notes regarding students' daily interactions will be translated by staff members that are fluent in the home language of the target family. Notes sent home regarding students but not involving confidential information may be translated in writing by a volunteer parent that is fluent in the language. If a translator is not available to do a written translation, the school may use the telephone translation service from the DOE to contact a parent. The DOE has also been able to provide translated communications online that are easily accessed by administrators and teachers. This has been very helpful.

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.

   Parent Committees and the PTA are aware that funds are available for translation services from outside contractors for meetings. Volunteers for most languages have come forward and do assist at many meetings. Many families bring their own translators to parent-teacher meetings. Using children as translators is discouraged. The DOE telephone translation service is used as 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.

   The DOE poster regarding translation services is prominently posted in the school lobby and in the main office as well. Notices about these services are sent home at the beginning of the school year.

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:	371,289	62,251	433,540
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,713	623	4,336
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,564	*	
4. Enter the anticipated 10% set-aside for Professional Development:	37,129	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____100%_____

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.

Title 1 Parent Involvement Policy for P.S. 127

P.S. 127, in compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. Our school's policy is designed to keep parents informed by actively involving parents in the planning and the decision making process. Parents are encouraged and welcomed to participate and become involved in the Leadership Team, Parent Association, and the Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school's community. Educational research demonstrates a positive correlation between parental involvement and student achievement. Our overall goal is to provide our parents with opportunities to become invested members of their school community in the following ways;

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 (b) 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.
- Build a home-school partnership that supports parental involvement where parents are meaningfully involved in understanding their child's educational needs and expectations
- Increase their understanding of their rights to support and sustain their child's education by being involved in the educational process
- The school will incorporate this parental involvement policy into it school improvement plan
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand
- Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities including ensuring that parents plat an integral role in assisting their child's learning and that parents are full partners in their child's education and are included, as appropriate, in decision-making and advisory committees to assist in the education of their child.

P.S. 127's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve upon the academic quality of the school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

In developing the P.S. 127 Title I Parent Involvement Policy, parents of the Title I participating students, parent members of the school's Parent Association (or Parent Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input.

To increase parental involvement P.S. 127 will:

- Actively involve and engage parents in planning, reviewing and improving the Title I program including the Parent Involvement Policy of the school.
- Engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parental involvement, including family literacy and parenting skills.
- Support school level committees that include parents who are members of the School Leadership Team, the Parent Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Maintain Parent Coordinators to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with Central Office for Family Engagement and Advocacy (OFEA).
- Conduct parent workshops with topics that may include; parenting skills, grade level curriculum expectations, literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system (e.g.., NCLB/State accountability status, student proficiency levels, Annual School Report card, Progress Report, Quality Review Report, Learning Environment Survey Report:)
- Host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program (s), their right to be involved in the program and the parent involvement requirements under Section1118 of Title I, Part A.
- Schedule additional parent meetings with flexible times, such as meetings I the morning and evening to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- Translate all critical documents and provide interpretation during meetings and events as needed.
- Conduct an annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

P.S. 127 will further encourage school level parental involvement by:

- Holding an annual Parent Curriculum Conference
- Hosting events/activities during Open School Week
- Encouraging meaningful parent participation in the School Leadership Teams and the Parent Association
- Supporting and hosting OFEA district Family Day events
- Establishing a Parent Resource Center
- Starting school clubs for parents and students (e.g., book clubs, chess, etc.)
- Hosting events for male parents/guardians and grandparents

- Encouraging more parents to become trained school volunteers through Learning Leaders.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Develop and distribute a school newsletter
- Provide school planners for daily written communication between school/teacher and the home

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.

P.S. 127 staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all students receive a fair and equitable education with high standards and academic rigor.

