



P.S. 123

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 123
ADDRESS: 145-01 119 AVENUE
TELEPHONE: 718-529-4300
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010123 **SCHOOL NAME:** P.S. 123

SCHOOL ADDRESS: 145-01 119 AVENUE, QUEENS, NY, 11436

SCHOOL TELEPHONE: 718-529-4300 **FAX:** 718-529-4290

SCHOOL CONTACT PERSON: Cynthia Sumay-Eaton **EMAIL ADDRESS:** CEaton@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jacqueline Freeman

PRINCIPAL: Cynthia Sumay-Eaton

UFT CHAPTER LEADER: Virgina Nunez

PARENTS' ASSOCIATION PRESIDENT: Barbara Bennett

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT/Christine Etienne

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Cynthia Sumay-Eaton	Principal	Electronic Signature Approved.
Virginia Nunez	UFT Chapter Leader	Electronic Signature Approved. Comments: approve
Jacqueline Freeman	UFT Member	Electronic Signature Approved. Comments: approve
Barbara Bennett	P.A. President	Electronic Signature Approved. Comments: approve
Mona-Lisa Chandler	Parent	Electronic Signature Approved. Comments: approve
Ancille Doute	Parent	Electronic Signature Approved. Comments: approve
Joseph Francaviglia	Title I Parent Representative	Electronic Signature Approved. Comments: approve
Janine Savastano	UFT Member	Electronic Signature Approved. Comments: approve
Clarissa Murray	DC 37 Representative	Electronic Signature Approved. Comments: approve
Tamara Boothman	Parent	Electronic Signature Approved. Comments: approve

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

The mission of Public School 123 Queens is to provide a safe and nurturing community where diversity is celebrated, mutual respect among adults and children is practiced, and where parents and care givers are seen as valued partners in laying the foundation of life-long learners. Public School 123 Queens creates an environment supportive of courageous endeavors and committed to helping all children achieve academic excellence through intellectual, creative, and physical challenges, enabling them to function as productive and successful citizens in a changing society. Public School 123Q is a Pre K-5 school located in a mixed socioeconomic area of South Ozone Park section of Queens, New York. This pre-kindergarten thru fifth grade school serves a population of approximately 715 students from mostly African-American and Caribbean backgrounds. The community is made up of privately owned single family and two-family homes. Approximately eleven (11) students are bused from a nearby homeless shelter. Approximately sixty (60) other students in grades K-5 are also bused to school. The building is a well-kept, eighty-three (83) year old, three (3) story building with four (4) transportable classrooms located adjacent to the main building. Public School 123Q stresses a strong literacy and math instructional focus. In grades K-2, the Story Town literacy program is the basis for our balanced literacy program. Foundations Reading is also offered as the phonics program. The use of Wireless Generation DIBLES AND READING 3D offer benchmark assessments that enable us to better monitor the success of our younger students. Grades 3-5 are instructed in literacy using the workshop model. Teachers use EdPerformance and Acuity to monitor their students' mastery of reading and comprehension skills. Teachers on all grades share common planning time daily in order to have conversations concerning best practices. Math instruction for grades Pre-K - 5 is provided using the Everyday Math Program. Grades 3-5 use EdPerformance and Acuity to monitor the progress of their students. Content area subjects of Science and Social Studies are taught following the New York State Core Curriculum which includes project based learning. Students must complete a minimum of two (2) major projects per school year in science and social studies and the fifth grade students must also complete a social studies exit project. Our academic intervention programs include Foundations reading for grade 2 students, Great Leaps Reading and Math, SETTTS, Read 180, Wilson Reading, extended day for grades 3-5, and Soaring Scores After School Program for grades 3-5 which includes reading, math, science, and social studies. Technology is an important learning tool for students at Public School 123Q. The school has approximately 400 laptops in classrooms. Smart Board technology has been introduced last school year with ten (10) classrooms implementing this technology. Grades K-2 teachers use PDAs to complete all DIBLES and Reading 3D Benchmark assessments. Public School 123Q has two (2) visual arts and students who participate in these very important art forms. Students of Public School 123Q enjoy excursions outside of the school with monthly trips to various venues in the tri-state area. They also enjoy performances in our auditorium with our new upgraded sound system. Our On Time for Successful Learning Club encourages students to improve their attendance by offering them incentives such as catered lunches, prizes and trips.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 123								
District:	27	DBN #:	27Q123	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	53	54	54		92.1	93.4	TBD		
Kindergarten	86	94	98						
Grade 1	103	108	113	Student Stability - % of Enrollment:					
Grade 2	104	103	110	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	75	98	90		91.2	89.41	TBD		
Grade 4	101	77	88						
Grade 5	85	97	84	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		77.2	97.3	84.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		9	11	TBD		
Grade 12	0	0	0						
Ungraded	5	2	11	Recent Immigrants - Total Number:					
Total	612	633	648	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					6	1	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	43	52	52	Principal Suspensions	20	24	TBD		
# in Collaborative Team Teaching (CTT) Classes	25	30	22	Superintendent Suspensions	3	9	TBD		
Number all others	26	26	25						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	32	23	33	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	16	Number of Teachers	52	54	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	17	TBD
				Number of Educational Paraprofessionals	3	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	86.5	81.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	73.1	68.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	83	TBD
American Indian or Alaska Native	1	0.9	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98	95.6	TBD
Black or African American	73.9	69.7	66.4				
Hispanic or Latino	12.6	14.5	16.7				
Asian or Native Hawaiian/Other Pacific Isl.	9.5	11.1	11.7				
White	3.1	2.8	3.7				
Multi-racial							
Male	48.5	50.4	49.2				
Female	51.5	49.6	50.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	97.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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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Public School 123Q has a multitude of strengths that we grow and expand upon from year to year. These strengths are expanded through the variety of professional learning experiences that we offer teachers based on need. Besides workshops for teachers, we also offer a variety of workshops for the parents in the school community based on a survey that parents complete during the school year as well as suggestions from the Parents' Association and the School Leadership Team. P.S.123Q also gives all classroom teachers a daily common time for planning. The common time for planning encourages teachers to collaborate on teaching strategies, compare data across the grade and allows for best practices to be implemented. To focus on our struggling students we have created a highly skilled Inquiry Team, which is able to support staff in suggesting ideas to successfully move struggling targeted students onto the next grade level.

