



**MAHALIA JACKSON  
PS/MS 123**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 05M123**  
**ADDRESS: 301 WEST 140<sup>TH</sup> STREET**  
**NEW YORK, N.Y. 10030** \_\_\_\_\_  
**TELEPHONE: 212-690-5925**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS-MS123      **SCHOOL NAME:** Mahalia Jackson

**SCHOOL ADDRESS:** 301 West 140 Street New York, N.Y. 10030

**SCHOOL TELEPHONE:** 212-690-5925      **FAX:** 212-690-5930

**SCHOOL CONTACT PERSON:** Dr. Beverly N. Lewis      **EMAIL ADDRESS:** blewis@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Thelma Thompson

**PRINCIPAL:** Dr. Beverly N. Lewis

**UFT CHAPTER LEADER:** Ms. Ernestine Augustus

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Hope Scott

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 5      **CHILDREN FIRST NETWORK (CFN):** 309

**NETWORK LEADER:** Ms. Martha Rodriguez

**SUPERINTENDENT:** Ms. Gale Reeves

## 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
Dr. Beverly N. Lewis	*Principal or Designee	
Ms. Augustine Augustus	*UFT Chapter Chairperson or Designee	
Ms. Hope Scott	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Laverne Fox	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Myrl Yvonne Coles	Member/Parent	
Ms. Sabrina Graves	Member/Parent	
Ms. Shanaique Jackson	Member/Parent	
Mr. Donald Jenkins	Member/Parent	
Ms. Rushel Lopez	Member/Parent	
Ms. Brenda Stallings	Member/Parent	
Ms. Regina Abraham	Member/Teacher	

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

Dr. Jacqueline Figueroa	Member/Teacher	
Ms. Winifred Jackson	Member/Teacher	
Ms. Thelma Thompson	Member/Teacher	

## **SECTION III: SCHOOL PROFILE**

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

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

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PS/MS 123, the Mahalia Jackson College Preparatory Academy is located in Central Harlem. The school services approximately 725 students. Many of our students are impacted by societal ills risk factors. Approximately a third of our students are English Language Learners and resides in the nearby shelters. There are also a large number of students who are in foster care or live with grand parents or relatives.

PS/MS 123 is committed to high student expectations and academic excellence. Our mission is to create programs and services which address the diverse needs of our students. Emphasis is placed on analyzing student assessment data to differentiate instruction by aligning the curriculum and the grade level standards. When necessary, academic interventions are used to support at risk learners. Our goal is to enable all students to reach their full academic potential in a safe, orderly and nurturing learning environment.

PS/MS 123 currently service grades Pre-K to Grade 8. This school year grade 8 was added to the school's organization. The Mahalia Jackson College Preparatory Middle School focuses on building pathways to college and career opportunities. Our mission is to provide students with the necessary skills to succeed in a college bound high school program. A project based focus and career development program provides a challenging curriculum. Our rigorous curriculum challenges students to engage in hands-on project-based learning to promote active student engagement. The standard - based curriculum is differentiated to meet the diverse needs of all students. Active involvement in the instructional process enables all learners to grasp, expand, and apply curriculum concepts. The use of technology as an instructional tool support students' explorations and active learning. The school's community serves as career mentors to enable students to attain the skills and proficiencies required of today's work force. It is our intention to equip students with the knowledge and skills to become productive and responsible citizens of the 21<sup>st</sup> Century.

PS/MS 123's learning environment is attractive, inviting and conducive to learning. The school building is cheery and is adorned with displays of standards based student work to celebrate the efforts and achievements of our youngsters. Faculty members share and model our mission's belief, "All students can learn and achieve at high academic levels." Our grant writing team has been successful in obtaining resources to support students' academic, social and emotional needs. The successful implementation of our school's motto, "Living and Learning with Respect, Pride and Dignity in conjunction with our character education program encourages respectful students' behavior. Students recite the elementary, middle school and playground pledges daily to reinforce their commitment to be the best that they can be. Students understand that they are held accountable for working with their teachers to improve their academic skills. Students on grades 3 – 8 sign academic contracts outlining the expectations and criteria for promotion to the next grade. Students are held responsible for maintaining portfolios and assessment folders. Students are also prepared to explain their academic goals and strategies for reaching the next performance level. Parents also receive monthly progress reports highlighting strategies for improving student achievement. Additional academic support is provided for struggling learners during and after the school day.

Our Scholars Dollar Incentive Program and Big Brother – Big Sister Mentoring Program sponsored by the faculty motivates students to model appropriate behavior and academic performance. Determined to meet the diverse learning needs and talents of all students, general and special educators work collaboratively to address student differences in a unified system. The Pupil Personnel, Academic and Inquiry Teams continuously analyze assessment data to create interventions for at-risk learners to prevent unnecessary special education referrals. Services are provided for at risk learners within the context of general education to support student learning. We will continue to support parental involvement and the recruitment of certified parent volunteers. Parents are provided GED, ESL, Computer Instruction and a variety of workshops sponsored by Graham Windham Agency.

PS/MS 123 was one of three schools in New York State awarded the 21<sup>st</sup> Century Technology Grant. The grant empowered teachers to create exemplary technology-rich, curriculum lessons to arm students with strategies to become global learners. The grant also supported students' engagement in robotics instructional activities. Students are creating robots with various capabilities through the use of critical thinking and problem solving skills. PS/MS 123 is also supported by City College's Education and Engineering Department. Through the National Science Foundation teachers are provided training to improve science instruction. As a result of teacher training activities, students are designing mechanical and movable devices based on scientific theories. Through our Pencil Business Partnerships, Ogilvy One and Grow Now Technology are working with student interns to prepare them for future careers and the work force. Ogilvy's student interns have created advertisement projects with the Mets, Great Adventure, Kool-Aid and Six Flags. For the 2010 - 2011SY, Ogilvy's Interns are creating an advertisement project for Ikea. Grow Now Technology staff work weekly with the school's newspaper staff to strengthen their writing and publishing skills. New York Presbyterian Hospital onsite Wellness Clinic provides therapeutic counseling support for students and their families. Graham Windham Agency provides an afternoon school program for grades 5 - 8, parent training, counseling and housing support for our families. PS/MS 123's services approximately 300 students in after school programs. The YMCA's After School Program provides home work help and recreational activities for students on grades K – 5. Graham Windham's Extended Day Program provides tutoring, sports and the arts for grades 5 – 8. Carmel Hill funds the Accelerated Reader Program, an online reading program which motivates students to read while improving comprehension skills. Children's Arts Carnival and Community Works Productions are community arts agencies which develops students' talents and artistic abilities. The Music in the Brain, Keyboard Program for grades K – 2, choirs and dance clubs enhances students' creative talents. In essence, PS/MS 123 is utilizing the community's resources for addressing the diverse needs and talents of our students and their families.

### Elementary School Vision Statement

It is our intention to develop a comprehensive standards-based instructional program that meets the diverse needs of all students. Our goal is to create a student centered project based rigorous curriculum. Emphasis is placed on challenging students to engage in hands-on project-based learning to promote active student engagement. We envision a safe, orderly and respectful learning environment where all learners can achieve their maximum potential regardless of their individual differences, experiences and cultural backgrounds. We are striving to prepare students to become life-long learners and problem-solvers in a technologically evolving society. In-service training is supporting the smooth transition of P.S. 123 into a 21<sup>st</sup> Century Model School. We are determined to equip students with the knowledge and skills to become productive and responsible citizens of the 21<sup>st</sup> Century.

### Elementary School Mission Statement

The Mahalia Jackson School is committed to high student expectations and academic excellence. Our mission is to create programs and services that address the diverse needs of our students. Emphasis is placed on aligning the curriculum to grade level standards and when necessary, academic interventions are used to support student learning. Our goal is to enable students to reach their full potential in a safe, orderly and nurturing learning environment. We are preparing students to become independent lifelong learners and productive citizens to the meet the challenges of the twenty-first century.



### Middle School Vision Statement

We believe that all students can learn by capitalizing upon their unique talents and abilities in a nurturing learning environment. We respect and celebrate the uniqueness of all students. We understand that students learn in different ways and should be provided with a differentiated curriculum to address their diverse needs. We envision the active engagement of students in an interdisciplinary project based curriculum. Students will acquire the skills to become critical thinkers, problem solvers and life-long learners. We envision students directing their work and taking control of their own learning in multi-faceted investigations. Students will be empowered to locate information and make connections rather than memorizing facts. Through cooperative experiences, students will acquire the skills to demonstrate learning through project based activities guided by teacher facilitators. Students will create real work products and demonstrate skills for future career choices under the direction of their career coaches.

### Middle School Mission Statement

The Mahalia Jackson Middle School is a community of learners. We are committed to high academic achievement in a safe, nurturing and engaging learning environment. Our mission is to create a student centered environment where the unique gifts and talents of students are acknowledged, supported and developed. Within a rigorous learning environment, students are challenged to engage in curriculum that is inquiry-based and hands on. Our standard - based curriculum is differentiated to meet the diverse needs of all students to achieve their maximum potential. Instructional emphasis is placed on project based activities designed to stimulate students' intellectual curiosity and critical thinking skills. Teachers serve as facilitators of cooperative learning experiences to address students' diverse learning styles. The school's community serves as career coaches to enable students to attain the skills and proficiencies required of today's work force. It is our mission to create critical thinkers, problems solvers and life-long learners of the 21<sup>st</sup> Century.



**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Mahalia Jackson			
<b>District:</b>	5	<b>DBN #:</b>	05M123	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10				2007-08	2008-09	2009-10
Pre-K	53	51	51				90.2	90.9	TBD
Kindergarten	75	83	75						
Grade 1	80	83	99	<b>Student Stability: % of Enrollment</b>					
Grade 2	84	75	73	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	51	69	59				85.1	86.0	TBD
Grade 4	65	59	70						
Grade 5	89	58	57	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	90	74	70	(As of October 31)			2007-08	2008-09	2009-10
Grade 7			67				76.6	79.9	86.6
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)			2007-08	2008-09	2009-10
Grade 11							12	74	88
Grade 12									
Ungraded	2	0	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)			2007-08	2008-09	2009-10
Total	589	552	622				3	0	1
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10				2007-08	2008-09	2009-10
Number in Self-Contained Classes	20	22	30	(As of June 30)					
No. in Collaborative Team Teaching (CTT) Classes	45	40	35	Principal Suspensions			3	2	TBD
Number all others	21	23	23	Superintendent Suspensions			35	23	TBD

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	103	79	101	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	7	5	8	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	50	TBD
				Number of Administrators and Other Professionals	12	11	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	3	2	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	3	1	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.3	0.2	0.5	Percent more than two years teaching in this school	74.0	70.0	TBD
Black or African American	65.7	63.6	64.8	Percent more than five years teaching anywhere	74.0	70.0	TBD
Hispanic or Latino	32.8	35.0	31.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.4	1.4	Percent Masters Degree or higher	80.0	86.0	TBD
White	0.8	0.9	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.4	93.1	TBD
Multi-racial							
<b>Male</b>	46.5	46.0	46.8				
<b>Female</b>	53.5	54.0	53.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	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)			

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓	--				
Hispanic or Latino	✓	✓	--				
Asian or Native Hawaiian/Other Pacific Islander	--	--					
White	--	--	--				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓	--				
Limited English Proficient	✓	✓	--				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	6	6	1				

#### **Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	83	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.5	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)	50.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

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PS/MS 123’s academic focus is to improve student achievement as demonstrated on the State Examinations, Progress Reports, Quality Reviews and the Learning Surveys. Beginning with the 2005 – 2006 school year, students demonstrated significant academic progress on the ELA and Mathematics State Examinations. In fact, PS/MS123 was removed 2007 from Corrective Action Status in Mathematics and from the list of Schools in need of Academic Improvement in English Language Arts, March 2008. Currently, PS/MS 123 is designated by the State as a “School in Good Standing.” The school was also graded “A” on the 2008 – 2009 Progress Report which confirms Exemplary Proficiency Gains in the sub groups tested. During the 2009-2010 school year, a middle school component was added to the school’s organization. Students’ academic proficiency is measured from Kindergarten to Grade 8. An analysis of the current assessment reflective of the 2010 State Examinations revealed that students on grades 4 – 8 declined in all sub groups as indicated on the assessment charts outlined below. Due to the decrease of students’ performance on the 2010 State Examination, PS/MS 123 was rated “C” on the progress report. An analysis of the assessment data highlights the importance of maintaining differentiated classroom environments to address students’ diverse academic needs. It is also apparent that additional AIS services and resources are required to address the academic needs of the low performing students who are entering PS/MS 123’s middle school.