- *Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follow;*

- *Provide parents with frequent reports on their children's progress through report cards, progress reports, running records, and homework.*

- *Provide parents with reasonable access to the staff given specific times of availability and schedules for conferences*

- *Provide parents opportunities to volunteer and participate in class, and to observe classroom activities, as follows; during open school week, publishing parties or school events.*

- *Provide each parent with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.*

- *Ensure that the Parent Involvement Policy is shared and distributed as well as discussed with parents.*

Parent/Guardian Responsibilities

The Parent/Guardian will:

- *Monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;*
- *Ensure that my child comes to school prepared and well rested by setting a bedtime that is age appropriate*
- *Make sure that homework is completed and assist my child if necessary*
- *Read to my child and discuss what my child is reading each day (minimum 15 minutes per day).*
- *Set limits to the amount of time and what my child watches on television or plays video games*
- *Promote positive use of my child's extracurricular time such as; after school learning opportunities, clubs, team sports and/or quality family time*
- *Encourage my child to follow the school's rules and regulations and discuss this Compact with my child.*
- *Volunteer in my child's school either at the school or assisting from home in some way if time or scheduling permits*
- *Participate, as appropriate, in the decisions relating to my child's education. I will:*
- *Communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district*
- *Respond to surveys and notices when requested*
- *Become involved in developing, implementing, evaluating and revising the school-parent involvement policy.*
- *Participate in or request training that the school offers on teaching and learning strategies whenever possible*
- *Take part in the PTA or serve to the extent possible on policy advisory groups*
- *Share the responsibility for the improved student achievement of my child.*

Student Responsibilities

The students will:

- Attend school regularly and be on time for school
- Complete my homework and turn in all assignments on time
- Show respect for myself, other people and property
- Try to solve disagreements or conflicts peacefully
- Always try my best to be a good citizen

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.

(a) P.S. 127, has19 classes beginning with Kindergarten. We offer a wide array of classes to meet the needs of all our students. We serve 18 heterogeneously grouped classes that provide balanced literacy instruction using a workshop model approach. We provide small group instruction through guided reading, writing and math. P.S. 127 has a CTT class on grades K-4 and 1 self contained class (grades 4-5). We are able to support our at-risk students with 2 highly qualified teachers in each room. Our 1 self contained class is designed to help our special needs students to prosper socially and cognitively.

2. School-wide 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:
        - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        - Help provide an enriched and accelerated curriculum.
        - Meet the educational needs of historically underserved populations.
        - 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.
        - Are consistent with and are designed to implement State and local improvement, if any.

- Increase the amount and quality of learning time, such as extended day
- Help provide a rich and accelerated curriculum.
- Meet the educational 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 School-wide program.

P.S. 127 implements a balanced literacy approach to reading and writing. This highly effective approach teaches key concepts, strategies and skills in a very child centered environment. Our math program is the Everyday Math program which is a researched based hands on program. We use multiple resources to teach content areas such as textbooks, historical fiction, authentic documents, and software and internet.

3. Instruction by highly qualified staff.

   - Instruction at P.S 127 is delivered by highly qualified teachers (see page 7 School Demographics and Accountability snapshot-Teacher Qualifications.)

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.

   - Professional development is presented by our highly qualified coach. We address a wide variety of instructional topics in literacy, math and other content areas. Teachers on the grade meet regularly to improve instructional practices and reflect upon their teaching methodologies through the use of Teacher Rounds. Our curriculum maps are referred to as well data, which serves as a basis for our instruction. Our ESL teacher provides support in meeting the needs the various and differentiated needs of our English Language Learners. Our arts partners continue to expand our ability to integrate music, art, dancing and the visual arts into the daily lives of our students.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
   - We encourage all teachers to attend professional development opportunities to enhance their skills. Teachers attend workshops and they are supported on a daily basis through coaching.

6. Strategies to increase parental involvement through means such as family literacy services.

   - P.S. 127 offers throughout the year, parent workshops on balanced literacy, Everyday Mathematics, and City and State wide test preparation. Our Leadership Team surveys parents for suggestions of workshops that would be of interest. ESL parents attend workshops throughout the year.

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.

   - Most children of P.S. 127 enter Kindergarten after being at home or schooled by an outside daycare or preschool.

- We lead children into smooth transition into kindergarten by providing children and their parents with curriculum overviews as well as direct access to the parent coordinator. Our PPT will assess and plan appropriate intervention for any identified at risk K student. Parent workshops targeting students' needs will help support parents to help their children.
- 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.

9. 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.

- The school's Pupil Personnel Team serves as a resource to staff to modify or adjust instruction to students needing additional assistance. The team will create PIP's for students who have experienced failure. Academic intervention is offered as well as extended day services.

- Our teachers monitor student reading and writing levels on a quarterly basis using the Fountas and Pinnell system. Teachers also use predictive and interim assessments to monitor assessment results. City and State test results are shared with the Leadership Team and the P.T.A.