TWO-YEAR PERFORMANCE/PROGRESS TREND

Data Source: NYCDOE PROGRESS REPORTS 2008-09 AND 2009-10

ENGLISH LANGUAGE ARTS

We have made dramatic progress over the last several years. But this year, the State changed the way the tests were graded. The State now holds students to a considerably higher bar compared to previous years. As a result, a score that last year was high enough to earn a rating of 3, or "proficient," may only have earned a rating of 2, or "basic," this year. The tougher grading system resulted in a significant drop in overall ratings across the entire State and here in the City. However, despite the drop in overall ratings, our students this year generally earned ELA and math scores that were consistent with last year's results and, in some cases, were even better than last year.

Student Performance:

During 2009-2010, the percentage of students achieving levels 3 or 4 in English Language Arts fell to 33.7%, a decrease of 30.7% for 2008-2009, which was 64.4%. This places us in the bottom 20% comparison group of forty, demographically similar schools, as well as all New York City schools. Spring 2010 ELA scores indicate that 91% of our student met the promotional criterion. The percentage of students who did not meet the promotional criterion was 9%.

Student Progress:

During 2009-2010, the percentage of students making gains on median growth percentile was 62% and 68% for the lowest third. During the 2009-2010, grade three and grade five increased their average scale score from school year 2008-2009. Grade four's scale score dropped from an average score of 662 in 2008-2009 to 661.4 in 2009-2010.

Closing the Achievement Gap:

During the 2009-2010, 45.5% of our self-contained/CTT/SETSS and 43.8% for our lowest third students achieved exemplary gains. 4.8% of our self-contained and 10.5% of our CTT students are meeting proficiency.

Analysis:

Analysis of the differences between the 2008-2009 and 2009-2010 Progress Reports in Student Progress shows that our school is still showing positive performance. With the inclusion of the new higher bar for passing our student performance was lower.

MATH

As stated above:

As you know, we have made dramatic progress over the last several years. But this year, the State changed the way the tests were graded. As you may have heard, the State now holds students to a considerably higher bar compared to previous years. As a result, a score that last year was high enough to earn a rating of 3, or "proficient," may only have earned a rating of 2, or "basic," this year. The tougher grading system resulted in a significant drop in overall ratings across the entire State and here in the City. However, despite the drop in overall ratings, our students this year generally earned ELA and math scores that were consistent with last year's results and, in some cases, were even better than last year.