### English Language Arts State Examinations All Students Tested

Year	Level 1		Level 2		Level 3		Level 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	69	22.8	157	51.8	74	24.4	3	1	77	25.4
2009	9	3.6	80	32.4	155	62.8	3	1.2	158	64.0
2008	17	5.8	132	45.2	139	47.6	4	1.4	143	49.0
2007	38	11.2	165	48.5	134	39.2	3	0.3	137	40.3
2006	50	13.6	198	53.7	120	32.5	1	0.3	121	32.8

### General Education Students Tested

Year	Level 1		Level 2		Level 3		Level 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	39	15.7	139	56	67	27	3	1.2	70	28.2
2009	6	2.9	61	29.5	137	66.2	3	1.4	140	67.6
2008	8	3.4	106	44.5	121	50.8	3	1.3	124	52.1
2007	25	8.5	141	48.0	125	42.5	3	1.0	128	43.5
2006	28	8.9	174	55.6	110	35.1	1	0.3	111	35.5

**Special Education**

Year	Level 1		Level 2		Level 3		Level 4		Level 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	30	54.5	18	32.7	7	12.7	0	0.0	7	12.7
2009	3	7.5	19	47.5	18	45.0	0	0.0	18	45.0
2008	9	16.7	26	48.2	18	33.3	1	1.9	19	35.2
2007	13	28.3	24	52.2	9	19.6	0	0.0	9	19.6
2006	22	40.0	23	41.8	10	18.2	0	0.0	10	18.2

**English Language Learners**

Year	Level 1		Level 2		Level 3		Level 4		Level 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	15	34.1	25	56.8	4	9.1	0	0.0	4	9.1
2009	3	6.5	21	45.7	22	47.8	0	0.0	22	47.8
2008	5	10.4	24	50.0	19	39.6	0	0.0	19	39.6
2007	13	24.5	26	49.1	14	26.4	0	0.0	14	26.4
2006	10	45.5	11	50.0	1	4.5	0	0.0	1	4.5

**English Proficient Students**

Year	Level 1		Level 2		Level 3		Level 4		Level 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	54	20.8	132	51	70	27	3	1.2	73	28.2
2009	6	3.0	59	29.4	133	66.2	3	1.5	136	67.7
2008	12	4.9	108	44.3	120	49.2	4	1.6	124	50.8
2007	25	8.7	139	48.4	120	41.8	3	1.0	123	42.9
2006	40	11.6	186	53.8	119	34.4	1	0.3	120	34.7

## **Analysis of English Language Arts Student Performance** Grades K – 7

### Findings

Literacy Grades 3 – 7: NYS Assessment Results  
School's Progress Report  
Quality Review  
Item Skills Analysis (Acuity)  
ITA Benchmarking  
Student Portfolios  
Student Journals  
Teacher Observation  
Conferencing Notes

### FINDINGS

As stated in the 2006 Quality Review, "Achievements in English Language Arts and Mathematics have risen significantly as a result of the school's raised expectations, students' engagement in learning and the effective use of data to differentiate instruction." The 2007 Quality Review highlights the significant improvement in student outcomes, which continued to 2009. However, we are extremely concerned regarding the decline of students' performance on the State's 2010 Examinations. An analysis of the ELA findings for grades 3 – 7 indicates decreased student proficiency on the 2010 State Examinations. For instance, the number of students performing at Level 1 in Literacy rose from 2.9 in 2009 to 15.7% in 2010 for all students tested. Similarly students performing on Levels 3 and 4 declined from 67.6% to 28.2%. Likewise all subgroups declined in the performance levels as indicated on the literacy assessment charts. In addition, students performing at level 2 decreased from 2006 to 2009 by increasing the number of students performing at levels 3 and 4. In 2006, 32.8% of the level 3 and 4 students increased from 32.8 in 2006 to 40.3 in 2007, 49.0% in 2008, and 64.0% in 2009 to 25.4% in 2010. Special education students' performance increased on levels 3 – 4 from 18.2% in 2006, 19.6% in 2007, 35.2 in 2008 and 45.0 in 2009 and declined to 12.7 in 2010. It should also be noted that the number of Level 1 special education students decreased from 40% in 2006 to 28.3% in 2007, 16.7% in 2008, 7.5% in 2009 and increased to 54.5% in 2010. English Language Learners' performance across the grades revealed a decrease of Level 1 Students of 45.5% in 2006, 24.5% in 2007, 10.4% in 2008, 6.5% and rose to 34.% in 2010. English Language Learners consistently demonstrated academic growth by greatly increasing the number of Level 3 - 4 students. In 2006, 4.5% of ELLs scored at Levels 3, 26.4 in 2007, 39.6% in 2008, 47.8% in 2009 and then declined in 2010 to 9.1%. Likewise, English Proficient Students increased the Level 3 and 4 students from 32.7% in 2006, 42.9% in 2007, 50.8% in 2008, 67.7% in 2009 and declined to 28.2% in 2010.

An analysis of ARIS, Acuity and ELA State Assessments indicates that, most students on grades 3 - 7 require improvement in the area of strategic reading. Emphasis will be placed on strategic reading for refining and strengthening existing skills. Other areas in need of strengthening school wide literacy skills are as indicated:

- **Comprehension:** Grappling with the deeper meaning of a text will strengthen understanding of the task. We will continue to work with students to evaluate critically, draw conclusions why certain things happened, considering cause and effect, connecting new information to other knowledge and personal experience, understanding point of view, etc.
- **Vocabulary:** Introducing new vocabulary daily in context, using new words correctly in writing, reinforce knowledge of prefixed, suffixes and base words to expand vocabulary and mastering vocabulary of different content areas.
- **Writing Skills:** Engaging students in creating written responses by communicating the central idea and related supporting details with clear use of elaboration and organizational structure. Emphasis is placed writing clear, coherent and focused compositions by applying Standard English conventions of spelling, punctuation, grammar and sentence structure.

### **IMPLICATIONS:**

- Continuation of differentiated instructional strategies which contributed to overall improved student achievement for all students; including ELLs and special education students in the implementation of a balanced literacy program within the framework of Readers and Writers Workshop.
- Continuation of academic intervention services to assist all K-8 students including ELLs and special education in achieving grade level standards.
- Continuation of differentiation instructional practices to address the academic needs of struggling learners in writing.
- Continuation of academic intervention before, during and beyond the school day to improve student achievement.
- Continuation of professional development activities in the use of differentiated instructional strategies and the best practices to meet the needs of our struggling learners. In addition, the Principles of Learning will continue to ensure understanding of the best standard-based practices and to promote improved student outcomes.
- Continuation of accountable talk strategies to sustain student learning.
- Additional time for writing (15 – 20 minutes daily) outside of the Writers Workshop.
- Within the balanced literacy program and the units of study, reading strategies exemplary of scientifically based researched best practices to ensure rigorous teaching and learning.
- To support diverse learners in achieving grade level standards by maintaining leveled libraries containing “just right books” to effectively implement the readers and writers workshop model.
- Readers’ and Writers’ Workshop Model is aligned with the Accelerated Literacy Units of Study to meet the diverse academic needs of all learners. Using formal and informal assessment data, Acuity, ARIS assessment practices, guided reading notes running records and consistent conferring as a guide for data-driven instruction, teachers will analyze students’ work aligned with grade level standards and collaboratively plan whole class and small group instruction to enable students to achieve grade level standards.
- Professional development activities will continue to strengthen teachers’ and paraprofessionals’ instructional literacy practices. Teachers will extend innovative instructional practices to fully meet the needs of students at or above grade levels.

### **Literacy Grades K-2**

#### **FINDINGS:**

An analysis of the E-CLAS2 results from the spring 2010 administration indicates the following:

- **Phonemic Awareness Summary:** Overall, Kindergarten students made gains. Substantial gains were made in Rhyme Recognition there was increase from 52.5 in the Fall 2009 to 81.1 in the Spring

2010, In addition, students demonstrated significant academic progress in Rhyme Generation, Syllable Clapping and Initial Consonants. **Phonics Summary:** indicated Level 2 decoding (+31.4). 83.6% of Kindergarten students can identify concepts of print; 97.8% of Kindergarten students are emergent readers and can express themselves orally (87.0). The Spring 2010 E-CLAS2 indicated that there is a need to increase listening comprehension (23.7 and writing development (23.5). However, there was a 95.2 increase in listening comprehension and a 94.6 increase in students' writing development.

- The Spring 2010 ECLAS2 indicated that 28% of Grade 1 students achieved the benchmark (Level 4) for that grade in Spelling; however there is a need to strengthen spelling and decoding skills. The Spring 2010 results indicated an increase of the students achieving Level 3 (42.9%) and Level 4 (17.6%) Summary of Reading and Oral Expression: 45.2% of Grade One students met the Benchmark for Sight Words, however most students (88.7%) achieved Level 3. Reading Accuracy is similar, 39.7% of Grade One students achieved Level 4. There is a need to build the skills of Oral Expression (88.4% - Level 3) Reading Rate (.8% - Level 4), and Reading Expression (45.3% - Level 4).
- 2<sup>nd</sup> Grade Students: gains are evident in Spelling and Decoding skills. 27.3% of students mastered Level 5 in Reading and Oral Expression.

### IMPLICATIONS:

Based on our analysis of the data and all relevant findings, the following are implications for instruction on grades K-2 in the area of literacy:

- All teachers will employ strategies and techniques to strengthen fluency skills and to expand children's vocabulary and improve spelling.
- Teachers will use flexible grouping to support small-group instruction.
- Teachers will use Great Leaps to strengthen students' fluency and vocabulary skills.
- Professional Development strategies will train teachers to incorporate writing across the curriculum.
- Professional Development will be provided in Great Leaps and additional teachers will be identified for training in the Foundations and Wilson Programs to improve phonics, fluency and decoding skills.

#### Mathematics Data Analysis All Students Tested

Year	Level 1		Level 2		Level 3		Level 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	61	19.7	165	53.4	67	21.7	16	5.2	83	26.9
2009	6	2.4	48	19.4	162	65.3	32	12.9	194	78.2
2008	23	7.7	75	25.1	187	62.5	14	4.7	201	67.2
2007	31	9.3	108	32.5	169	50.9	24	7.2	193	58.1
2006	66	16.7	134	33.9	174	44.1	21	5.3	195	49.4

#### General Education Students Tested

Year	Level 1		Level 2		Level 3		LEVEL 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	36	14.2	137	53.9	66	26	15	5.9	81	31.9
2009	3	1.4	34	16.3	142	68.3	29	13.9	171	82.2

2008	13	5.4	54	22.4	162	67.2	12	5.0	174	72.2
2007	21	7.4	85	29.8	155	54.4	24	8.4	179	62.8
2006	37	11.0	116	34.5	164	48.8	19	5.7	183	54.5

### Special Education

Year	Level 1		Level 2		Level 3		Level 4		Level 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	25	45.5	28	50.9	1	1.8	1	1.8	2	3.6
2009	3	7.5	20	50.0	3	7.5	3	7.5	23	57.5
2008	10	17.2	21	36.2	25	43.1	2	3.5	27	46.6
2007	10	21.3	23	48.9	14	29.8	0	0.0	14	29.8
2006	30	50.0	17	28.3	11	18.3	2	3.3	13	21.7

### English Proficient Students

Year	Level 1		Level 2		Level 3		Level 4		Level 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	44	17.1	139	53.9	60	23.3	15	5.8	75	29.1
2009	3	1.5	38	19.0	132	66.0	27	13.5	159	79.5
2008	16	6.6	60	24.7	153	63.0	14	5.8	167	68.7
2007	22	7.9	91	32.7	142	51.1	23	8.8	165	59.4
2006	50	14.6	114	33.2	158	46.1	21	6.1	179	52.2

### English Language Learners

Year	Level 1		Level 2		Level 3		Level 4		Level 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	17	33.3	26	51	7	13.7	1	2	8	15.7
2009	3	6.3	10	20.8	30	62.5	5	10.4	35	72.9
2008	16	6.6	60	24.7	153	63.0	14	5.8	167	68.7
2007	22	7.9	91	32.7	142	51.1	23	8.8	165	59.4
2006	50	14.6	114	33.2	158	46.1	21	6.1	179	52.2

### Mathematics Grades 3, 4, 5, 6:

NYS Assessment Results  
 Acuity: Item Skills Analysis  
 ITA Benchmarking  
 Student Portfolios  
 Math Journals  
 Student Observations  
 Analyzing Student Work  
 Conferencing Notes  
 Teacher Observations

## **FINDINGS:**

An analysis of the Math State Results for grades 3 – 6 for school year 2010 as compared to 2006 - 2010 indicates the following:

\*The number of all students performing at performance level 1 declined from 16.7% in 2006 to 9.3% in 2007, 7.7% in 2008, and 2.4 in 2009 and increased to 19.7% in 2010. The number of all students performing at level 3 & 4 increased from 49.4 % in 2006 to 58.1% in 2007, 67.2 in 2008, 78.2 in 2009 and decreased to 26.9 in 2010. There was a significant increase in the special education students' performance levels 3 & 4 as indicated: 21.7% in 2006 increased to 29.8% in 2007, rose to 46.6% in 2008, 57.5% in 2009 and declined to 3.6% in 2010. English Language Learners also demonstrated growth confirmed by 32.1% in 2006, 51.9% in 60.7% in 2008, 72.9% in 2009 and declined to 15.7% in 2010. English Proficient Students math scores improved 2006 to 59.4% in 2007, 68.7% in 2008, 79.5% in 2009 and decreased to 29.1% in 2010.

\*A review of the Acuity Data indicates student weakness in the following areas:

- Mathematical Reasoning – Problem Solving Strategies
- Operations – Whole numbers, fractions and decimals problem solving
- Numbers and Operations

## **IMPLICATIONS:**

Based on our analysis of the data and all relevant findings, the following implications were identified in addressing students' academic needs:

- This school year emphasis will be placed on benchmarking the ITA Interim Assessments to maintain periodic feedback on whether students are mastering the mathematical skills. Teachers are to maintain personalized action plans to substantiate which skills and concepts need to be re-taught to support student learning and retention. The grade level inquiry teams will continuously use assessment data to differentiate instruction by rethinking the way a concept was taught or presented by using a different strategy or instructional approach. By focusing on high quality instruction and feedback will facilitate a more structured and systematic approach in improving student math skills. Emphasis will also be placed on holding students accountable for improving math skills by creating personal instructional plans. Students will continuously conference with their teachers to assess their academic progress by interpreting assessment results for setting goals and targets to improve academic skills.
- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 60 minute math block and an additional skills period.
- Teachers will utilize the following instructional strategies to strengthen students' math skills:
  - i. Use of Everyday Math games to teach critical thinking and problem solving skills on Grades Pre-K to Grade 5 and Impact Math on grades 6-8.
  - ii. Effective use of manipulatives during math instruction.
  - iii. Implementation of the components of the 60 minute math block
  - iv. Use of effective problem solving strategies.
  - v. Differentiate strategies to meet the diverse needs of special education and ELL students.
  - vi. Use of Everyday Math (Pre-K) and Impact (6-8) games to teach critical thinking and problem solving skills.
  - vii. Use of manipulatives to promote problem solving strategies and investigations.
  - viii. Use of accountable talk strategies to promote and sustain learning.
  - ix. Use of the math word wall to reinforce math vocabulary during problem solving activities.

x. Continuous use of assessment data to identify students' needs to differentiate instruction according to the instructional needs.

- Grade Level Pacing calendars created by teachers during collaborative common planning periods. Emphasis is placed on analyzing instructional assessments to identify student academic needs. Teachers will continue to examine students' work aligned with grade level standards to identify instructional needs to plan instruction.
- Teachers will use data from the assessments to identify students' strengths and weaknesses to differentiate instruction and to create flexible grouping practices.

### **Science Data Analysis**

#### All Students Tested

Year	% scoring at levels 2-4	% of scoring at levels 3-4	% scoring at level 4
2009-2010	89%	66%	14%
2008-2009	89%	68%	19%
2007-2008	86%	30%	9%
2006-2007	98%	48%	6%

#### **FINDINGS:**

An analysis of the science findings for grade 4 for 2009 as compared to 2010 indicates the following:

- The number of students performing at levels 2 – 4 decreased from 68% in 2009 from 66% in 2010.
- The number of students performing at levels 3-4 remained the same from 89% in 2009 to 89% in 2010.
- The number of students performing at level 4 decreased from 19% in 2009 to 14% in 2010.

#### **IMPLICATIONS:**

- Professional development in implementing the science curriculum and integrating science instruction through the literacy block will be provided for all K-7 teachers.
- Continuation of the integration of theme based scientific concepts across the curriculum through the use of science-themed non fiction books and hands on scientific investigations.
- Academic interventions in science will be provided for students who are not achieving grade level standards.
- Enrichment instruction will be provided for students who are performing at or above grade level standards.