- 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.

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.

- We plan to consolidate our Federal, State and local resources to provide services to all our classes.

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Part D: TITLE 1 TARGET ASSISTANCE SCHOOL N/A

Directions: Describe how the school will implement the following components of a Title 1 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.

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 strengths the core academic program Of the school that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Helps provide an accelerated, high-quality curriculum, including applied learning; and
    c. Minimize removing children from regular classrooms during regular school hours;
4. Coordinate with and support the regular educational programs;
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 program.

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.e., Federal, State,*	**Program Funds Are "Conceptually"[1] Consolidated**	**Amount Contributed to Schoolwide Pool**	**Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of**

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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
– **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
– is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
– **Title 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.

	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	√			371,289	√	16-29
Title I, Part A (ARRA)	Federal	√			62, 251	√	16-29
Title II, Part A	Federal		√		223,871	√	32-35
Title III, Part A	Federal		√		15,000	√	36-43
Title IV	Federal			√	0		-
IDEA	Federal		√		145,772	√	16-29, 32-35
Tax Levy	Local	√			2,305,894	√	All

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.

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:
    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;

– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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[3] 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.

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.

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

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.)

0

2. Please describe the services you are planning to provide to the STH population.

   - A student (s) who comes to the school in temporary housing will be assessed academically as soon as possible and will be provided with small group instruction to help him/her with any academic delays. The Guidance Counselor and the Social Worker will reach out to the parent or guardian to offer assistance and access to community based supports as well as our after school programs. The Parent Coordinator will offer continuous support in accessing resources to aid in the academic development of the child.

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

School Name:	P.S. 127 Mckinley Park								
District:	20	**DBN:**	20K127	**School**		332000010127			

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				

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	73	96	92
Grade 1	78	78	101
Grade 2	64	84	80
Grade 3	50	65	87
Grade 4	58	49	63
Grade 5	63	54	57
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	0	2
Total	386	426	482

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	93.7	93.8	94.0

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	90.1	94.0	93.8

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	69.8	78.0	78.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	11	6	7

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	6	3	5

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	11	12	11
# in Collaborative Team Teaching (CTT) Classes	28	38	47
Number all others	22	21	26

These students are included in the enrollment information above.

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	1	0	1
Superintendent Suspensions	0	2	0

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

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	62	83	TBD
# ELLs with IEPs	0	16	TBD

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	33	32	36
Number of Administrators and Other Professionals	7	7	4
Number of Educational Paraprofessionals	2	1	6

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school			100.0	100.0	100.0
				% more than 2 years teaching in this school			60.6	75.0	94.4
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			57.6	59.4	86.1
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			94.0	97.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers			93.1	100.0	100.0
Black or African American	1.3	1.2	1.0						
Hispanic or Latino	22.8	21.8	21.6						
Asian or Native Hawaiian/Other Pacific	14.5	14.1	13.3						
White	61.4	61.7	63.9						
Male	51.0	51.4	52.9						
Female	49.0	48.6	47.1						

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

SURR School (Yes/No)		If yes,							

Overall NCLB/Diferentiated 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:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	D	**Overall Evaluation:**	WD
Overall Score:	25.8	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	7.6	Quality Statement 2: Plan and Set Goals	WD
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	5.5	Quality Statement 4: Align Capacity Building to Goals	WD
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	P
Student Progress:	11.9		
(Comprises 60% of the			
Additional Credit:	0.8		

KEY: AYP STATUS	**KEY: QUALITY REVIEW SCORE**
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

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 CFN #410	District 20	School Number 127	School Name McKinley Park School

Principal Agatha Alicandro	Assistant Principal Maria Casale (IA)
Coach Toni Ann Laudicina	Coach
Teacher/Subject Area Anna Maria Caruso/AIS	Guidance Counselor Dana Isaac
Teacher/Subject Area Caroline Nicolosi/ESL	Parent Fatima Ayesh
Teacher/Subject Area Annemarie Yeung/Second Grade	Parent Coordinator Rosann Vento
Related Service Provider	Other
Network Leader Altagracia Santana	Other

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	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	483	Total Number of ELLs	98	ELLs as Share of Total Student Population (%)	20.29%

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.