Student Performance:

During 2009-2010, the percentage of students achieving levels 3 or 4 in Math fell to 52.3%, a decrease of 31.5% for 2008-2009, which was 83.8%. This places us in the bottom 10% comparison group of forty, demographically similar schools, as well as all New York City schools. Spring 2010 ELA scores indicate that 91% of our student met the promotional criterion. The percentage of students who did not meet the promotional criterion was 9%.

Student Progress:

During 2009-2010, the percentage of students making gains on median growth percentile was 65% and 71% for the lowest third. During the 2009-2010, grade five increased their average scale score from school year 2008-2009. Grade three's scale score remained the same and grade four's scale score dropped from an average score of 692 in 2008-2009 to 682 in 2009-2010.

Closing the Achievement Gap:

During 2009-2010, 51.5% of our self-contained/ICT/SETSS students and 47.9% of our lowest third students achieved exemplary gains resulting in P.S.123Q receiving extra credit on the New York City Progress Report. 14.3% of our self-contained and 26.3% of our ICT students are meeting proficiency which also resulted in an additional .5 point extra credit on the NYC Progress Report.

Analysis:

Analysis of the differences between the 2008-2009 and 2009-2010 Progress Reports in Student Progress shows that our school is still showing positive performance. With the inclusion of the new higher bar for passing our student performance was lower.

Attendance:

Student attendance decreased from 93.4% in 2008-2009 to 92.8% in 2009-2010. This drop occurred to the swine flu scare in 2008-2009, resulting in the last two months of school not accounting for attendance. The last two months of school are always our lowest attendance rate.

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.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 3% of students with an I.E.P. in grades three (3), four (4), and five (5) will make one year's progress in vocabulary and writing as evidenced by the NYS ELA Assessment.	<input type="checkbox"/> Self contained special education students with I.E.P's will improve in the area of vocabulary and writing
<input type="checkbox"/> By June 2011, at least 10% of all ELL's and 10% of all Special Education students on grades 3, 4, and 5, will meet or exceed performance levels in ELA.	To increase our Special Education and ELL students in the area of ELA.
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> By June 2011, our "Parental Participation" will increase from 59% to 63% as evidence by the 2011 survey.	<input type="checkbox"/> To increase parent and community participation.
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> For the school year 2010-2011, 90% of the teachers at P.S. 123Q will participate in professional development opportunities to broaden and strengthen their knowledge of collecting, disaggregating, interpreting and using data effectively to inform student learning	<input type="checkbox"/> To develop a needs' based comprehensive professional development plan to improve professional practices of the staff.

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

Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, 3% of students with an I.E.P. in grades three (3), four (4), and five (5) will make one year's progress in vocabulary and writing as evidenced by the NYS ELA Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Students with an I.E.P. will receive academic intervention services for writing and vocabulary. These services will include Wilson Reading Intervention, Teaching Matters Writing Program, Imagine Learning, Study Island, and Soaring Scores after school tutorial.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Title I • Title II • Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Indicators of Interim Progress:</p> <ul style="list-style-type: none"> • Writing portfolios (Bi-Weekly review) • Just Right Book lists (Weekly) • Running Records (3x a year) • Acuity Results (ITA/Predictive) (4x a year) • ARIS (Bi-Weekly)

	<ul style="list-style-type: none"> • Classroom assessments (Weekly)
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Subject Area
(where relevant) :

Special Needs

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, at least 10% of all ELL's and 10% of all Special Education students on grades 3, 4, and 5, will meet or exceed performance levels in ELA.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • ELLs and Special Education students will continue to work through special initiatives to provide differentiated instruction that meets the needs of different learning styles. Students will be tracked against an individualized set of predictors. Using this as a baseline, PIP artists will modify lesson plans to help build skill levels in identified areas. • To further focus teachers and students on their goals, teachers will analyze their class scores and set specific goals of how many students they expect to move from level to level, framing the numbers with specific areas of need/focus. • Additional resources will be provided through software and online activities that are linked to our curriculum map, including Study Island and Renzulli.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <ul style="list-style-type: none"> • ELL and Special Education teachers will participate in training in the use of Acuity data, electronic tracking tool, and using data to inform differentiated lesson plans. • All teachers will be supported in how to set goals and define benchmarks in smaller increments. <p>Funded by Fair Student Funding, Title I SWP, Title II, and Title III funding.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	For grades three through five data will be reviewed ongoing to adjust instruction accordingly to show a 1% gain based on benchmarks for Acuity, Study Island and Kaplan test prep. Data also will be reviewed monthly to adjust instruction based on benchmarks for Periodic Assessments.
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Subject Area (where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/>