### **Social Studies Data Analysis**

#### All Students Tested

Years	% scoring at level 1	% scoring at level 2	% scoring at level 3	% scoring at level 4
2009-2010	24%	15%	16%	0%
2008-2009	16%	14%	64%	5%
2007-2008	24%	19%	52%	5%
2006-2007	39%	23%	37%	4%

**FINDINGS:**

An analysis of the Social Studies findings for grade 5 for 2008/2009 as compared to 2009/2010 indicates the following:

- The number of students performing at level 1 increased from 16% in 2009 to 24% in 2010.
- The number of students performing at level 2 increased from 14% in 2009 to 15% in 2010.
- The number of students performing at level 3 decreased from 64% in 2009 to 16% in 2010.
- The number of students performing at level 4 declined from 5% in 2009 to 0% in 2010.

**IMPLICATIONS:**

- Professional development for K – 8 teachers in implementing the social studies curriculum and through the literacy block.
- Continue to teach social studies in an interdisciplinary manner by increasing the number of nonfiction social studies themed books in the classroom libraries.
- Academic intervention will be provided for students who are not achieving grade level standards.

## **TECHNOLOGY:**

### **FINDINGS:**

We will continue to strengthen teachers' technology skills as global leaders of the 21<sup>st</sup> Century. Our 21<sup>st</sup> Century State Grant provided professional development opportunities to transform PS/MS 123 into a 21<sup>st</sup> Century School. In collaboration and with support from outside experts, PS/MS 123's instructional staff will continue to provide professional development during and after the school day. Emphasis is placed on implementing model exemplary grade level projects. Teachers are provided push-in and pull-out professional development activities to facilitate instructional practice, project-based learning and technology integration. In response to the need to update and increase the number of computers, lap tops, smart boards and printers in the classrooms, Councilwoman Inez Dickens awarded a 2010 Technology RESO A Grant. The grant will provide the technology tools to increase technology learning on the middle school grades.

### **IMPLICATIONS:**

Intensive professional development will arm students with the strategies to become self-directed learners to manage their own learning. Students will develop the ability to locate and synthesize important information, articulate and share conclusions in multiple forums. The increase use of technology hardware, the teaching of basic computer and technology skills are indicated:

- Incorporation of technology use in the daily lesson to guide students' technology learning experiences.
- Published completed pieces of student work will be shared on the school's website. PS/MS 123's website will display school events, activities and projects.
- Staff members will be continuously surveyed to identify hardware, software and program enhancements to support grade level technology standard based learning.
- Professional Development activities will continue to strengthen teachers' technology skills.
- Effective use of the e-mail system as a primary communication method for sharing written information by moving towards a "paperless" school community.

### **IMPLICATIONS:**

Teachers' identified needs will develop the short- and long-range goals and activities to facilitate teacher training. Staff development will continue in the following areas:

Curriculum framework components:

-Reading, Writing and Math Workshops

Rolling out the units of study:

-Math

-Language Arts

Using Assessments to Drive Instruction

- State and Acuity Assessments, Teacher Created Examinations

- ARIS Data Base

-Conferring Practices

-Guided Reading Strategies

-Portfolios

-Examining Students' Work Aligned with the Standards

Classroom Management Techniques

Science/ Social Studies Theme Based Instruction

Character Education

Differentiation Strategies for Diverse Learners

### **Needs Assessment Summary:**

From 2006 – 2009, all sub groups demonstrated academic progress in reading and mathematics as substantiated by ARIS, State Scores, Progress Reports and Quality Reviews. Academic interventions, differentiated practices and the strategic use of data to drive instruction elevated students' academic performance. Our greatest accomplishment was the removal of P.S. 123 from the list of schools in need of academic improvement, March 2008 in ELA and from Corrective Action Status in Mathematics, 2007. The rating of "Well Developed" on the 2006 and 2007 Quality Reviews and the rating B on the 2006 – 2007, 2007 – 2008 and A on the 2008 – 2009 Progress Reports were also an accomplishment in recognition to the school's capacity to continuously improve student achievement.

Due to the expansion of a co-location charter school during the 2009 – 2010 SY, PS/MS 123's most significant challenge was the lack of building space to provide academic interventions for struggling students, appropriate classroom space and related services for special needs students. Our newly created middle school was unable to fully facilitate individual and small group project based collaborative learning and mentoring activities as indicated in the middle school expansion proposal due to the lack of building space. The increased enrollment of special education students during the 2009 – 2010 SY and the large enrollment of temporary housing students who are admitted throughout the school year continues to present academic and behavioral challenges. Many of the students who reside in temporary housing have attended several schools and have not received consistent instruction. In addition, there is a large migration of Africans, Haitian Creoles and Romanians which has increased our ELL student population. Due to the large number of temporary housing students, special education and ELLS who require academic intervention presents a challenge in providing sufficient building space for students' services. To effectively address the school's challenges, we recognize the need for additional assistant principals to provide supervisory support in improving the quality of teaching and learning. Therefore, the school's budget will be also used to hire additional assistant principals, intervention teachers and to reduce class size.

### **SECTION V: ANNUAL SCHOOL GOALS**

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

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

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#### Goal 1: Reading

By June 2011, Students with Disabilities on grades 3 – 8 will increase their literacy performance as evidenced by a 10% increase performing at or above Level 2 on the NYS ELA Examination.

#### Goal 2: Mathematics

By June, 2011 all students will demonstrate a 5% increase in math proficiency on grades 3 - 8 students scoring at or above Performance Level 2 on the NYS Mathematics Examination and portfolio assessments for grades K – 2.

**Goal 3: Improving Teacher Quality and Effectiveness**

By June, 2011, K - 8 grade level inquiry teams will use differentiated practices to improve the academic performance of Students with Disabilities and struggling learners as measured by teachers' assessment binders and students' portfolios.

**Goal 4: Student Leadership and Responsibility**

To create a strong student-focused school climate with emphasis on student leadership, responsibility and respect evidenced by a decrease in the number of Superintendent Suspensions from 6% to 3% by June, 2011.

**Goal 5: Strengthening Parent Involvement and Participation**

To strengthen parents' involvement in their children's education by utilizing PS/MS 123's and Graham Windham Community Based Program's resources as evidenced by a 25% participation increase in school wide activities by June, 2011.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Reading

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, Students with Disabilities on grades 3 – 8 will increase their literacy performance as evidenced by a 10% increase performing at or above Performance Level 2 on the NYS ELA Examination.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Due to the increased enrollment of Students with Disabilities during the 2009 – 2010SY, we have targeted Students with Disabilities on grades 3 – 8 to improve literacy performance as outlined:</p> <ul style="list-style-type: none"> <li>• Continue grade level inquiry teams to analyze students’ assessments to plan differentiated instructional lessons.</li> <li>• Gather and analyze assessment data, including students’ Individual Educational Plans (IEPs) to identify students’ literacy instructional needs.</li> <li>• Create a repertoire of literacy strategies supported by the Assistant Principal and ELA Coach to challenge students to think critically and to deepen their knowledge of and enthusiasm for the subject matter.</li> <li>• Use flexible grouping strategies to create 90 minute literacy blocks consisting of whole, small group and individual instructional activities.</li> <li>• Implement the elements of a balanced literacy program aligned with the State Standards, using the Readers’ and Writers’ Workshop Model.</li> <li>• Create class libraries reflective of authentic literature containing guided and independent reading materials by selecting “just right books” to foster language development on the appropriate reading levels.</li> <li>• Create word walls to enhance word recognition and study skills.</li> <li>• Establish the habits of good listening skills to foster accountable talk prompts.</li> <li>• Create and display teacher prepared charts to strengthen literacy skills.</li> <li>• Utilize assessment practices to identify students’ literacy needs to drive instruction, such as conferring, guided reading notes and portfolio development.</li> <li>• Utilize rubrics to enable students to engage in goal setting tasks for self assessment purposes for improving literacy skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Engage students in journal entries, listening and note-taking activities, public speaking activities to develop English Language Skills in listening, speaking, reading and writing.</li> <li>• Academic Intervention provided before, during and after the school day to provide additional time on task to strengthen literacy instruction.</li> <li>• The Accelerated Reader Program, Great Leaps and the Wilson Reading Program used as academic interventions to improve students' literacy skills.</li> <li>• Provide professional development to special education teachers and paraprofessionals with a focus on differentiated instruction strategies to improve Students with Disabilities specific literacy needs.</li> <li>• Instructional staff collaboratively examines students' work aligned with the grade level literacy standards to identify students' literacy needs.</li> <li>• Modify the grade level literacy curriculum to address the diverse instructional needs of students with disabilities.</li> <li>• Grade Level Inquiry Teams collaboratively analyze and implement focused scaffold strategies based on student assessment data.</li> <li>• Create collaborative planning time for grade level inquiry team meetings to create and model differentiated lessons.</li> </ul> <p>.Grade Level Inquiry Team meetings are substantiated by schedules, agenda, minutes, differentiated literacy pacing calendars and lessons.</p> <ul style="list-style-type: none"> <li>• Teacher Assessment Binders reflective of a continuous collection of assessments (ECLAS 2, Acuity, ARIS, Teacher Conferencing Notes, Students' Portfolios with Rubrics and Students' IEPs) to make instructional decisions for accelerating the literacy performance of Students with Disabilities.</li> <li>• Teacher and Paraprofessional Observations, Learning Walks, Lab sites facilitated by principal, assistant principals and coaches to improve teacher and paraprofessional quality and effectiveness.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 allocation will fund the following staff members, activities and resources: Two Assistant Principals and One Literacy Coach to provide professional development activities and to improve teacher and paraprofessional quality and effectiveness as indicated:</p> <ul style="list-style-type: none"> <li>• Organizing Classrooms for Effort</li> <li>• Establish Literacy Rituals and Routines</li> <li>• Using Assessment Data to Drive Instruction</li> <li>• Guided Reading Strategies, Conferencing and Recordkeeping, Literacy Unit Planning based on differentiated instructional practices</li> <li>• Writers' Notebooks, Portfolios and Reading Logs/Journals for assessing students' work</li> <li>• Listening and Note Taking Strategies to improve students' reading, writing, listening and speaking skills</li> <li>• Model Classrooms/Lab sites Coaching and Demonstrating the Best Literacy Practices to create a repertoire of successful teaching strategies</li> <li>• Learning Walks for teachers and paraprofessionals with Debriefing for improving literacy practices</li> </ul>

	<ul style="list-style-type: none"> <li>• Inquiry Team Grade Level Data Driven Collaborations to improve student performance</li> <li>• Literacy Intervention facilitated by a Literacy Intervention Teacher and a SETSS Teacher to provide additional intervention support during the school day.</li> <li>• Extended Day Test Prep Program will fund eight teachers, February, 2011 – April, 2011, M-F, 3:30 p.m. – 5:30 p.m. to strengthen students’ test awareness skills.</li> <li>• Resources –purchase supplemental literacy materials to support the instructional needs of Students with Disabilities.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increased performance on tasks as observed in teacher/student conferences  Increased 10% performance on ECLAS2, E-PAL and ELA State Examinations.  Benchmarking ITA Literacy Examinations  Increased performance as observed through exhibition of completed tasks  Portfolio Reviews  Acuity Assessments  Accelerated Reader Assessments  An Analysis of Students’ Work aligned with State Standards.</p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011 all students will demonstrate a 5% increase in math proficiency on grades 3 - 8 students scoring at or above Performance Level 2 on the NYS Mathematics Examination and portfolio assessments for grades K – 2.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Due to the students’ decreased performance on the 2010 NYS Mathematics Examinations on grades 3 – 7, emphasis will be placed on improving mathematics performance as outlined:</p> <ul style="list-style-type: none"> <li>• Grades K-8: Instructional Materials/Texts: Everyday Mathematics K –5 and 6 -8 Impact Math (standards based math programs promoting repeated exposure to new concepts and skills).</li> <li>• Math Block: 60 minutes Workshop Model: • Motivation • Mini lesson (Introduce new concept, strategy or skill).</li> <li>• Small Group Differentiated Problem Solving, Hands on Strategies to support Math Investigations and Cooperative Learning.</li> <li>• Math Centers, Math Word Wall, Teacher Prepared Charts, Accountable Talk Strategies and the Use of Manipulatives to promote collaborative learning practices.</li> <li>• Discuss and Explain Mathematical Thinking, Share/Summarize, Connect/Extend Math Skills/Strategies • Homework, Skills, Investigation Practice, Test Prep, Assessment Practices are modified based on formal and informal assessments to ensure understanding of the concepts.</li> <li>• Everyday/Impact Math Unit Tests, Acuity, Predictive and Teacher Prepared Tests, Teacher Assessment Binders for Grade Level Standards to Examine Students’ Work, Students’ Math Journals, Portfolios and Rubrics to Monitoring Student Progress.</li> <li>• Ongoing Professional Development to promote self assessment and goal setting. Implementation of the Principles of Learning to guide the instructional staff. Math Lab Sites to improve teaching skills and the instructional process. Differentiated mathematical practices to address diverse learning needs and modalities. Create and maintain Peer Teacher Study/Coaching Groups. Differentiated Unit Planning by grade level teachers, Math Learning Walks with Debriefing, Interclass Visitations to observe the Best Math Practices. Teacher Assessment Binders reflective of student assessments. Peer Study and Coaching Groups to Monitor Students’ Academic Performance.</li> <li>• Collaborative grade level inquiry teacher teams to enhance understanding of the mathematical process and strategies.</li> <li>• Teacher Observations, grade level meetings embedded in the school’s schedule.</li> <li>• Administrators: Assess the Quality of Teaching and Learning, review teachers’ plan book with feedback to assess teacher quality and effectiveness. Workshops conducted by the Math Coach to Involve Parents in their Children’s Education and to Support Learning at Home.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 Allocation will fund:</p> <ul style="list-style-type: none"> <li>• The math coach and intervention teacher - provide professional development activities for K-8 teachers on standards-based math instruction including classroom climate, authentic and reflective assessment strategies, differentiated instruction for ELLs and Special Ed. Students, the nature of instruction, the role of the teacher and the student.</li> <li>• Math Inventions provided for struggling Level 1 and 2 students by the math coach and intervention teachers.</li> <li>• Math Extended Day Program to provide academic support for Level 1 and 2 at risk learners in math testing strategies, beginning February 2011 to May 2011, three days per week, from 3:30 p.m. – 5:30 p.m. Eight teachers' salaries will be allocated by Title 1 Funds. •</li> <li>• Extended Day Resources: Options, Measuring Up Mathematics, manipulatives, chart paper and markers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Minimum of 10% increase in percentage of 3-8 graders scoring at or above level 2 on NYS math assessments. Evidence as indicated by portfolio assessment and/or unit assessments of Everyday for grades K-2.</p>