Part II: ELL Identification Process:

The initial identification process for students who may possibly be English Language Learners begins with the Home Language Identification Survey (HLIS), which is handed to parents upon the enrollment of their children at the school by the pupil personnel secretary in the language of their preference (the HLIS is available in 9 languages). A fully certified ESL teacher meets with parents at this time in an informal oral interview, when necessary the interview is conducted in the parents' first language. The ESL teacher then determines based on the HLIS formula what language is primarily spoken at home. Once the HLIS has been completed, OTELE codes are determined by an ESL teacher. If the OTELE code shows a language other than English is spoken, then the student is administered the Language Assessment Battery-Revised (LAB-R) by an ESL teacher within ten (10) days of students' enrollment. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB by a Spanish speaking pedagogue within the 10 days of enrollment to determine language dominance. Prior to being sent to the Scan Center, the LAB-R is hand scored to determine the student's language proficiency level and for placement in an appropriate class.

Parental awareness and education regarding ESL services is a priority and initially begins with a Parent Orientation Meeting held within 10 school days of enrolling the child, whereupon there occurs a thorough explanation of the three (3) programs that are available for children who are eligible for ESL services: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. The ESL teacher sends invitations for the Parent Orientation Meeting to ELL parents/guardians in the appropriate language within ten (10) days of their child's enrollment in the school. Parents/guardians who do not respond to the invitation to the Parent Orientation Meeting are contacted in the appropriate language by letter or phone call by ESL teachers or the Parent Coordinator. The Parent Orientation is conducted by the ESL teachers with the support of school administrators and the assistance of the Parent Coordinator. At the Parent Orientation Meeting, ELL parents are provided with translated meeting agendas and Parent Surveys & Program Selection Form, and are shown the Program Orientation DVD or video in the appropriate language. The Parent Orientation Meetings are held throughout the year on an ongoing basis. If parents show on their Parent Survey & Program Selection form that they prefer a program other than our Freestanding English as a Second Language Program, we supply them with a list of schools within New York City and programs they offer (Dual Language, Transitional Bilingual Education). This information is obtained from the OELL website. Parents are informed that if they do not choose a program for their child, he or she will be placed in a Freestanding English as a Second Language Program (ESL). Students must be placed in the appropriate program within ten (10) school days of enrollment. If there are 15 or more parents (via the Parent Choice & Program Selection Survey) of students who speak the same home language and they are on the same or on 2 contiguous grades opt for a Bilingual Program, then we will create such a program as per the Aspira Consent Decree mandate. At the end of the Parent Orientation Meeting, parents are provided with the Parent Survey & Program Selection Form in the appropriate language(s), and are asked to read the survey, make a selection, and return the documents signed in a timely manner. Parents/guardians are informed that when making a decision to keep in mind that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. If the parent does not return the survey form the student is placed in our free Standing ESL program as we do not offer a default TBE program.

Parents/guardians are informed that, once the LAB-R is administered to their child within 10 school days, they will be notified in writing of their eligibility and placement in an instructional program in accordance with their selection, if possible. It is important to note as well that all ELL students must receive ESL classes. Certified ESL teachers are responsible for distributing and collecting Entitlement and Non-Entitlement letters, based on the LAB-R results.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered the following spring to determine the child's English proficiency level and determines whether or not the child continues to qualify for ESL services at the school. When NYSESLAT scores are available, a certified ESL teacher accesses and analyzes the scores on the RMNR to determine modality breakdown. We look at the proficiency level for each modality set (L/S ; R/W) to determine areas in need of greater support. We use the RLAT to cross reference with the item analysis from the ELA and Math word problem in ARIS to further determine ELL needs or support. By looking at prior years of NYSESLAT scores, we see growth or stagnation of language acquisition and use this data to help differentiate and assess. The scores will assist teachers in planning appropriate support programs (ie: AIS and Extended-Day) that best fit ELL needs by allowing them to place students in small groups with tailored learning activities and pair students at different proficiency levels.

The ESL teachers and Parent Coordinator are responsible for ensuring that entitlement letters, Parent Survey and Program Selection Forms are distributed and collected. Upon receiving entitlement letters, copies are kept in a central location in the main office, as well as in the ESL Title III binder. The original entitlement letter is given to the classroom teacher to be filed in the child's cumulative record folder. Follow up for unreturned forms occur in the form of telephone calls and written notification by the ESL teachers and Parent Coordinator, and added assistance is made available to parents who may be having difficulty completing the form.