Subject Area
(where relevant) :

Increase Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, our "Parental Participation" will increase from 59% to 63% as evidence by the 2011 survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> In conjunction with the School Leadership Team and the Parents' Association activities to encourage parent participation will be held during the school day, Saturdays, and one evening event a month. These events will include The celebration of Student of the Month, Movie Night, Dr. Seuss' Pajama Party, Math Night, Back to School Night. Workshops exploring homework helper, ARIS Parent Link, Maneuvering the DOE website.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Title I Parent Involvement • Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Attendance sheets at workshops, meetings, and trips. • School Environment Survey results • Reflection sheets that are completed after each workshop

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/></p>
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<i>Time-bound.</i>	
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/>
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> <input type="checkbox"/>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/>

Subject Area
(where relevant) :

Professional Development

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> For the school year 2010-2011, 90% of the teachers at P.S. 123Q will participate in professional development opportunities to broaden and strengthen their knowledge of collecting, disaggregating, interpreting and using data effectively to inform student learning
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Using the math and literacy staff developers along with administration will develop a professional learning calendar of topics in literacy and math. • Teachers will be trained in the use of Teaching Matters. • Introduction to Common Core State Standards and Instructional Rounds.

	<ul style="list-style-type: none"> Professional learning experiences offered through network support personnel which will be available for teachers to attend.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> <ul style="list-style-type: none"> Title I Title II Fair Student Funding CEI-PEA PD hours
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> Attendance and participation in the workshops. Observation of classroom practices following a professional learning experience. Teacher Team meetings and presentations. Dialogues with teachers that will be focused on their sense of ownership of the strategies offered during professional learning experiences.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	43		N/A	N/A	10	7	2	3
1	53	23	N/A	N/A	15	2	2	14
2	45	25	N/A	N/A	20	1	2	10
3	75	60	N/A	N/A	10	5	5	14
4	68	52	30	22	12	2	2	4
5	55	41	30	25	20	3	3	9
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>	
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>ELA: Read 180 Foundations (double dose) Soaring Scores (after school) Extended Day</p>	<p><input type="checkbox"/> Small group 5 periods per week <input type="checkbox"/> Small group 3 periods per week <input type="checkbox"/> Small group 4 periods per week <input type="checkbox"/> Small group 4½ hours per week</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Mathematics: Great Leaps Math 180 (Kaplan) Soaring Scores (after school) Extended Day</p>	<p><input type="checkbox"/> One-to-one tutoring 15 minutes per day (20 students grades 2-5) <input type="checkbox"/> Small group 5 periods per week <input type="checkbox"/> Small group 4½ hours per week <input type="checkbox"/> Small group 2½ hours per week</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>Science: Extended Day (grade 4) Soaring Scores (Saturday)</p>	<p><input type="checkbox"/> Small group 4½ days per week <input type="checkbox"/> Small group 3 hours per week</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>Social Studies: Extended Day Soaring Scores</p>	<p><input type="checkbox"/> Small group 4½ days per week <input type="checkbox"/> Small group 3 hours per week</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>Small group 4 days per week</p>	

At-risk Services Provided by the School Psychologist:	Small Group/ one-to-one
At-risk Services Provided by the Social Worker:	Small group/ one -to -one
At-risk Health-related Services:	small group/ one-to-one

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

PreK-5

Number of Students to be Served:

LEP 34

Non-LEP 682

Number of Teachers 1

Other Staff (Specify) n/a

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.