**Subject/Area (where relevant):** Improving Teacher Quality and Effectiveness

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, K - 8 grade level inquiry teams will develop differentiated lessons to improve the academic performance of Students with Disabilities and struggling students as measured by teachers’ assessment binders and students’ portfolios.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Due to the increased number of Students with Disabilities assigned at PS/MS 123 and struggling students who are not achieving grade level standards, K – 8 grade level inquiry teams targeted this sub group of at risk learners.</p> <ul style="list-style-type: none"> <li>• Create a “Data Culture” where teachers continuously participate in data driven grade level inquiry teams to assess and analyze special education learners to plan differentiated lessons.</li> <li>• Increase collaboration among all educators and between general and special educators to provide a coordinated delivery of instruction and learning opportunities for all students.</li> <li>• Teachers on each grade level to identify special education at risk learners.</li> <li>• Teachers collaboratively link assessments to the specific instructional skills, concepts or strands during grade level inquiry team meetings.</li> <li>• Teachers strategically use both formative and summative assessments to plan instruction.</li> <li>• Students with Disabilities’ strengths and weaknesses analyzed with clearly defined instructional plans for improving academic performance.</li> <li>• Grade Level Inquiry Teams collaborate based on an instructional focus to determine the range of ‘what students can do and can not do’ by aligning grade level standards with students’ work to identify instructional needs.</li> <li>• Pacing lessons are adjusted to ensure the engagement of diverse learners.</li> <li>• Conduct classroom observations to create kid watching conferencing notes.</li> <li>• The patterns and gaps in Students with Disabilities academic performance are examined in comparison to similar schools.</li> <li>• Identify the best differentiated instructional practices that are scaffold to address the diverse academic needs of Students with Disabilities.</li> <li>• Create innovative differentiated lesson plans with specific adaptations and modification practices for improving Students with Disabilities academic performance.</li> <li>• Students take responsibility for their own learning and reflect on and evaluate their own work with peers.</li> </ul> <p>Target Students with Disabilities for academic interventions during and after the school day.</p> <ul style="list-style-type: none"> <li>• Provide professional development to strengthen teachers’ understanding of the differentiated</li> </ul>

	<p>instructional process.</p> <ul style="list-style-type: none"> <li>• Purchase instructional materials to support the differentiated instructional process.</li> <li>• Teachers maintain assessment binders and student portfolios to monitor students' academic performance.</li> <li>• Daily grade level inquiry team meetings embedded in the school's program.</li> <li>• Schedule inter-class visitations and learning walks to observe differentiated lessons.</li> <li>• Teacher Observations conducted by administrators to assess the quality of teaching and learning in classrooms.</li> <li>• Create study groups to research and implement differentiated instructional practices to address students' diverse academic needs.</li> <li>• Maintain attendance sheets, agendas and conferencing notes to substantiate the grade level inquiry team meetings.</li> <li>• Identify June, 2011 Chancellor's Professional Development Day for the K – 8 Grade Level Inquiry Team Presentations to share successful differentiated instructional practices for accelerating the academic performance of Students with Disabilities and struggling learners.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 Allocation will fund the math and literacy coaches to support teachers' efforts with differentiated instructional strategies. Purchase differentiation materials to conduct study groups and instructional materials to improve student achievement. The literacy and math intervention teachers will provide academic interventions for Students with Disabilities using Title 1 Funds.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher assessment binders, student portfolios, IEPs, inquiry teams' documentation and presentations of students' work. A 10% increase in students scoring at levels 2 and 3 on NYS ELA and Math Examinations.</p>

**Subject/Area (where relevant):** Student Leadership and Responsibility

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a strong student-focused school climate with emphasis on student leadership, responsibility and respect evidenced by a decrease in the number of Superintendent Suspensions from 6% to 3% by June, 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To reduce the number of Superintendent Suspensions, the following activities will be implemented:</p> <ul style="list-style-type: none"> <li>• Teachers, Coaches and Administrators collaboratively utilize internal and external data continuously to diagnose and monitor students’ academic progress.</li> <li>• Conduct career/college planning to engage students in creating personalized instructional plans for student success.</li> <li>• Engage students in Graham Windham’s Extended Day College Preparatory Program coordinated by the Learning Leader’s Volunteer Program.</li> <li>• Continue College Preparatory Program with Hunter College for students on grades 7 -8.</li> <li>• Instructional programs are fully differentiated to enable all students to achieve high levels of academic success and independence.</li> <li>• Students take responsibility for their own learning, and reflect on, discuss and evaluate their work products with peers.</li> <li>• Employ the services of Graham Windham Beacon Program and Columbia Presbyterian Mental Heath Clinic to address the social and emotional needs of students and their families.</li> <li>• Utilize the Graham Windham after School Program, grades 5 – 8 and the YMCA Extended Day Program for grades K - 5 to provide over 300 students with a safe haven to receive homework help, recreational and sports activities.</li> <li>• Students and teachers re-visit school rules, rewards and consequences to ensure understanding of the expectations.</li> <li>• Support school wide expectations as individual learners coordinated by a wide range of adults to ensure understanding of the expectations and compliance.</li> <li>• Review parent/student handbook to ensure understanding of responsibilities and expectations.</li> <li>• The Legal Aid Society will conduct a Conflict Resolution Professional Development Program for guidance staff and twelve middle school students as peacemakers to turnkey strategies for solving conflicts peacefully.</li> <li>• Class lesson on grades K - 5 on how to use alternative methods to resolve conflicts peacefully conducted by the Charter Ed. Teacher.</li> <li>• Continue to implement the Character Education Program to build good character traits.</li> </ul>

	<ul style="list-style-type: none"> <li>• Utilize guidance faculty, community-based agencies, and police officers to conduct class discussions on non-violence strategies.</li> <li>• Arrange activities and assembly programs to increase awareness of non-violence expectations and strategies.</li> <li>• Continue the In-House Suspension Program to provide immediate consequences for students' disruptive behaviors according to the Department of Education's Code of Behavior.</li> <li>• Submit pre-referrals to the Pupil Personnel and Academic Intervention Teams to identify interventions for at-risk students.</li> <li>• The Character Education Teacher and Social Worker will continue to address students' truancy concerns.</li> <li>• Identify academic and behavioral interventions for at-risk learners before, during and/or after the school day.</li> <li>• Bulletin Boards and daily announcements highlighting student accomplishments in building self esteem.</li> <li>• School's Motto, 'Living and Learning with Respect, Pride and Dignity reinforces the core values of the school's expectations and positive choices made by students.</li> <li>• Continue the Big Brother – Big Sister School Based Mentoring Program to provide support for our neediest students.</li> <li>• Continue the school's Honors and Scholars for middle school accelerated student learners. Community Service Learning Programs coordinated by the school's guidance teams and Graham Windham Community Based Agency.</li> <li>• Continue business partnerships with Ogilvy (advertisement projects) and Grow Technology (school's newspaper) for career and life skills experiences.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I Allocation funds a Social Worker, Character Education Teacher, and In-House Suspension Teacher to address students' academic, social, emotional, and truancy needs. The City of New York, Department of Human Resources funds Graham Windham Community Based Agency and Columbia Presbyterian Mental Health Clinic</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students' ability to resolve conflicts peacefully and the support provided will reflect a 2% decrease in the number of Superintendent Suspensions by June 2011.</p>

**Subject/Area (where relevant):** Strengthening Parent Involvement and Participation

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen parents’ involvement in their children’s education utilizing PS/MS 123’s and Graham Windham Community Based Program’s resources evidenced by a 25% participation increase in school wide activities.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Graham Windham Beacon Preventive Program partnered with PS/MS 123, July 1, 2010 for the purpose of providing coordinated services that preserve, support and strengthen families as indicated:</p> <ul style="list-style-type: none"> <li>• Graham Windham will provide submit referrals to local agencies or organizations to support at risk students and families.</li> <li>• Family Counseling and Preventative Service Programs provided for at risk families.</li> <li>• Evening GED, ESL, Computer, Nutrition, and Sports Classes provided to encourage parental engagement in the school’s activities.</li> <li>• Parent participation in workshops with a focus on utilizing instructional strategies to increase student achievement. This school year emphasis will be placed on using Graham Windham Preventive Services and Extended Day Activities to engage parents and guardians in their children’s education. It is our intention to use family, school and community partnerships to increase parental involvement activities for improving student achievement. Parent workshops conducted by school based staff and community agencies are designed to increase meaningful parental involvement and a positive interest in the school. A calendar of parent activities will be distributed in September, 2010 based on a needs assessment. Information provided in the parents’ designated languages will facilitate communication between the home and school.</li> <li>• Team building strategies with parents will continue throughout the school year to enhance positive school relationships.</li> <li>• Class parents will be used as a vehicle to foster greater parental involvement in school wide activities.</li> <li>• The parent coordinator in collaboration with the principal serves as the school’s liaison for supporting ongoing parent workshops and training sessions.</li> <li>• The parent coordinator will maintain an organized parent room to conduct daily activities and to maintain resources for families. It is the responsibility of the parent coordinator to ensure that productive and meaningful activities are coordinated in the parents’ room.</li> <li>• Parents will receive monthly progress records except for November, March and June when report cards are distributed. Newsletters and the school’s website will provide current updated</li> </ul>

	<p>information. Parents' participation in the decision making activities coordinated by the Parent Association, Title 1 and School Leadership Team will increase participation in the school's decision making process. All families are encouraged to commit to the School's Title One Policy Agreement for improving student achievement and participation in school activities. An ongoing partnership with the Learning Leaders' Volunteer Program will continue to build a linkage between parents and the school to promote greater family participation.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 Allocation will fund resources, materials and refreshments to generate greater parent involvement in school's activities. Community Based Organizations such as Graham Windham, Columbia Presbyterian Mental Health Clinic, YMCA, and Learning Leaders Volunteers are funded by the City of New York Human Resources or Private Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>A 25% increase in the number of parents who are participating in school activities and events due to the various support provided to PS/MS 123's parents.</p>

**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 (SURRE)**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	41	41	N/A	N/A	4			
1	70	22	N/A	N/A	6			
2	87	45	N/A	N/A	5			
3	84	70	N/A	N/A	10			2
4	62	53	50	50	6			
5	53	45	26	26			5	
6	44	45	30	30			10	
7	60	54	52	53			15	
8	47	107	60	60			25	
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	All level 1 and 2 students including ELLs and Students with Disabilities are provided additional time on task before, during and after school day in literacy. Differentiated instructional strategies are used to address the academic needs of struggling learners. Flexible intervention plans are used to monitor and accelerate students' achievement. Great Leaps Intervention Program is used to build reading fluency through phonics and sight word phrases with individual students. The Voyagers Passport Program incorporates a multi-tiered approach in addressing small groups of struggling readers to intensify instruction. The Accelerated Reader Computer – Computer Program motivates students to read “just right leveled books,” to improve reading comprehension skills assessed by online quizzes to determine academic progress.
<b>Mathematics:</b>	All level 1 and 2 students including ELLs and Students with Disabilities are provided additional time on task before, during and after the school day in mathematics. Students are instructed in small groups using Everyday Mathematics, Impact Math Interventions Practices and Acuity Instructional Resources. Students Intervention Instructional Plans are maintained and monitored by the academic intervention team in conjunction with the parents.
<b>Science:</b>	Content – Area Leveled Readers are used to differentiate scientific content for struggling students according to their instructional needs.
<b>Social Studies:</b>	Content – Area Leveled Readers are used to differentiate social studies content for struggling students according to their instructional needs.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The Guidance Intervention – Character Education Facilitator provides counseling and character education sessions in small groups for students who exhibit social and emotional difficulties.
<b>At-risk Services Provided by the School Psychologist:</b>	The Psychologist assigned to the onsite School Based Columbia Presbyterian Mental Health provides individual and small group counseling for students with challenging behaviors.

<b>At-risk Services Provided by the Social Worker:</b>	Our social workers provide individual and small group counseling for general and special education youngsters who are mandated per the Individual Education Plan for counseling.
<b>At-risk Health-related Services:</b>	The school nurse conducts asthma and nutrition clubs to teach good health habits. Speech teachers provide intervention for at-risk youngsters during the 37.5 Extended Day Tutorial Program.

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

*NCLB/SED requirement for all schools*

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

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

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

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

## Section I. Student and School Information

Grade Level(s) Pre- K – Grade 8    Number of Students to be Served: 142 LEP \_\_\_\_\_ Non-LEP

Number of Teachers 3    Other Staff (Specify) \_\_\_\_\_

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

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

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

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. The Reading through the Arts Saturday Program is designed to strengthen the literacy skills of our English Language Learners. The instructional strategies provide opportunities for ELLs to read, write, listen and speak in a variety of contexts. Students are instructed at their proficiency level to address the diverse literacy skills of our English Language Learners. The focus placed on fluency and learning to speak English in a social context provides regular interactions with others. Read – Alouds are placed at the heart of literacy instruction. Emphasis is placed on integrating critical thinking skills while involved in the practice of active listening, the modeling of the text, and the connections made to the new information. The read-alouds promotes active teaching and rigorous learning activities, while immersed in authentic literature. Read-Alouds aligned with the ESL Learning Standards and Performance Indicators are used to prepare ELLs to think critically, solve problems and communicate in the language(s) of instruction. By improving students' listening skills, reading comprehension, and vocabulary building actively engages ELLs in a standards-based academic curriculum. Real life situations enable students to make connections and develop language proficiency to function in the broader society with confidence in their abilities to speak English. Students will experience the joy of reading and will be motivated to read more. Strategies such as previewing, using prior knowledge, reading with expression, visualization and discussing vocabulary in context will strengthen students' language and writing skills. Accountable talk strategies will enhance language proficiency through oral discussion by modeling language acquisition for students. Questions will be carefully crafted to promote higher level thinking skills.

Various ESL methodologies and strategies will be used to create a nurturing and comfortable learning environment. Students will be encouraged to question, discuss, write skits and participate in presentations. Adequate time will be provided to reflect/write/talk and act out the read alouds. Students will also retell the story using descriptive language to explain and to explore ideas in literature. The use of characterization, creative movement and improvisation, role-playing and musical composition will be used to promote language development. Students will be aided in maintaining audio recordings of their oral presentations for ongoing reference. By combining art activities with literacy; students will create puppets, costumes and simple scenery for the play productions. Plays and skits will enable students to model proper grammar, syntax, intonation and pitch. Participation in cultural, linguistic and academic activities will enrich the lives of our English Language Learners. The students' families will be invited to play productions promoting cross –

cultural understanding and social interactions. As a culminating activity, each student will illustrate and describe their favorite part of a read aloud to be placed in a class binder. Audio portfolios of the students' presentations will be shared with the school community to enhance communication and confidence. It is our intent to prepare our ELL population to pass the proficiency assessment to score out of ESL Services and to be fully immersed in mainstream classes with support.