Regarding the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs, students must be placed in the appropriate program within ten (10) school days of enrollment. In the case of bilingual classes, they are formed when there are fifteen (15) or more students on two contiguous grades for Kindergarten through Fifth grade. If there are insufficient numbers available of students to form a bilingual class, the parent may choose to have his/her child attend another school in the same district, or have him/her remain in the ESL program at the school.

After reviewing Parent Surveys and Program Selection Forms from the past few years, it is apparent that a majority of parents prefer to have their children enrolled in an ESL program as opposed to a bilingual program. A factor that influences this choice lies in the fact that there are insufficient numbers of students either in one specific grade or across contiguous grades from the same language group that would allow for the formation of a bilingual class. Parents that do select a bilingual program for their child are given the opportunity to visit other schools that offer their desired program model, thus helping to build alignment between parent choice and program offerings. Parents have also expressed their desire to keep their children in their zoned schools; a bilingual class setting would require travel on the part of students during the regular school day. Some of the ELL students attend schools that teach their first language after school or during the weekend.

After reviewing Parent Surveys, the ESL pull-out program that is implemented in our school is aligned with parent requests. Subsequent to being informed of the other programs available (e.g Dual Language, Transitional Bilingual Education), the majority of parents are inclined to choose Freestanding English as a Second Language (ESL).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

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 #
Transitional Bilingual Education														0

(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1								6
Push-In														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	**Newcomers (ELLs receiving service 0-3 years)**	92	**Special Education**	10
SIFE		**ELLs receiving service 4-6 years**	6	**Long-Term (completed 6 years)**	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									
	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	Total
TBE										0
Dual Language										0
ESL	92		7	6		3				98
Total	92	0	7	6	0	3	0	0	0	98
Number of ELLs in a TBE program who are in alternate placement:										

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														0
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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: Asian: Hispanic/Latino:

Native American: White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	9	9	2	6	0	0								**26**
Chinese	2	4	2	3	1	7								**19**
Russian	0	0	0	1	0	0								**1**
Bengali	0	0	0	1	0	0								**1**
Urdu	0	0	0	1	1	0								**2**
Arabic	11	10	8	6	3	2								**40**
Haitian	0	0	0	0	0	0								**0**
French	0	0	0	0	0	0								**0**
Korean	0	0	0	0	0	0								**0**
Punjabi	0	0	0	0	0	0								**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	0	0	0	0	1								1
Albanian	2	0	1	0	0	0								3
Other	2	1	1	1	0	0								5
TOTAL	**26**	**24**	**14**	**19**	**5**	**10**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**98**

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.

Part IV: ELL Programming:
A. Programming and Scheduling Information

Description of Program Model:

All ELL students identified by the 2010 NYSESLAT as well as the LAB-R 2010-11 are heterogeneously grouped and receive 180 minutes of instruction per week through a pull-out Freestanding ESL program. Students who are identified as "Beginner and Intermediate" with regards to their English proficiency levels are homogeneously grouped and provided with an additional 180 minutes of ESL instruction . Students in the "Advanced" level of English proficiency receive 1 unit of ELA instruction in their classroom. The funded ESL program is taught by a certified ESL teacher. An additional part-time certified ESL teacher serves ELL students 4 days a week.

Students in the Freestanding ESL program receive all instruction in English with native language support. In the freestanding ESL program, Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. The use of bilingual dictionaries, books and photo collections as well as word-to word glossaries offered in Math, Science and Social Studies, strategic heterogeneous grouping, and an interactive software program called Imagine Learning, which provides customized feedback and instruction in English and/or students' native language, all assist with native language support. During gym and lunch, the interaction between ELL's and their same language peers contributes to their native language support. Paraprofessionals often collaborate with teachers to offer language support to ELL students as well.
Students who are identified as being "Beginner" and "Intermediate" with regards to their English proficiency levels are provided with 72 minutes of daily ESL instruction per week, which amounts to 360 mandated minutes, as per the CR Part 154. Students who are identified as "Advanced" are provided with 45 minutes of ESL instruction 4 times a week, thus amounting to 180 mandated minutes. Two fully licensed