□

P.S. 123Q will have a Saturday Academy program for eighteen (18) ELL students in grades 2, 3, 4, and 5. This program will provide small group instruction using ELL strategies for instruction in reading, writing, social studies and science. The Saturday program will be a collaborative class with one ELL teacher and two common branch teacher. The ESL teacher will team-teach with each CB teacher for 1.5 hours each session to support the academic language in the delivery of instruction in the content area subjects (social studies and science). Based on the analysis of the Social Studies and Science scores for last year, ELLs, especially the newcomers did not performed at grade level standards. This may have been caused by the fact that many of the newcomers had to take the test in a language, which they have not yet reached proficiency. Although science and social studies state exams are available in translated versions, when possible, students have difficulty transferring the information as the language of instruction is not aligned with the language of assessment.

Students will be engaged in authentic writing experiences in order to learn how to write and be writers who naturally and comfortably use the writing process.

Supplemental materials, recommended by both State English and ESL Standards will be used.

Lessons are designed to enable students to use English to communicate in social settings; to use English to achieve academically in all content areas in the classroom and to use English in socially and culturally appropriate ways.

The Saturday ELL Program will provide 3-hours of small group instruction for fifteen (18) students that will include reading, math, technology, and science. Three teachers, one certified ESL and two certified CB teachers will provide instruction for 7 sessions of 3 hours each. The principal will be overseeing the program and be paid at principal per-session rate, as there is no other operating activities on Saturdays in the building. She will be paid one extra hour to open the building (30 minutes prior to the start of the program to receive students and greet parents and 30 minutes after the program to ensure that all students are picked up and secure the compound).

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.

□

ESL teacher will conduct planning sessions with the Saturday Academy common branch teachers on a weekly basis afterschool to develop a curriculum for the program as well as ensuring a cohesive delivery of instruction in the team-teaching programmatic model. The three teachers will be paid at teacher per-session rate for 4 sessions of 1.5 hour each.

ESL teacher will also conduct afterschool professional learning sessions for common branch teachers who have ELL students in their classes with a focus of using ESL methodologies in the delivery of instruction during the day program. The ESL teacher will be paid at teacher

persession while the participating CB teachers will be paid at teacher trainee rate. This activity will be conducted in 4 sessions of 2 hours each with 15 CB teachers from grades K-5.

Section III. Title III Budget

School: Q123

BEDS Code: 342700010123

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,217	<p>☐</p> <p><u>Saturday Academy</u> Three teachers (1 ESL/ 2CB) will team-teach to deliver instruction to ELLs for 12 sessions of 3 hours each at teacher per-session rate. 3 teachers x 12 sessions x 3 hours x \$49.89 = \$5,388</p> <p>One supervisor (principal) will be overseeing the program and will be paid at supervisor per-session rate: 1 supervisor x 12 sessions x 4 hours x \$52.21 = \$2,506</p> <p><u>Professional Development</u> The three participating Title III teachers will be paid at per-session rate for curriculum planning and development for four 1.5-hour sessions. 3 teachers x 4 sessions x 1.5 hours x \$49.89 = \$898</p> <p>The ESL teacher will conduct four 2-hour workshop sessions for 15 CB teachers after-school. The ESL teacher will be paid at teacher per-session rate and the participants at teacher trainee-rate. 1 teacher x 4 sessions x 2 hours x \$49.89 = \$399 15 teachers x 4 sessions x 2 hours x \$22.72 = \$2,726</p> <p>Parent Involvement Activity The ESL teacher along with the parent coordinator will conduct three</p>

		2-hour workshop sessions for the parents. Only the ESL teacher will be paid from Title III funds 1 teacher x 3 sessions x 2 hours x \$49.89 = \$299
Purchased services - High quality staff and curriculum development contracts	0	No Title III moneys will be spent toward High quality staff and curriculum development contracts since Title I monies will pay for this.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2700	<input type="checkbox"/> Provide social studies and science materials to support whole group and small group instruction. Great Leaps math and fluency program. Classroom libraries including and supplies to support the students as well as the parent activities
Educational Software (Object Code 199)	0	<input type="checkbox"/> No Title III funds have been allocated to this category
Travel	0	No Title III funds have been allocated to this category.
Other	\$83	<input type="checkbox"/> Refreshments for parents
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The ESL teacher provides home language data indicating the number of non-English speaking parents/guardians

School registration data indicates the home language data which is given to the ESL teacher.

The School Progress Report provides the demographic data percentages of enrollment for various ethnic groups.