Our student population consists of the Beginners, Immediate and Advanced Proficiency Levels. We will target 60 Beginners and Intermediate level students for our Reading through the Arts Extended Day Program. Maximum class size will consist of 20 students. The Spring 2010 State ELA Tests, ECLAS-2, NYSESLAT Examination, ongoing review of the students' products, portfolios and classroom observations will serve as indicators of student progress. Students will also maintain reading logs, to document the books read. The Reading through the Arts Saturday Day Program will begin in February 2011 and end in June, 2011 for sixteen instructional sessions. The program will operate on Saturdays from 9:00 a.m. – 1:00 p.m. The three extended day teachers and supervisor are highly qualified. One teacher is a State Certified Licensed ESL Teacher and the remaining two teachers are State Certified Licensed Reading Teachers. Reading Teachers were selected to participate in the Title 3 Program because of their specialized ability to teach reading skills. Reading Teachers are trained to teach explicit instruction or direct teaching of language concepts, academic language and reading comprehension strategies. During the instructional process, the students will be divided into three stations in which the licensed ESL Teacher will rotate to provide specialized instructional practices to address the diverse needs of English Language learners in both academic skills and English Language acquisition.

**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.

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Our Professional Development Activities will prepare both the Reading through the Arts Saturday teachers and instructional staff who instruct English Language Learners. The three extended day teachers and supervisor are highly qualified. One teacher is a State Certified Licensed ESL Teacher and the remaining two teachers are State Certified Licensed Reading Teachers. Demonstration lessons, planning sessions, grade, faculty conferences, workshops and learning walks are various forms of professional development strategies to improve the quality of teaching and learning of ELLs. The continuous review of the data, instructional plans and classroom observations will monitor students' performance. The professional development activities will be facilitated by the ESL Teacher, Coaches, CFN and DOE staff. The formation of study groups will strengthen the staff's understanding of ESL methodology. The book "Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Class," by Pauline Gibbons, ISBN 978-0-325-00366-5, Heinemann Publishers will be used to facilitate the study groups. Book Club Participants will create a guide containing the Best Practices for Instructional ELLs. During the professional development sessions, teachers will be trained to create and utilize rubrics to examine ELL students' work aligned with grade level standards. Teachers will also use portfolios as assessment tools to chart students' academic progress, which will be shared during grade level inquiry team meetings.

**Section III. Title III Budget**

**School: PS-MS 123M**

**BEDS Code: 310500010123**

<b>Allocation Amount: \$15,560.00</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$11,164.00	<p>Per Session salaries for 3 teachers to provide additional academic services on, (16 sessions) Saturdays, from 9:00 am. to 1:00 p.m., February 5, 2011 –June 4, 2011 (16 weeks X 4 hours, 1day per week X 3Teachers X 41.98 (\$97.00) rate for per session) = \$8,060.00</p> <p>Per session salary for one administrator for program supervision from 9:00 am. - 1:00 p.m., (16 weeks X 4hours, 1day per week, 1 Licensed Administrator x 48.50 (\$97.00) rate for per session)= \$3,104.00 from February 5, 2011 – June 4, 2011.</p> <p>Per session salary for one administrator for program supervision from 9:00 am. - 1:00 p.m., (16 weeks X 4hours, 1day per week, 1 Licensed Administrator x 48.50 (\$97.00) rate for per session)= \$3,104.00 from February 5, 2011 – June 4, 2011.</p>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	\$250.00	<p>Book: Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Class, Pauline Gibbons, ISBN 978-0-325-00366-5, Heinemann Publishers, (<a href="http://www.heinemann.com">www.heinemann.com</a>) \$25.00 per book. 10 books will be purchased to facilitate a faculty study group to enhance understanding of English Language Learners. Book Club Participants will create a guide containing the Best Practices for Instructional ELLs.</p>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	\$2,656.00	<p><b>Great Source, Level Books and Tapes:</b> ESL Instructional Materials (\$2,656.00)</p>
	\$1,000.00	<p><b>Staples:</b> Instructional Materials to support project based activities. (\$1,000.00)</p>
<b>Travel</b>		
<b>Other</b>	\$500.00	<p>A culminating cultural event to recognize students’ academic progress and to celebrate different ethnic food dishes. Students, staff and parents will be invited to the event. Cultural dishes, certificates, etc.</p>
<b>TOTAL</b>	<b>\$15,560.00</b>	



### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

**Upon admission to P.S. 123, the student's home language will be identified and entered in the ATS System. The ESL Teacher and Parent Coordinator will maintain a current data base of the different languages spoken in the students' homes. According to the identified languages, parents will be provided information in a language in which they can understand.**

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.

**Written information and oral interpretation are provided to the school community based upon P.S. 123's native language information. Due to the influx of families from West Africa it has been difficult to translate documents due to the various African dialects spoken. We are continuously reaching out to West African parents and community members to provide translations for our West African families.**

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

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

**All written translations, as well as oral interpretations have met the translation expectations as required by the Department of Education. Based upon the school's language data base, parent notices and oral interpretations are provided in the parents' language. The translations are provided by school based personnel and parent volunteers. If a language translation is not available at the school site, the Department of Education's Office of Language Interpretations and Translations will be contacted for assistance with the translation. Due to several West African dialects, providing West African parents' written communications in their native language is a challenging task.**

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.  
**PS/MS 123 have staff members and parents fluent in Spanish, French and the African dialects. They will provide written and oral interpretations. The Department of Education's over-the-phone interpretation services will be used for parents speaking languages other than English and Spanish. [Refer to the DOE Home Page, Directory of Offices & Divisions, and Translation & Interpretation Unit for details.]**

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>.

**PS/MS 123 will fulfill the parental notification requirements for translation and interpretation services as outlined in Section VII of the Chancellor's Regulations A-663. See DOE Home Page, Directory of Offices & Divisions, Translation & Interpretation Unit for details.**

## 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:	\$585,246.00		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,852.46	\$5,852.46	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,262.30	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58524.60	*	

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.

***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.

## **PS/MS 123’s Parental Involvement Policy 2010 - 2011 SY**

### Mission Statement/School Philosophy

We, the parents and the faculty of the Mahalia Jackson School, are committed to educating our students to their fullest potential. We are striving to enable our parents to become active and involved advocates for their children. We are working collaboratively with parents to enable our youngsters to master the curriculum’s goals and objectives as aligned with the grade level standards.

### Parental Involvement Policy

We recognize that the parent is the child’s first and most important teacher, and that the parent’s continued involvement is essential for the success of the child. The Mahalia Jackson Scholars Academy/P.S. 123 is committed to a strong parent-school partnership. Furthermore, federal regulations states that funds may be received only if programs, activities, and procedures for the involvement of parents of participating children are implemented. Such activities shall be planned and implemented with meaningful consultation with parents of participating children. Consultation is organized, systematic, ongoing, informed, and timely.

To create and support a strong parent-school partnership, this policy was developed in consultation with parents of participating Title I students and shall be incorporated into the Mahalia Jackson Scholars Academy Title I Plan to ensure that parents are involved in planning, implementing, and evaluating the Title I program. Parents shall be included as team members to provide input in the development and review of the instructional and school improvement plan when necessary.

At the beginning of each school year, this policy shall be distributed to parents of Title I students and, to the extent practicable, provided in a language the parents can understand. This policy shall also be made available to the community and updated periodically to meet the changing needs of parents and the school.

Parents of each Title I student shall be provided the opportunity to participate in at least two parent-teacher conferences and any additional conferences needed to ensure understanding and cooperation among the parents, students, and respective school officials so that students will profit fully from all school experiences.

To improve student achievement and to maintain a strong school/home partnership, Public School 123 shall:

- Hold an annual meeting, at a convenient time, to which all parents of participating students shall be invited and encouraged to attend, to inform parents of their school's participation in the Title I program. The school will explain its requirements and the parent's right to be involved;
- Offer a flexible number of meetings, (a.m. and p.m.) and may provide carfare or childcare services, as such services relate to parental involvement with Title I funds;
- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of parental involvement policy and joint development of the school-wide plan;
- Provide parents of Title I students:
  - o timely information about the program
  - o a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
  - o if requested by the parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible.
  - o provide parents of Title I students' opportunities to express written/verbal comments on the plan when the school makes the plan available to the local educational agency.

Parents of Title I students shall be provided the opportunity to jointly develop and annually review a school-parent compact. The compact will outline how parents, the 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 students achieve the State's high standards.

The School – Parent Compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards, and the ways in which parents will be responsible for supporting their children's learning;
- Address the importance of communication between teachers and parents on an ongoing base.

To ensure effective involvement of parents and to support a partnership among the school, parent, and the community to improve student academic achievement, P.S. 123 assisted through Title I shall:

- Provide assistance to parents of students served by the school as appropriate, in understanding such topics as the State's academic content standards and State student achievement standards; State and local academic assessments; the requirements of Title I; how to monitor their children's progress; and how to work with educators to improve the achievement of their children.

## PS/MS 123's SCHOOL-PARENT COMPACT

The school and parents working co-operatively together to provide for the successful education of the children agree:

<b>The School agrees</b>	<b>The Parent/Guardian agrees</b>
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide transportation, child care, or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high-quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>- Parent-teacher conferences at least annually.</li> <li>- Frequent reports to parents on their children's progress, reasonable access to staff</li> <li>- Opportunities to volunteer and participate in their child's class observation of classroom activities.</li> </ul> <p>To assure that parents may participate in professional development activities according to parents' need per surveys, i.e. literacy classes, ESL Classes, computer training, GED Classes, workshops on Reading, Mathematics, Writing and Discipline strategies.</p> <p>To ensure that parents understand the school homework policy.</p> <p>To ensure that parents understand the promotional policy and expectations.</p> <p>To ensure that parents understand the DOE's Code of Behavior.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school parent-involvement policy.</p> <p>To use or ask for technical assistance training that the local education authority or school may offer on child-rearing practice, teaching, and learning strategies.</p> <p>To work with our child/children on their school work</p> <ul style="list-style-type: none"> <li>- to read for 15 to 30 minutes per day, K through 1<sup>st</sup> grade students</li> <li>- listen to grades 2 and 3 students read for 15 to 30 minutes per day.</li> </ul> <p>To monitor our child/children's:</p> <ul style="list-style-type: none"> <li>- attendance at school</li> <li>- homework</li> <li>- television watching</li> </ul> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with our child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and need to help them be more effective in assisting your child/children in the educational process.</p> <p>To schedule meetings to discuss the homework and promotional expectations.</p> <p>To review, sign and return the monthly progress sheet which assesses student academic progress.</p> <p>To read the monthly parent publication, "Spotlight on P.S. 123 to keep abreast of the school's current information.</p> <p>To attend parent meetings to keep informed about the school's educational programs.</p> <p>To ensure that my child adheres to the school's uniform policy.</p> <p>To ensure that my child reports to school daily with the tools to works and on time.</p>

**PS/MS 123's School – Parent Compact**

**SIGNATURE SECTION  
2010-2011SY**

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the success of our children.

\_\_\_\_\_  
Signature of School Principal/Teacher

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Type/Print Name

\_\_\_\_\_  
Type/Print Name

\_\_\_\_\_  
Telephone Number

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Best time to contact

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Best time to contact

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Date

\_\_\_\_\_  
Date

**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.  
The School's Title 1 funding is designated to maximize learning opportunities for all students. Emphasis is placed on aligning the standards, assessment and instruction to improve student performance. Various modes of differentiating instructional strategies enable all students to achieve grade-level standards in major academic subjects. Assessment data is continuously collected and disaggregated throughout the school year. ECLAS2 and E-PAL Assessments are utilized on grades K – 3 to pinpoint students' literacy needs for instructional purposes. The DOE's Periodic Assessments on grades 3 – 8 identifies students' literacy and mathematics needs. Teachers and administrators use the ARIS and

Acuity Instructional Resources to select target lessons to practice identified instructional skills. The instructional staff continuously reviews the ARIS and Acuity assessment reports to diagnose and improve the academic performance of all students on grades 3 – 8 in literacy and mathematics. Students' strengths and weaknesses are analyzed with clearly defined instructional plans for accelerating students' academic performance. Teachers maintain class assessment binders to monitor student performance. Carefully examined is the range of what students can do and can not do by aligning grade level standards with students' work to determine their instructional needs. In building a data culture, teachers are enabling students to become data wise. Teachers involve students in the self assessment process by empowering them to take ownership for their learning. Our students have a clear understanding of their learning needs and the specific learning targets they are to achieve. Academic contracts are signed by students on grades 3 -8 outlining the learning expectations and consequence for not achieving their learning targets. Students maintain samples of their work products in portfolios assessed by standard based rubrics. Students are able to discuss their academic needs and strategies for improving their performance. Acuity Reports are also used to analyze the academic performance of subgroups such as the ELLs and Students with Disabilities. All students are expected to achieve grade level standards and the State's Annual Proficiency Levels. Students not achieving Adequate Academic Progress are provided interventions before, during and beyond the school day. The patterns and gaps in students' performance are discussed during Inquiry Team meetings. The school's assessment trends and patterns are examined in comparison to similar schools to identify the best instructional practices. It is our goal to ensure that all student sub groups are making Adequate Yearly Academic Progress. We have created a data culture environment as evidenced by the students' and faculty's ability to gather and interpret assessment data to drive instruction. Teachers are supported by the Inquiry Team Members in the use of Periodic Assessments, Acuity and ARIS Resources. Teacher Inquiry Support Groups are turn keyed by the Inquiry Team Chairperson. During the Inquiry Team Meetings, assessments are customized for targeting students' individuals learning needs. Teachers collaboratively link the assessments to the specific instructional skills, concepts or strands during grade level planning conferences. As students progress at different rates, teachers use the assessment data to differentiate instruction. The principal as the school's instructional leader ensures that all students are academically progressing and are achieving their Adequate Yearly Academic Targets. The principal is also responsible for reporting the academic performance to the school community aligned with clearly defined instructional plans for accelerating student achievement. The Inquiry, School Leadership and Academic Intervention Teams work collaboratively with the instructional staff to improve teacher practice and student achievement. The School's Quality Review recommendations are also incorporated in the school's improvement plan for accelerating student performance.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Our rigorous instructional program embraces and infuses the Principles of Learning to maximize student achievement. Our classrooms are organized for effort to promote and sustain student learning. Print-rich student work illustrating grade level standards is displayed throughout the building. The literacy block is student centered and literature based. Flexible grouping is used as an instructional strategy to engage students in read alouds, shared reading, guided reading and independent reading activities according to the students' academic levels. The Everyday Mathematics Program is implemented on grades K-5 which utilize a child-center approach in the teaching of mathematics. Through the use of inquiry-based instruction; students develop problem-solving skills through the use of hands-on activities. The Impact Mathematics Program deepens our middle school students' understanding of basic skills in a more complex form. Instruction is differentiated to address the academic needs of a more complex form. Instruction is differentiated to address the academic needs of all learners. Grade level instructional practices in the content areas are integrated within the framework of standard based instruction. Emphasis is placed on students interpreting, evaluating and synthesizing information. State standards across the content areas are used to analyze and discuss students' work to improve academic performance. Students are provided

ongoing opportunities to think reason and use their knowledge in the instructional process. Accountable Talk strategies are evidenced throughout classroom discussions to promote learning and to facilitate rigorous thinking. Students are provided daily opportunities to write and link what they have learned to further develop their writing skills. Test-taking strategies are incorporated through the use of Periodic Assessments to strengthen literacy and mathematics skills on grades 3 – 8. Students are learning to self manage their learning by maintaining standards- based portfolios and generating ongoing academic goals to accelerate learning. Our 21<sup>st</sup> Century State Grant provides extensive technology instructional training for staff and students. Students are engaged in high level instructional activities through exemplary technology –rich lessons with opportunities for differentiating technology tools. Robotics, pop up books, chess are provided to advance levels of students academic achievement. It is our goal to create a model 21<sup>st</sup> Century School whereas students are demonstrating the best technology practices to create an exemplary global learning environment. Our residency with Community Works aligns standard –based visual arts instruction across the content areas. Artists are assigned to teach visual arts at the Community Works location and at the school site per the available of building space. Exhibits of students’ art work are displayed throughout the school building. The Music in the Brain Program instructs students on grades K – 2 to use keyboards to develop their musical and intellectual skills. Quilting is taught to enhance students’ artistic abilities. The quilts are displayed throughout the school building.