ESL teachers are available at the school to deliver the mandated service to all of the students.
It is imperative that all classroom teachers understand the various needs of the English Language Learners in the classrooms. The ESL and classroom teachers work and meet together so that the ESL teachers have an opportunity to further explain the three levels of English proficiency and how the students they service are grouped together. The ESL pull-out program incorporates several approaches and methods to make content comprehensible and to enrich language development. Prominent among the teaching approaches is the Natural Approach. In the Natural Approach, teachers provide language input that learners can understand. Comprehension is facilitated by using visual aids, gestures, commands for physical actions (e.g. Total Physical Response), sentence expansions, open-ended sentences, and prefabricated phrases. Reading and writing are taught as natural extensions of oral/aural communication tasks. Content area instruction will be presented using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach as well as Total Physical Response methodology will be employed in the ESL instructional program. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they require. The ESL teachers serve as the primary source of support for all other teachers regarding ways to provide effective instruction for ELL students. Examples of differentiated instruction in all classrooms include the use of bilingual dictionaries for both home and school use, and the utilization of listening centers with a variety of books and accompanying audiotapes that provide invaluable language experiences and allow for ELL students to perfect their listening, pronunciation and reading skills. Across all grades and among all teachers providing literacy services and support, the balanced literacy program affords ELL students the opportunities to work with their classmates in a small group setting, as well as on a one-to-one basis with the teachers. Additional intervention services currently offered in our school include the mandated extended day program, where instruction is delivered in small groups, and after-school test preparation for both the ELA and Mathematics State Tests. Trained individuals such as Learning Leaders and tutors/parent volunteers also are available to work with the ELL students, and on several occasions student teachers have provided small group/individual instruction under the guidance and supervision of the teachers.
Additionally, the following AIS Reading Services are implemented at our school to provide further literacy instruction:

- Grades 3 and 4: Soar to Success
- Grade 5: My Sidewalks on Reading Street

Currently, we do not have any activities in our school to assist newly enrolled ELL students before the beginning of the school year; also, our school does not offer any language electives to our ELL students.

Currently, our school does not have any SIFE students enrolled, but in the event that a student is identified as SIFE, the school and staff are prepared to implement an instructional plan which encompasses employing a Newcomer's program, adapting curriculum and standards to SIFE's individualized needs. This is done by differentiating activities, through the utilization of pictures and realia, as well as computer support of the "Imagine Learning English" software. SIFE students in grades 3-5 will also be provided with AIS support in Math and Literacy. Also, an individualized learning plan will be developed with achievable goals where continuous monitoring of progress and adjustments of individualized learning plans are made. In addition, multiple teaching and assessment methods will be used to help support and develop students learning needs.
When possible, students will also be paired with a "Buddy" who is able to communicate in the same language to help ease the transition into classroom expectations and activities. Students will also participate in the Extended-Day program to help support the goals of their individualized learning plan.

Similar to SIFE students, newcomers who enroll in our school are provided with individual learning plans to help facilitate the transition. This includes differentiated instruction and various teaching and assessment methods. AIS support is provided to students in grades 3-5 while students in grades 1-2 are provided with Reading Recovery support. When possible, a "buddy system" is provided, and use of the "Imagine Learning" software is available (contingent upon funding).

ELL's (4 to 6 years and long-term) NYSESLAT, ELA and math assessment data are analyzed to help teachers differentiate instruction and activities. Their progress is monitored in all content areas to differentiate instruction for literacy needs. Further literacy support is provided by the AIS teachers. Students participate in the Extended –Day program to help support their learning needs.

ELL students identified with special needs are programmed as per the IEP. Our school ensures that teachers of ELL students with IEP's collaborate to be familiar with the students' individual needs and provide them with services that align with IEP mandates.

ELL students who have reached proficiency on the NYSESLAT continue to receive necessary support from our Academic Intervention Team as well as testing accommodations for up to two years. These accommodations include:

- time extensions (i.e., time and a half of productive test-taking)
- separate locations and /or small group administration
- third reading of listening selection (only for the State English Language Arts assessments)

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?