Oral and written feedback from parents attending various workshops.

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.

Parents indicated that more non-English speaking parents would attend the various workshops and trainings with written communication sent in Spanish informing of upcoming workshops and school business.

The entire School Progress Report was discussed during the October 2010 Parents' Association meeting with Spanish interpretation.

The Parent Coordinator meets with parents providing information about school findings and school business.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In-house staff provides written translation services for parents and/or guardians. All written communication to parents/guardians is provided in both English and Spanish.

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.

Oral interpretation services are provided for the following types of correspondence:

1. Parent-Teacher Conferences - Translations are made in Spanish
2. Visitations with Social Worker, School Psychologist, and Guidance Counselors
3. Meetings with teachers, administrators, and office personnel
4. All newly registered students.
5. Student of the Month
6. Visitation with Nurse

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>.

P.S. 123Q provides written notification to all parents who require language assistance services. This notification describes the rights and responsibilities that parents have regarding translation and interpretation. It is posted in the Parent Coordinator's office which is located on the second floor. Signs directing parents to this written notification are posted in the school's main lobby and outside the main office. The Language Acquisition Plan had been implemented and addresses the procedures to follow in order to ensure that every parent receives language assistance as needed. All school secretaries are in possession of the telephone number of the translation and interpretation unit. The secretaries are also aware of which staff members are available to translate for parents.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$310,705.00	\$13045.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,687.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,435.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$67,778.26	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

6. If the percentage of high quality teachers during 2009-2010 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.

For 2009-2010, one teacher was not highly qualified and has completed the necessary course work to complete her degree. Professional learning opportunities were offered to all teachers in literacy, math, science, social studies, art, and health throughout the 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 AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

1. P.S. 123 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 112 of the ESEA:

- Enlist parents on the School Leadership Team
- Consult with the PA Executive Board

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

- Provide copies of School Progress Report
- PA Meetings

3. P.S. 123 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent Workshops and Trainings
- Parents as Parent Leaders

4. P.S. 123 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Parental Needs Assessment Survey
- Year-End Parent Feedback and Suggestions

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

□

P.S. 123 Queens will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Researched-Based Programs are implemented throughout the grades
 - Academic Intervention Services are in place to provide support and meet the needs of all learners
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent-Teacher conferences are held four times each school year
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parents received the School Progress Report, individual student progress reports, report cards, results of State Exams
4. Provide parents resonante access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff is available on their prep periods and other times that are agreeable, i.e. lunch hours, before and/or after school

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

6. Involve parents in the planning, review, and improvement of the school parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any Schooled Program plan, in an ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

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

Parent responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy administrator groups, such as being the Title I, Part A parent representative on the school School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Commit of Practitioners, the School Support Team or other school advisory or policy groups.

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 leadership team will distribute a comprehensive needs assessment survey for the school to address utilizing the data from the School Progress Report relating to the Learning Environment Survey, Student Achievement, Student Progress, and data in Closing the Achievement Gap.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Schoolwide reforms strategies that:

1. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

2. Use effective methods and instructional strategies that are scientifically-based research that:

Increase the amount and quality of learning time, such as extended school year, before and after school and summer program 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 population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, and mentoring services.

3. Instruction by highly qualified staff.

4. High quality, ongoing professional learning for teachers, education assistants, and administrators (and where appropriate pupil services personnel, parents and other staff) to enable all children in the Schoolwide Program to meet the new York State's student academic standards.

5. Strategies to attract high quality teachers to high needs schools.

Improve Quality Review Report to attract highly qualified teachers

Improve School Progress Report to attract highly qualified teachers.

Recruit highly qualified teachers from Job Fairs.

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

Parent/guardian representation on governance committees including School leadership Team, Comprehensive Education Planning, and quarterly administrative Parents Association meetings, as measured by Parents' Associations attendance sheets.

Include bilingual staff to interpret for nonEnglish speaking parents

Parents will be offered a series of workshops on various topics including self-improvement and health awareness.

Parents will be encouraged to incorporate meetings with other activities (meetings, award ceremonies, etc.)

Provide information through School Leadership Team for a home-school connection program. This will supply training for parents to build/strengthen literacy at home.