- 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.

The school day is extended to provide additional time on task to accelerate the academic performance of our struggling students. Our Level 1 and 2 at risk students are provided academic interventions before, during the school and extended day according to the academic needs. Emphasis is placed on addressing the academic needs of Students with Disabilities, English Language Learners and the bottom third of at risk learners. Research based intervention programs such as Great Leaps, Voyagers, Accelerated Reader Program and the Everyday Math/Impact Intervention activities address the academic needs of struggling learners. Academic Intervention Teachers push into or pull out of the classrooms to improve student performance. The students’ academic needs and progress are documented and monitored on intervention plans. Teachers differentiate instruction and use flexible grouping practices according to the students’ individual learning needs.

The entire school community is mobilized to help all students succeed. We have created a community school by enlisting the support of businesses, colleges, hospitals and community agencies to maximize services for students. In fact, our March 27, 2008, Quality Review Report states, “Very strong student support ensures that even the most vulnerable students can make the best to of their schooling.” To address our large mobile population of students living in domestic violence shelters, we have acquired Columbia Presbyterian Mental Health Clinic and Graham Windham Services for Families to support at risk families. Our character education program consisting of a program facilitator and a social worker enables students to identify and adopt desirable character traits. A monthly theme is used to reinforce the character trait

highlighted. Daily presentations are used as a vehicle for students' speakers to share how they are modeling understanding of the character traits. Character themes such as Respectful Lane and Dignity Road, etc. are displayed as corridor street signs as visual reminders of the character traits. Our Scholar Incentive Program is used to motivate and reward students for improved academic performance or behavior. Earned scholar dollars are used to purchase item from the school's scholar store. We also have a "Big Brother – Big Sister Mentoring Program. Staff members volunteer to mentor a student to improve self – esteem and behavior.

**Public School 123 is supported by the following partnerships to enrich students' academic performance:**

- a. Ogilvy One Advertising Agency – The agency mentors our sixth graders in the creation of advertisement projects. Several students serve as interns. The interns under the direction of Ogilvy One employees have created advertisement promotions for Great Adventure, the New York Mets and Kool-aid. This school year, students are creating an advertisement project for Ikea.
- b. Grow Media Company – The agency mentors our student newspaper staff and supports our school's newspaper publication. The CEO of Grow Media provides onsite publishing workshops for students on grades 7-8.
- c. Accelerated Reader Program sponsored by Carmel Hill- an online literacy computer program which motivates students to read. After reading a "just right book," a quiz is administered online to assess students' comprehension skills. The program has fostered a love of reading, increased vocabulary and critical thinking skills.
- d. New York State 21<sup>st</sup> Century Technology Grant – provides professional development for the instructional staff to prepare students for global learning in the 21<sup>st</sup> Century. The grant also supports our robotics program which enhances students' critical thinking and problem solving skills.
- e. Columbia Presbyterian Mental Health Program – Provide counseling services for at risk families.
- f. Graham Windham Beacon Program- provides an after school program for students in grades 5-8, a GED, ESL and computer program for parents. An ACS Preventive and Counseling Program are provided for at risk families.
- g. YMCA – provides an extended day program for students on grades 5-8. Tutoring, the arts and sports are provided.
- h. City College Engineering Department – Provides learning opportunities in the creation of various electronic devices and pop-up books during and after the school day.
- i. Community Works – Provides a residency in the visual arts aligned with the Literacy and Career Awareness Curriculum.
- j. Children's Art Carnival – Provides a residency program in the visual arts aligned with the Social Studies Curriculum.
- k. Westside Harlem Agency – Provides workshops in housing, banking and financial matters for parents.
- l. Learning Leaders – Provides workshops to prepare and certify parent volunteers.

3. Instruction by highly qualified staff.

According to PS/MS 123's April, 2010 School Demographics and Accountability Snapshot, 100% of the teachers are fully licensed and permanently assigned. 93.1% of the core classes taught is by "highly qualified" teacher per the NCLB/SED definition. Teachers were enrolled in accredited college courses during the 2008 – 2009 school year to meet the State's certification requirements to become highly qualified teachers. Support staff such as cluster teachers and out-of classroom teachers; provide academic interventions for at risk learners. Emphasis is placed on using the best instructional practices and research based instruction in major subject areas. Administrators, Coaches and Mentors assist new and struggling teachers in implementing appropriate instructional strategies and classroom management techniques.

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.

We recognize that student achievement is contingent upon the quality of teaching and learning. Professional Development activities are tailored to meet the diverse needs our instructional staff. Staff members and parents' needs are surveyed to create an effective professional development program to improve student achievement. Administrators, Coaches and Mentors work continuously to improve the quality of instruction in all classrooms. Staff development practices involve ongoing demonstration lessons, interclass visitations, faculty – grade conferences, classroom observations, model demonstrations, lab sites, book clubs and study groups. Emphasis is placed on analyzing assessment data to differentiate instruction to meet the students' learning needs. We have placed emphasis on educating students with disabilities in the least restrictive environment by modifying and adapting the curriculum. Teachers and parents are also provided with resources and strategies for addressing students' behavioral needs. Mentors are assigned to support new and struggling teachers by employing various professional development strategies. In fact, the March 27, 2008 Quality Review states, "The school aligns the performance of teachers to their professional development. The system for observations is exceptionally systematic and careful rubrics have been developed to ensure consistency in observations and feedback. Teachers receive regular, detailed written feedback and areas for development are followed up with further informal visits and suitable training and support where necessary." In addition, the December 7, 2006, Quality Review Report indicates, "Professional Development is meticulously planned for individual days and though an annual schedule which closely matches the goals within the Comprehensive Education Plan. The impact of professional development is carefully evaluated through feedback, ongoing planning and an analysis of students' work. The staff selected the Core Knowledge Learning Support Organization to provide additional professional development opportunities to strengthen the instructional staff's skills for accelerating student achievement.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
The school's personnel committee searches for qualified teachers with appropriate certification, special talents and a level of commitment to teach in our school community. Part of this process involves candidates demonstrating lessons, participation in comprehensive interview sessions and evidence of commitment to a challenging profession by having long and short term educational goals. The school staff in conjunction with the principal attends Department of Education's Job Fairs in an effort to attract and recruit highly qualified candidates for teaching positions. We will continue to reach out to Teach for America, New York City Teaching Fellows and Hunter College Teacher Placement Program for perspective candidates.

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

Parents are involved in all aspects of the school's program. School wide goals and expectations are communicated to parents to strengthen understanding of the school program. Workshops are presented ongoing in the parents' room to support student learning at home. A monthly progress report is distributed by classroom teachers to inform parents of students' academic progress. Parents are encouraged to participate in ongoing meetings, workshops and conferences. Parents serve on the Parents' Association, Title I Advisory Committee and the School Leadership Team. Parents are involved in the school's decision making process. The Learning Leaders Volunteer Organization train and certify parents as school volunteers. Family Literacy Workshops are conducted by school staff, learning Learners Trainers and community based agencies. Parents are kept abreast of school information via, "Spotlight on PS/MS 123, Parent Publication. A Parent Handbook is used as a reference guide to reinforce parents' understanding of the school's expectations. Parents receive a yearly Compact for Learning, which

outlines ways that parents can be involved in their children's education. One percent of the school's Title 1 Budget is used to increase parent involvement to accelerate student learning. A lending library is available for parents to borrow books to read with their children at home, In order to enrich the lives of our families, PS/MS 123 has partnered with Columbia University for the last four years to provide a GED Program, computer classes and job readiness skills for parents. Due to the lack of building space, the GED Program was not in operation during the 2009-2010 school year. However, Columbia University committed to re-instating the program for the 2010-2011 SY. West Harlem Agency assists parents with housing issues for our large mobile student population, financial counseling such as how to create a household budget, opening a bank account and improving your credit record. It is our intention to create a community school which addresses the academic, social and physical needs of our at risk families who live in the nearby domestic violence shelters.

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. Parents are invited to attend Early Childhood Open Houses. During the Open House Orientations, parents from neighborhood Early Childhood Daycare Centers and Pre-school programs are informed about the schools' programs, services and policies. Designated faculty members are introduced to inform families of the services provided to assist students with diverse needs with a successful transition from the early childhood programs to P.S. 123. The Early Childhood Coordinator schedules meetings with parents to gather information regarding the students' needs and the resources required to effectively educate the whole child. Early Childhood Transitional Plans are created to document the students' needs and the required services to ensure that students make successful transitions.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

In consultation with the Inquiry Grade Level Teams a school wide assessment plan was created. We understand that, "Without data you are just another person with an opinion." During faculty and grade conferences, strategies for collecting and analyzing data were identified. We also understand that assessment does not exist in isolation, but must be closely aligned with the curriculum, instruction and the standards. Emphasis is placed on engaging staff members in ongoing discussions about data analysis to strengthen the assessment process. Highlighted is the importance for teachers to document and maintain evidence of student academic progress. The instructional staff maintains assessment binders. These ongoing assessment records enables teachers to monitor student performance and document evidence toward meeting grade level standards. The collection of data includes reviewing English Language Arts, Mathematics State Examinations, ECLAS-2 and E-PAL. In addition, teachers on grades 3 – 8 utilize the Periodic Assessments to identify students' literacy and mathematics needs. Teachers also create customized assessments to further pinpoint students' learning needs. Students' strengths and weakness are diagnosed with clearly detailed assessment plans for accelerating academic achievement. The entire instructional staff works collaboratively during grade conferences to analyze the school's performance highlighting the patterns and gaps in student learning. As students' academic needs are identified, assessment data is used to differentiate instruction. The best practices for disaggregating data were identified. The following Guiding Questions were collaboratively posed to help the instructional staff effectively analyze data to make effective instructional decisions:

- What can students academically do and can not do?
- How are you continuously targeting which skills to teach students?
- How are you using student assessment data to drive instruction?
- How are you differentiating instruction to meet the diverse needs of all learners?
- Which students will require interventions to be successful at the next performance level?

- What has contributed to PS/MS 123's success in certain academic areas? Why?
- When examining our school's data in comparison to similar schools, how is PS/MS 123 doing?
- What are the trends, patterns or gaps in student learning?
- What do these comparisons tell us?
- How do we share assessment information with parents and the community?

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Teachers maintain current assessment binders reflective of ongoing assessment data. Teachers use class checklists, individual progress profiles, curriculum unit tests and NYC Periodic Assessments to continuously identify and document students' instructional needs. Class and individual profiles identify how student performance data are aligned with specific assessment tasks. Teachers link the assessment tasks to specific instructional skills, concepts or strands. As students progress at different rates, teachers use the assessment data to differentiate instruction. Flexible grouping is used as an instructional strategy to address students' diverse learning needs. Emphasis is placed on whether students are making adequate progress toward the designated grade level standard. In addition, teachers maintain guided reading notes, running records and observational notes. Teachers examine students' work to identify clues on why students are completing academic tasks a certain way. Grade level standards are aligned with the students' work to determine their instructional needs. Portfolios are maintained to monitor students' continuous academic growth. Students are involved in the self assessment process to identify their academic needs. During the conferencing process, teachers review portfolios with students to target their academic strengths, weakness and the instructional next steps. The Department of Education's Acuity Instructional Resources is used as an instructional tool in aiding teachers in customizing assessments according to the students' academic needs. The assessment data is promptly collected and utilized by all instructional staff including classroom teachers, intervention teachers, cluster teachers, morning – extended day teachers, paraprofessionals, administrators and the Grade Level Inquiry Team Members to continuously differentiate instruction according to students' academic needs.

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.

Our school wide programs funding is co- mingled to provide services to meet the diverse academic, social and emotional needs of all youngsters. Emphasis is placed on academic and social prevention programs to address the challenges of students living in domestic violence shelters and at risk families. Our Pre-Kindergarten classes provide four year olds with an enriching comprehensive instructional program to address the academic, social, and emotional and health needs of our early grades learners. Please also refer to question 6 responses.