B. Programming and Scheduling Information…Continued

Materials that have been incorporated into the ESL program that have proven themselves to be successful in providing ELL students with effective literacy instruction include:

- Rigby's On Our Way to English
- Flash cards and photo library
- Big Books
- Guided Reading books
- Books with accompanying audiotapes
- Picture Dictionaries
- Bilingual Dictionaries
- Imagine Learning English software program

Kindergarten – Second Grade:

Across the lower grade classrooms, the implementation of the balanced literacy program has proven itself to be very effective, especially for our English Language Learners. Our ELL students are exposed daily to a variety of forms of communication in the English language, including discussions about texts and shared reading and read-aloud sessions. They are given the opportunity to participate in oral English exercises in a supported environment (reading with both teacher and classmates). ELL students also work in small groups that allow for more focused literacy instruction during guided reading. Strategies and skills include high frequency word recognition, decoding and comprehension. Meeting individually with the teacher during reading and writing conferences to discuss their work further provides opportunities to practice verbal communication skills when answering specific questions. Student progress is monitored through the use of running records and teacher-created assessments. Writing pieces are evaluated using rubrics that are created according to state standards. Word work sessions in kindergarten, first and second grade focus primarily on the structures of the English language and provide invaluable support for English Language Learners. The ESL pull-out program works in conjunction with the lessons taught in the classrooms, as the program provides students with another shared reading/writing and/or guided reading/writing experience each day.

Grades 3 – 5

Literacy instruction in the upper grades is similar in approach to that of the lower grades. However, given the fact that standardized testing begins in these particular grades, there is a greater emphasis on the acquisition of academic vocabulary and preparation for these exams. The ESL and classroom teachers plan collaboratively with these emphases in mind. Selected themes are directly related to the respective upper grade curriculums. The curriculum maps for third, fourth and fifth grade have proven themselves to be extremely helpful with regards to lesson planning and ordering materials for purchase that would further improve proficiency levels of the English Language Learners. Students who have reached proficiency levels are provided with further literacy support by an Academic Intervention Services (AIS) teacher where applicable. Students in the upper grades who have demonstrated very little progress after three full years in the ESL program are

usually referred to the Academic Intervention Team for screening and, if necessary, to the School Assessment Team for evaluation and testing should areas of concern appear to be rooted in areas other than second language acquisition.

Our school has implemented an interactive software program for our English Language Learners called Imagine Learning English. Currently we hold 33 licenses and plan on purchasing more licenses contingent upon additional funding.

We do not plan on discontinuing any programs currently implemented, since evidence shows that the programs successfully support our ELL population and their needs. One of our school goals is to ensure that our ELL students are held accountable to the same standards as their English speaking peers. Therefore, our ELL's are always encouraged and afforded equal access to all school programs (AIS, Reading Recovery, Extended-Day, and test-prep programs).
It is vital to offer many opportunities for ELL students to use their native language as a foundation of English language acquisition and development. ELL's interact with other students in their native language during periods of Gym and lunch and are able to speak in their native language to paraprofessionals and other school staff. Also, during small group instruction ELL students are grouped with other common language students, which offers ELL's the chance to communicate and participate in the exchange of ideas, where then they branch out into the larger groups in English. Currently, our school is looking to invest in the purchase of Native Language libraries, which would be placed in both mainstream and ESL classrooms.

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)?

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.

Professional Development:

The goal of the administration is to provide all teachers with opportunities for professional development programs that support the academic gains and English language development of English Language Learners. Our Network Support ESL Instructional Compliance Specialist along with the OELL offers Professional Development opportunities to all teachers who work with ELL's. The certified ESL teachers offer in in-house professional developments or workshops to the staff on ESL methods and techniques. Network ESL meetings offer information for the ESL teachers bi-monthly. ESL teachers' turn-key to staff to provide the minimum of 7.5 hours of ELL training as per Jose P. Special Education teachers also have 10 hours of ESL Professional Development.The Assistant Principal also receives ESL Professional Development by attending bi-monthly network ESL meetings and through network support.

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?

Parental Involvement:

The parent coordinator at our school works alongside other staff members to help create an atmosphere that is welcoming to parents of English Language Learners. With the support of the ESL teacher, Parent Orientation meetings are held in the Fall and periodically

throughout the school year as new students are enrolled at the school. The agenda for parent orientation meetings include an explanation of State standard assessments, school expectations and overall program requirements. Parent outreach is a key component and is ongoing throughout the year. Written notification to parents is available in a variety of languages and over-the-phone Interpretation Services is also utilized to help keep parents informed. Parents of ELL students are encouraged to attend PTA meetings and other school events and activities. Every effort is made to provide parents with flyers and invitations in their preferred language. In addition, they are invited to attend class publishing parties where all students have an opportunity to share their writing. One projected goal to encourage more parental involvement would be a multicultural fair-share hosted by our school. This fair would be a valuable opportunity for parents and other family members to share diverse cultural customs and traditions and provide wonderful learning and enrichment experience.

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)	14	1	2	1	7	2								27
Intermediate(I)	10	5	7	0	1	0								23
Advanced (A)	0	8	10	4	2	3								27
Total	24	14	19	5	10	5	0	0	0	0	0	0	0	77

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/ Speaking	B	2	0	0	0	1								
	I	4	2	1	0	1								
	A	14	6	4	2	2								
	P	3	5	12	3	1								
Reading/ Writing	B	13	1	1	2	3								
	I	10	5	6	0	1								
	A	0	6	9	3	1								
	P	0	1	1	0	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	5	2	0	11
4	1	0	1	0	2
5	1	3	0	0	4
6					0
7					0
8					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2	0	3	1	3	0	2	0	11
4	2	0	0	0	1	2	0	0	5
5	0	2	3	0	1	0	0	0	6
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	2	0	0	1	0	1	1	0	5
8									0
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	1	0	1	0	3	0	0	0	5
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				

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

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

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.

Part V: Assessment Analysis

The primary assessment tool that is utilized at our school to assess the literacy skills of our English Language Learners is the Fountas and

behaviors, skills and strategies.

LAB-R and NYSESLAT Results Analysis:

After examination of the results of both the LAB-R and the NYSESLAT, the following patterns have emerged across proficiency levels and grades. Kindergarten level does not reflect any numbers due to the fact that the results of their first NYSESLAT are not yet available. Upon entering kindergarten the eligible students are administered the LAB-R. 26 students will be mandated for ESL from the new kindergarten cohort based on their LAB-R scores. These scores determine that these 26 students are at a beginner or intermediate language acquisition level, and are in need of 360 mandated minutes of ESL instruction, provided by a fully certified ESL teacher. Among the 53 ELL students in grades 1 through 5, 10 students scored as "proficient" during the 2010 testing period. These children will not receive ESL services during the 2010 – 2011 school year. 26 ELL students are at a beginner/intermediate proficiency level and 27 are at an Advanced level of proficiency. Across all grades, students showed significant progress with regards to the 2010 NYSESLAT, with higher performance levels on the Listening/Speaking modality as opposed to the Reading/Writing modality. Based on the patterns across the modalities teachers are able to differentiate instruction by providing more tailored learning activities to support ELL students in their respective areas of need. Additional support for students who have demonstrated various needs in reading and writing occurs in the form of AIS Reading, software like the Imagine Learning English program, individual support and the extended day program.

With regards to how our ELL students performed in tests in their native language, there were not a significant number of students who required a translated version. Students that did require a translated version scored at levels 2 and 3 in science, math and social studies (grades 3-5). One particular student in the 5th grade scored a level 1 on the New York State Mathematics Test; this was due to lack of solid school attendance, thus contributing in student's poor Math mastery. Though the student now attends Middle School, when enrolled in our school AIS support was offered to provide the student with remediation on a small-group and individualized basis.

With regards to the Freestanding ESL program that is in place at our school, the students are evaluated using both formal and informal assessments. These assessments include Acuity for grades 3-5 and the New York State Tests. Though our school does not utilize Periodic Assessment, ESL teachers collaborate with classroom teachers to differentiate instruction to students in need (i.e. bilingual dictionaries, use of picture cards and manipulatives, small-group instruction/work)
ESL data such as the RNMR, as well as running records are used to asses ELL's growth to determine specific areas in need of improvement.

It is vital to offer many opportunities for ELL students to use their native language as a foundation of English language acquisition and development. ELL's interact with other students in their native language during periods of Gym and lunch. Also, during small group instruction ELL students are grouped with other common language students, which offers ELL's the chance to communicate and participate in the exchange of ideas, where then they branch out into the larger groups in English. Currently, our school is looking to invest in the purchase of Native Language libraries, which would be placed in both mainstream and ESL classrooms.

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

Part VI: LAP Assurances

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		
	Other		
	Other		
	Other		