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

### ***Explanation/Background:***

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of 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	✓			\$149,785.30	✓	ELA and Math Coaches to improve teacher quality and effectiveness. Provide PD activities for teachers and paras, pages 26-30.
Title I, Part A (ARRA)	Federal	✓			\$14,410.00	✓	Instructional materials to support academic intervention, pages 26-30.
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$15,560.00	✓	To improve the skills of ELLs and teacher effectiveness,

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

							pages 42-44.
Title IV	Federal	✓			\$101,956.55	✓	A Charter Ed. Teacher and a social worker to improve social skills and behavior, pages 33-34 and 39-40.
IDEA	Federal	✓			\$68,528.37	✓	To strengthen the paras' instructional skills to improve the academic skills of Students with Disabilities, pages 26-30.
Tax Levy	Local						

**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;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**PS/MS 123 has a large enrollment of residing in temporary housing. The number of enrolled Students in Temporary Housing throughout the school year is approximately from 80 - 90 students.**

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

**Students in Temporary Housing are provided school uniforms and supplies per available funding. All school resources are offered to the students and their families, such as academic support, counseling services and health referrals. Students are also encouraged to join the YMCA Afternoon Day Program for grades K – 5 and Graham Windham Afternoon Program for grades 5 - 8 which is housed at PS/MS 123. The students also receive a nutritious supper. The program is in session, Monday – Friday, 3:30 p.m. – 6:30 p.m. and Saturdays 9:00 a.m. – 4:00 p.m. Parents also participate in Graham Windham School Based Agency's GED, Computer, ESL and Wellness Programs, M-F in the evenings. The school's AIS Teacher Coordinator also monitors the attendance, academic, social and emotional needs of students in Temporary Housing. Due to the large number of STH students who are continuously enrolled throughout the school year impacts the school's ability to provide school uniforms.**

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 123 Mahalia Jackson						
<b>District:</b>	5	<b>DBN:</b>	05M12	<b>School</b>		310500010123	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7	v	11
	K	v	4	v	8	v	12
	1	v	5	v	9	Ungrade	v
	2	v	6	v	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	51	51	53		90.2	90.9	89.8
Kindergarten	83	75	84	<b>Student Stability - % of Enrollment:</b>			
Grade 1	83	99	70	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	75	73	88		85.1	86.0	86.0
Grade 3	69	59	80	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	59	70	72	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	58	57	64		76.6	86.6	86.6
Grade 6	74	70	69	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	67	60	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	74		12	58	98
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		3	0	1
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	0	1	1	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	552	622	715		22	30	45
				<i>(As of June 30)</i>	2007-	2008-	2009-
				Principal Suspensions	3	2	23
				Superintendent Suspensions	35	23	53
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	50	50	59
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	12	11	7
# receiving ESL services only	79	101	TBD	Number of Educational Paraprofessionals	3	2	9
# ELLs with IEPs	5	8	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>			

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	3	1	8	% fully licensed & permanently assigned to this	100.0	100.0	94.9
				% more than 2 years teaching in this school	74.0	70.0	69.5
				% more than 5 years teaching anywhere	74.0	70.0	72.9
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		80.0	86.0	81.4
American Indian or Alaska Native	0.2	0.5	2.2	% core classes taught by "highly qualified" teachers	91.4	93.1	89.5
Black or African American	63.6	64.8	61.7				
Hispanic or Latino	35.0	31.8	33.1				
Asian or Native Hawaiian/Other Pacific	0.4	1.4	1.4				
White	0.9	1.1	1.4				
<b>Male</b>	46.0	46.8	46.2				
<b>Female</b>	54.0	53.2	53.8				

**2009-10 TITLE I STATUS**

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

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

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
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:**

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	25.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	11.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>05</b>	School Number <b>123</b>	School Name <b>Mahalia Jackson</b>
Principal <b>Dr. Beverly N. Lewis</b>		Assistant Principal <b>Ms. Tiffany Taylor-Oates</b>	
Coach <b>Ms. Gail Jeffries</b>		Coach <b>Mr. George Campbell</b>	
Teacher/Subject Area <b>Ms. Jacqueline David</b>		Guidance Counselor <b>Ms. Michele Lovell</b>	
Teacher/Subject Area <b>Ms. Regina Abraham</b>		Parent <b>Ms. Hope Scott</b>	
Teacher/Subject Area <b>Ms. Joan Stewart</b>		Parent Coordinator <b>Ms. Z. Cadlett</b>	
Related Service Provider <b>Ms. T. Hurley</b>		Other <b>Ms. C. Simpson, Speech Teacher</b>	
Network Leader <b>Ms. Martha Rodriguez</b>		Other <b>Ms. O. Tamayo, Speech Teacher</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>2</b>

### C. School Demographics

Total Number of Students in School	<b>725</b>	Total Number of ELLs	<b>137</b>	ELLs as Share of Total Student Population (%)	<b>18.90%</b>
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## Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### School Description

PS/MS 123 is a Title 1 School located in Central Harlem. The school services an enrollment of approximately 725 students in grades Pre-K to Grade 8. The school's ethnicity is reflective of 64.8% African American, 31.8% Hispanic/Haitian/African, and 2.4% Other. PS/MS 123 is an Universal Free-Lunch Program as per 86.6 percent of the students are eligible. The school also services students who live in several nearby shelters.

There are approximately 137 students enrolled in the ESL Program. Our ESL program is designed as a push-in model on and a pull-out model on grades K-8. On the elementary level, the ESL Teacher pushes in with the classroom teachers to service the eligible students. Students eligible for ESL services were placed in one designated class on each grade level. On the middle school level, the ESL Teacher provide an pull-out service model. There are ELLs in all grades and proficiency levels, ie., Beginning, Intermediate and Advanced. The home languages of the students are Spanish, Haitian Creole and African Dialects. The ESL Teacher uses methodologies in the academic content areas to develop English language skills. The ESL program is designed to enable students to acquire English language proficiency in listening, speaking, reading and writing. Critical thinking skills are developed by using the Cognitive Academic Learning Approach (CALLA) method. The allocated time for ESL instruction is determined by the students' English language proficiency levels. Beginning and Intermediate students receive 360 minutes of instruction weekly, while Advanced students receive 180 minutes per week.

#### ELL Identification Process and Parent Choice

At the time of enrollment at PS/MS 123, all parents of newly admitted kindergarten through eighth grade students are administered the Home Language Identification Survey (HLIS). If the parents' responses on the HLIS indicate that the home language is other than English or the student is a speaker of a language other than English, the student is then given an informal oral interview in English and in the native language. If the oral interview reveals that the student speaks a language other than English and speaks little or no English then the student is administered the LAB-R. A student that scores below proficiency on the LAB-R becomes eligible for ELL services. A student with a home language of Spanish who scores below proficiency on the LAB-R is then administered the Spanish LAB. The pedagogues both trained and responsible for conducting the initial screening and administering of the HLIS, informal oral interview, LAB-R and Spanish LAB (if necessary), and the formal initial assessment are Gail Jeffries, a certified ESL teacher and Jacqueline David, a certified reading teacher. As a part of the ELL Identification Process, translated materials and interpretation services are used when necessary. Because identification and placement of ELLs must be made within ten days of enrollment, once entitlement is verified, an Entitlement Letter (with a return tear off portion that shows they have received this important information), ELL Parent Brochure (Guide for English Language Learners), and Parent Survey/Program Selection form are sent to the parent informing them of their child's eligibility status and encouraging them to attend an ELL Parent Orientation. In the event students do not return the entitlement notification tear-off by the designated return date, the ESL teacher and Parent Coordinator follow-up via phone, reminder letter or in person. All returned tear-off sheets are stored in a binder for future reference.

During the parent orientation meeting, the parent orientation team ( PS/MS 123 school's ESL teacher, Parent Coordinator, Principal and or Assistant Principal, and translators) provide ELL parents with information about bilingual/ESL services, program options, state standards, assessments, expectations for their child, and the opportunity to ask questions so that they can make an informed placement selection. As a part of the Parent Orientation Meeting, translated materials and interpretation services are used when necessary. Parents are informed that assistance is available to support them with the completion of their Parent Survey/Program Selection form which may be completed at the orientation site or at home with respect for the designated return date.

If a parent is unable to attend the orientation, we schedule a one-on-one meeting to go over the process. After reviewing and processing the Parent Survey/Program Selection forms for parents' choices, all Parent Survey/Program Selection forms are placed in a binder in order to continuously monitor and ensure that the school is meeting parents' choices as indicated on these forms. A Placement Letter (with a return tear off portion that shows they have received this important information) is sent to the parent informing them of their child's program placement at PS/MS 123. In the event students do not return the Placement notification tear-off in a timely manner, the ESL teacher and Parent Coordinator follow-up via phone, reminder letter or in person. All returned tear-off sheets are stored in a binder for future reference. At the time of enrollment at PS/MS 123, all parents of newly admitted kindergarten through eighth grade students are administered the Home Language Identification Survey (HLIS). If the parents' responses on the HLIS indicate that the home language is other than English or the student is a speaker of a language other than English, the student is then given an informal oral interview in English and in the native language. If the oral interview reveals that the student speaks a language other than English and speaks little or no English then the student is administered the LAB-R. A student that scores below proficiency on the LAB-R becomes eligible for ELL services. A student with a home language of Spanish who scores below proficiency on the LAB-R is then administered the Spanish LAB. The pedagogues both

trained and responsible for conducting the initial screening and administering of the HLIS, informal oral interview, LAB-R and Spanish LAB (if necessary), and the formal initial assessment are Gail Jeffries, a certified ESL teacher and Jacqueline David, a certified reading teacher. As a part of the ELL Identification Process, translated materials and interpretation services are used when necessary. Because identification and placement of ELLs must be made within ten days of enrollment, once entitlement is verified, an Entitlement Letter (with a return tear off portion that shows they have received this important information), ELL Parent Brochure (Guide for English Language Learners), and Parent Survey/Program Selection form are sent to the parent informing them of their child's eligibility status and encouraging them to attend an ELL Parent Orientation. In the event students do not return the entitlement notification tear-off by the designated return date, the ESL teacher and Parent Coordinator follow-up via phone, reminder letter or in person. All returned tear-off sheets are stored in a binder for future reference.

During the parent orientation meeting, the parent orientation team ( PS/MS 123 school's ESL teacher, Reading teacher, Parent Coordinator, Principal and or Assistant Principal, and translators) provide ELL parents with information about bilingual/ESL services, program options, state standards, assessments, expectations for their child, and the opportunity to ask questions so that they can make an informed placement selection. As a part of the Parent Orientation Meeting, translated materials and interpretation services are used when necessary. Parents are informed that assistance is available to support them with the completion of their Parent Survey/Program Selection form which may be completed at the orientation site or at home with respect for the designated return date.

If a parent is unable to attend the orientation, we schedule a one-on-one meeting to go over the process. After reviewing and processing the Parent Survey/Program Selection forms for parents' choices, all Parent Survey/Program Selection forms are placed in a binder in order to continuously monitor and ensure that the school is meeting parents' choices as indicated on these forms. A Placement Letter (with a return tear off portion that shows they have received this important information) is sent to the parent informing them of their child's program placement at PS/MS 123. In the event students do not return the Placement notification tear-off in a timely manner, the ESL teacher and Parent Coordinator follow-up via phone, reminder letter or in person. All returned tear-off sheets are stored in a binder for future reference.

PS/MS 123 does not currently have a bilingual program. The ESL teacher and Parent Coordinator communicate (via phone, letter or in person) to those parents whose preferred program choice is bilingual to provide them with information that lists schools in the district where such a program exists in their child's native language. They are also provided with information that connects them with the Office of Enrollment to further explore their program choice. The parent coordinator and ESL teacher continue to follow up with these parents to make sure they get the assistance needed to find a school that provides their preferred program choice. The student receives ESL services at the school until the parent program choice can be offered.

Each spring, ELLs are administered the NYSESLAT to evaluate their English proficiency. ELLs that continue to score below a certain level of proficiency continue to be entitled to ELL services. A Continuation Letter (with a return tear off portion that shows they have received this important information) is sent to the parent informing them of their child's NYSESLAT outcome and program eligibility. In the event students do not return the Continuation notification tear-off in a timely manner, the ESL teacher and Parent Coordinator follow-up via phone, reminder letter or in person. All returned tear-off sheets are stored in a binder for future reference

#### Trend in Parent Choice Letters

Parents/guardians select the program that will best meet their children's academic needs. When entitlement is verified the parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation workshop. During the orientation, information is provided regarding the available programs, state standards, assessments and expectations for the students. Students are placed in the program selected by the parents/guardians. A review of the Parent Survey and Program Selection Forms for the past two years indicates that 98% of parents selected the ESL Program Model. The ESL program is aligned with the parents' choice of service selection. The parent coordinator and the ESL teacher ensures that continuous out reach is conducted to ensure the return of the parent surveys and program selection forms. Due to the large enrollment of students living in shelters, representatives at the shelters provide additional support in the return of the letters. PS/MS 123 continuously monitors and ensures that the school is meeting parents' choices as indicated on these forms.

#### ELL Program

Students there are enrolled in the ESL Program at PS/MS 123 are initially identified at registration as potential ELLs by the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL Services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. The ESL Program Model best serve the students in the freestanding ESL Program. Students on grades K - 8 participate in the ESL Push-In and Pull-Out Model that is

designated to best address the language needs of our ELLs.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	22	15	25	13	14	14	14	8	12					137
<b>Total</b>	22	15	25	13	14	14	14	8	12	0	0	0	0	137

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	95	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	95	0	6	31	0	8	11	0	0	137
<b>Total</b>	<b>95</b>	<b>0</b>	<b>6</b>	<b>31</b>	<b>0</b>	<b>8</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>137</b>

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
<b>TOTAL</b>	<b>0</b>													

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

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

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	
Other										0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	9	17	9	11	10	8	3	9					91
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic	1	1	3			2		1						8
Haitian														0
French	1		1	1			4	3						10
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	5	5	4	3	2	2	2	1	3					27
<b>TOTAL</b>	<b>22</b>	<b>15</b>	<b>25</b>	<b>13</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>8</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>137</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

1(a) PS/MS 123 is a free standing, heterogeneous push in program on grades K - 5 and a pull-out program on grades 6-8. Students are provided language arts and subject content instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group. The ESL Teacher provides comprehension and linguistic instruction according to the students' academic needs as part of the language program support.

1(b) The ESL instructional model is organized as a push - In model on grades K -5 and a pull out model on grades 6 -8. Students receive mandated ESL Instruction according to their proficiency level as required by the NYSED, CR Part 154 Regulations.

2. The number of explicit ESL, ELA and NLA instructional minutes that a student in grades K-8 receives is regulated by NYS CR Part 154. Mandated number of units of support for ELLs are determined by LAB-R or NYSESLAT scores indicting students' English proficiency levels. ESL, ELA and NLA instruction includes literature and content-based instruction which is aligned explicitly to New York State learning standards in ESL, ELA, NLA and content areas. Students in PS/MS 123's freestanding ESL program receive all instruction in English with native language support through the use of bilingual dictionaries, native language classroom libraries, and the buddy system. Language arts is taught using ESL and ELA methodologies. All ELL students receive literacy instruction through the 90 minute ELA Readers and Writers Workshop model, the citywide comprehensive balanced literacy approach. For beginning and intermediate proficiency-level students in grades K-8, 360 minutes per week (2 units) of ESL instruction is required. For advanced proficiency-level students in grades K-8, 180 minutes per week (1 unit) of ESL instruction is required and 180 minutes per week (1 unit) of ELA instruction is required. The staff ensures that all students receive the mandated minutes of ELA and ESL instruction per week. In addition, ELLs receive additional instructional support provided by Academic Intervention Services (AIS) and the school's designated M-Th, 37.5 Extended Time Program. The ESL Teacher provides the mandated number of instructional minutes according to the proficiency levels of our ELLs. The schedule is coordinated with the classroom teachers to ensure that the instructional process is aligned. The push-in model of the ESL Teacher on grades K - 5 and the pull- out model on grades 6 -8 creates an effective collaborative teaching model.

3. ESL methodology and instructional practices are aligned with the state standards across the content areas. The curriculum is integrated to provide cohesive instruction and understanding of the common strands. Cooperative learning strategies are utilized, in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening and brainstorming. Additional instructional strategies are also used to make content comprehensible and to enrich our ELLs' language development. Various materials and resources are used to differentiate instruction. A balanced literacy approach integrates critical thinking skills while involved in the practice of active listening, modeling of the text, and the connections made to the information. English Language Learners are encouraged to think critically, solve problems and communicate in the language(s) of instruction. By improving students' listening skills, reading comprehension, vocabulary building and self-esteem actively engages ELLs in a standards-based academic curriculum. Real life situations enables students to make connections and develop language proficiency to function in the broader society while building confidence in their abilities to speak English. Strategies such as previewing, using prior knowledge, reading with expression, visualization and discussing vocabulary in context strengthens students' language and writing skills. Accountable talk strategies enhances language

proficiency through oral discussion by modeling language acquisition for students. Questions are carefully crafted to promote higher level thinking skills.

4(a). Instruction is differentiated according to the NYSESLAT score and grade level, as well as the students' academic needs as measured by writing samples and ongoing assessments. During grade level inquiry team meetings, English Language Learners' academic needs are discussed to differentiated instruction. Content instruction is the focus of instruction; however the primary objective of instruction is to promote language learning through listening, speaking, reading and writing in English. Emphasis is also placed on highlighting the instructional needs of ELLs to improve academic and language skills in preparation for the NYSESLAT.

4(b). PS/MS 123 offers a freestanding ESL Program which uses the push-in model on grades K - 5 and the pull-out model on grades 6 - 8. The program is available for ELLs in all grades and at all levels: Beginning, Intermediate and Advanced. A certified ESL Teacher use the Content Based Second Language Instructional Model. Content is the focus of instruction with emphasis on improving students' listening, speaking, reading and writing skills.

4(C). SIFE students currently enrolled at PS/MS 123 participate in an ESL Program. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and content areas. The ESL Teacher's schedule confirms the mandated number of instructional minutes.

4(D). The instructional plan for ELLs registered in the school less than three year and newcomers are based on the results of the students' LAB-R assessments. Small group or individual instruction focuses on their immediate needs to facilitate a smooth transition. In addition, the classroom teachers provides support to the newcomers by placing them in groups with native English language speakers, particularly students who share the same language as the newcomers. Students participate in small group, task-orientated situations that guide the production of language both in verbal and written forms. Students' seating arrangements enables them to clearly see and hear the teacher during the instructional process.

4(E). The Instructional Plan for ELLs in school 4 - 6 years: Both the classroom teacher and the ESL teacher use scaffolding and realia to develop students' interpersonal communication skills. The connection between form and structure for English, and their social -functional meaning develops the ability to use language by actively employing the students' information by processing the capabilities required to acquire academic language skills. Emphasis is placed on the use of language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities. The subject matter may be modified so that it is comprehensible to the ELL Student. PS/MS 123's ESL Instructional Program focuses on the following elements:

- academic rigor
- the use of ESL methodologies during instruction;
- alignment of all instruction with the NYS/NYC standards; and
- the recruitment and retention of highly qualified teachers of English Language Learners.

4(F). The instructional plan for ELLs in school 6 years or more and Long Term ELLs will ensure that these students continue to receive their mandated ESL services. Additional academic support is provided through a Personal Intervention Program, an after school program or a Saturday Academy.

4(G). The Instructional Plan for Special Needs Students is carefully designed. Special Education Students' IEPs are taken in consideration as well as their instructional needs determined by the students' NYSESLAT or LAB-R Scores. Both the Special Education Teacher and the Subject Area Teacher are consulted in an effort to stream line all instructional efforts to achieve higher performance goals.

4(H). Targeted Academic Intervention Support for ELLs (AIS) is provided during the 37.5 extended day plan. ELLs are offered academic intervention services in the identified areas of need, during the school day, 37.5 mandated intervention session, extended day programs and Saturday Academy. PS/MS 123's AIS Program is designed to further support ESL development, content area instruction and review.

4(I). Transitional Student Support Plan for ELLs who passed the NYSESLAT/Transitional Students for 2 years places emphasis on students achieving proficiency, continued support and accommodations on state exams. PS/MS 123 offers the opportunity to continue students' participation in the ESL Program per parental consent. On going assessments, review of students' work products and observations determines when the students are ready to leave the ESL Program.

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

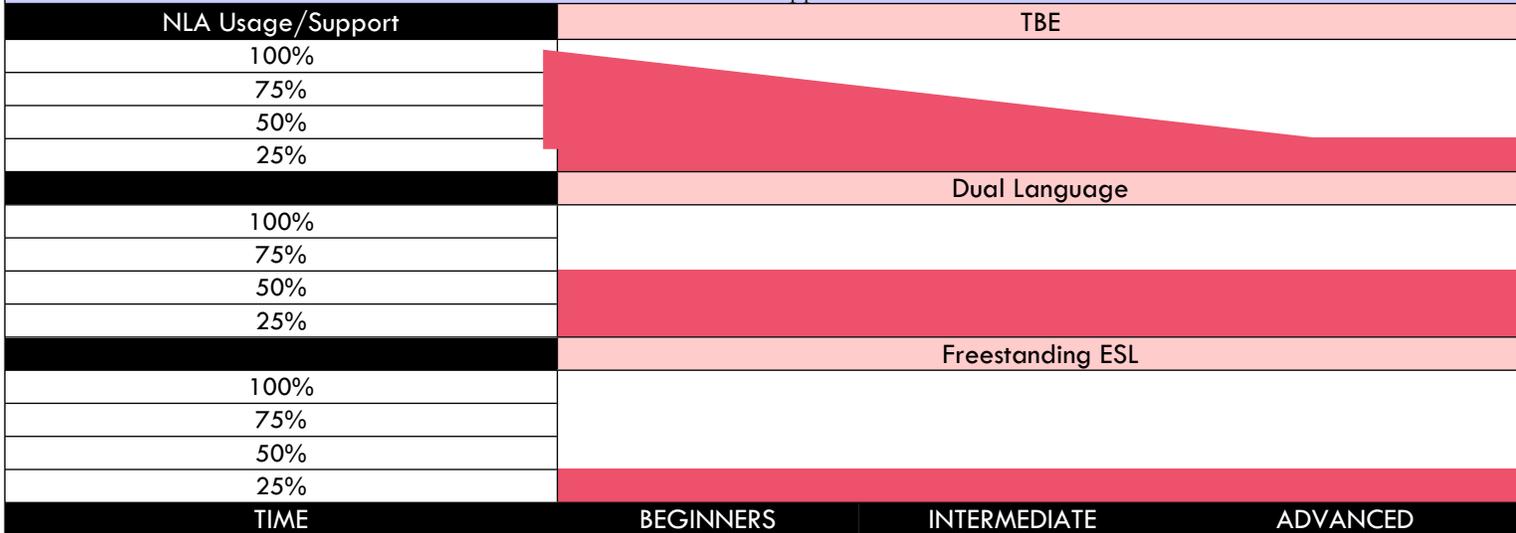
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



## 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?

5. Describe your targeted intervention programs for ELLs in ELA, math and other content areas (specify ELL subgroups targeted). Please list the range of interventions services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted Academic Intervention Services are provided to students during the Monday - Thursday, 37.5 extended day program. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions during and after the school day. In addition, ELLs are encouraged to participate in a Saturday academic. The programs are designed to further support ESL development as well as content area instruction and review.

6. Describe you plan for continuing transitional support for (2 years) for ELLs reaching proficiency on the NYSESLAT. Per parental consent, ELLs are provided ongoing instructional support specifically designed to address their instructional needs, in the development of literacy skills and knowledge in academic content areas. ELLs are closely monitored and discussed during grade level inquiry team meetings to determine when students are ready to exit the program.

7. What new programs or improvements will be considered for the upcoming school year?  
Adequate time will be provided for the student to orally discuss and write about the literature read. Students will be encouraged to retell text using descriptive language to explain and explore ideas in literature. The use of characterization, creative movement, improvisation, role-playing and musical composition will promote students' language development. As a self-assessment activity, students will maintain ongoing audio recordings of their oral presentations. By integrating art activities with literacy; students will create puppets, and simple scenery for play productions. Participation in performances will culturally, linguistically and academically enrich the lives of our English Language Learners.

8. What programs/ services for ELLs will be discontinued and Why?  
N/A

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental programs offered to ELLs in your building?  
ELLs are afforded the same eligibility criteria to participate in after school programs as other students. An after school program is conducted following the school 37 ½ minute, AIS extended day plan. In addition, Title III Funding provides an extended program for ELLs. ELLs participate in small group sessions in which English language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

10. What instructional activities, including technology, are used to support ELLs (include content areas as well as language materials, list ELL sub groups if possible)?  
PS/MS 123 has a free standing push in program for grades K - 5 and a pull-out program for grades 6 - 8. The program provides language arts and subject area instruction in English through the use of various ESL instructional strategies. Students receive ESL instruction according to their proficiency levels as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content and specific push in/ pull out ESL classes. Instructional strategies utilized include scaffolding, role playing, think-pair-share, making connections, buddy-read, choral

read, the use of graphic organizers, questioning, predicting, making inferences, listening, and brainstorming. Various instructional strategies are used to make content comprehensible and to enrich language development. Teachers utilize instructional materials that include both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to improve the students' ability and use of technology.

Native Language support is provided in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries and text.

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

Native Language support is provided in the form of peer-interaction whenever necessary. The use of technology, recordings, bilingual dictionaries and text also supports ESL instruction.

12. Do require services and resources correspond to ELLs' ages and grade Levels?

The New York State Standards are aligned by grade level to create differentiated instructional services and resources. Emphasis is placed on ensuring that the ESL instructional program is appropriate for the students' age levels.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students' native language to enhance involvement in school wide activities. ELLs have the support of all school staff members. The parent coordinator provides information to the the parents of ELLs regarding the school's GED Program, ESL and Computer Classes for parents. The social worker provides information regarding middle and high school requirements to enhance involvement in the articulation process. ELLs are matched with buddies who speak their native language to foster social and emotional support. The buddies provide support to the ELL students in getting to know the school's expectations and the community. The social worker meets with groups of ELLs and their buddies to monitor their adjustment to the school and the support required to improve student achievement. ELLs are encouraged to participate in the school's programs and activities. ELLs participate in school wide activities such as the choir, dance, club and sports programs. Emphasis is placed on the sharing of cultural traditions and foods to enable students to learn and respect different cultures.

14. What language electives are offered to ELLs?

ELLs receive 90 minutes of literacy daily, in addition to the ESL Instruction according to the students' assessments results. Instruction is differentiated according to the NYSESLAT score and grade level. Students' needs are measured by writing samples and general assessments are administered on a regular basis. The program's focus is placed on improving the students' English skills with emphasis on the instructional process and preparation for the NYSESLAT.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

### 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.

1. The ELL Personnel are identified to participate in professional development activities scheduled by the Department of Education's English Language Learners' Institute. Training is also offered by our Children's First Network and certified ESL Teachers in which teachers of ELLs participate. Training for ELL Teachers are also provided during grade, faculty and professional development conferences. Our partnership with Hunter College's Department of ESL/Bilingual Program offers additional professional development support. The Professional Development

# Part V: Assessment Analysis

ESL

are

various forms of professional development strategies to improve the quality of teaching and learning for ELLs. The continuous review of the assessment data, instructional plans, classroom observations, and students' products monitors student performance. Study groups are also used to enter the number of ELLs for each test, category, and modality.

strengthen the staff's understanding of ESL methodology. During the professional development sessions, teachers are trained to create and

## A. Assessment Breakdown

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)	11	10	7	5	3	4	1	4						49
Intermediate(I)	0	1	15	7	7	4	8	1	3					46
Advanced (A)	4	2	3	4	6	5	3	5						42
Total	15	13	25	16	14	14	14	13	8	10	0	0	0	137

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0	0	0	1	0					
	I	3	6	1	1	1	2	1	1					
	Parental Involvement	5	13	3	5	5	3	0	2					
READING/WRITING	B	3	3	8	6	7	3	6						
	I	8	5	3	1	3	0	2	2					
	A	1	13	6	4	5	1	3						
	Parental Involvement	2	2	1	3	6	7	2	4					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	4	0	0	13
4	5	7	0	0	12
5	4	4	1	0	9
6	3	1	0	0	4
7	4	4	0	0	8
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		4		0		0		13
4	6		4		3		1		14
5	2		7		3		1		13
6	4		2		0		0		6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	4		5		0		0		9
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		5		5		1		13
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	10		1		2				13
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

ECLAS2 is the assessment tool used to evaluate the K - 3 early literacy skills of all students including our ELLs. The Periodic Assessments and ELA State Examination assess literacy skills on grades 3 - 8. According to the Spring 2010, ECLAS2 Assessment gains were achieved in Rhyme Recognition, Decoding Skills and Listening Comprehension. Most early grade ELLs can express themselves orally. However, identified was a need to improve writing development. In fact, ELL students exhibited a need for further writing support across the grades. To address our ELLs' listening, speaking, reading and writing skills, PS/MS 123's Literacy Program will continue to provide an additional 90 minutes of literacy instruction. The 90 minute literacy block includes elements of a Balanced Literacy/ Readers' Workshop, reflective of read-alouds, guided reading, shared reading, independent reading and writing. Literacy Centers, leveled libraries and literacy word walls are evidenced in all classrooms. The scaffolding of strategies such as extended conversations and accountable talk prompts improved students' language learning.

After the review of the LAB-R scores we have noticed that students in grades K and 1 either scored at beginning or advanced level .On grade 2 the the majority of the students scored at intermediate level. on grades 3, 4, and 6 most of the students scored at the intermediate level.On grades 5 and 8 about half of the students scored at beginning or intermediate levels on the NYSESLAT. In grades 1-8 students generally teste

**Additional Information**

the reading /writing portion of the exam. On the NYSESLAT 41 out of 94 students in grades 1-8 scored at proficiency level on the

## 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.

PS/MS 123's Language Allocation Policy and Instruction focus on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate during grade level inquiry team meetings to discuss the academic needs of our ELLs. Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) aligned with the Balanced Literacy Model. ESL Methodologies are used in ESL and General Education Classrooms. The instructional practices used include scaffolding and the use of realia, songs, art and role-play strategies to improve comprehension skills. ESL teachers use instructional materials which incorporates technology, colorful graphics, text, vocabulary definitions, graphic organizers, big books and transparencies. As competency develop, peer tutoring techniques fosters simple to complex conversations. Language components highlights vocabulary study as a pivotal approach to foster language learning.

## 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		T
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		