The Parent Coordinator will take on the additional responsibilities of:

Recruitment of parent volunteers (Learning Leaders)

Supervise fund raising activities

Facilitate parent workshops on various topics

Work closely with the Parents' Association in creating the needs assessment survey

7. 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:

Teachers participate on various decision making teams, such as: School Leadership Team Sub Committees, Instructional Team, CEP Development, Inquiry Team, and grant writing team.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Four days a week students in grades 3-5 receive additional instruction in both literacy and math. The afterschool Soaring Scores program provides additional instruction on three afternoons a week and on Saturday in Literacy, Math, Social Studies and Science. There is also an afterschool program for ELL students three days a week.

o Help provide an enriched and accelerated curriculum.

Enrichment programs meet on Saturday mornings offering the following activities; chess club, 24 math game, Renzulli, and strategic board games. During the week selected classes participate in the Stock Market Game.

o Meet the educational needs of historically underserved populations.

PS. 123Q has infused a web based academic site that supplements the four core curriculum areas. Students and parents can access this site from any computer. Parents can assign their children tasks to complete and the students can self-check their answers. Teachers can then review the data of the completed tasks. Students who do not have access to a home computer are encouraged to visit the public library.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career

awareness/preparation, and the integration of vocational and technical education programs.

□

Our test preparation after school programs are based on data analyzed by our data specialist. Every student/class is analyzed based on reading benchmark levels. All students below the grade benchmark are recommended for our test preparation after school programs.

Every classroom is provided with an enriched accelerated curriculum established by grade teams. Grade teams and coaches meet bi-weekly to create curriculum maps in literacy, math, science, and social studies. At grade level meetings differentiated instruction is discussed to meet the needs of all students. Modifications and enrichment activities are implemented in each lesson.

LEAP is a data-driven thematic program implemented in all second grade classrooms. Artists visit each class every week to work with the students on various projects. Teachers are an integral part of the LEAP program. They attend monthly professional development sessions and submit Dibels data three times per year to be assessed by LEAP analysts.

Steel Pan is our music program implemented with grade 3, 4 and 5. This program brings a musician to our very own auditorium to teach the students to play multiple types of Steel Pan instruments.

Queens Theater in the Park and CASA works as part of our PS 123 culture. This is our second year partnering with CASA. Our Saturday Drama teacher along with CASA plan, and implement all lessons together and prepare the students for a performance at Queens Theater in the Park.

- P.S. 123 hired a full time guidance counselor to meet the unique needs of every individual student in our school. The guidance counselor facilitates a weekly Intervention Services (IS) meeting. This meeting addresses students who need extra support academically and or emotionally. The IS team consists of the guidance counselor, School Based Support Team, English as a Second Language (ESL) team, reading specialists, and administrative team. The entire team works collaboratively to discuss appropriate tier interventions and continuously follow up with students addressed at the meeting to possibly revise the intervention plan in place.

- o Are consistent with and are designed to implement State and local improvement, if any.

□

The model we use based on America's Choice is a research based program aligned with NYS Standards. The program is designed to include Professional Development to assist with planning and methods of instructing the desired curriculum. The

steady progress of academic scores on the State Assessments for the past 3 years indicates the alignment of instruction to NYS Standards.

The Everyday Math Program has a curriculum this is designed to meet and exceed New York State Standards. Everyday Math is used in our school in grades Pre-K - Grade 5, providing conceptual understanding while building a mastery of basic math skills. Although the NYS Content strands are well represented in Everyday Math our school in focusing on continually providing additional, in depth, instruction that builds and maintains the process strands.

3. Instruction by highly qualified staff.

For the school year 2010-2011, 99% of all teachers were highly qualified. Two teachers were completing coursework towards their Master's Degrees. The school offered financial assistance to them for their completed coursework.

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. Ongoing staff development is provided by our Professional Development Team which consists of the Principal, Assistant Principals, Staff Developers and Service Providers. Outside agencies are also enlisted to provide professional learning activities to all staff members include the administrators.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

In order to attract high-quality teachers, the following will take place: improved Quality Review score, Improved Progress Report rating, rigorous interview process by Hiring Committee made up of highly-qualified teachers and administrators.

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

P.S. 123Q will offer a wide range of parent workshops and trainings based on a completed interest inventory. Parents will be encouraged to be trained as a Learning Leader. the Parent Coordinator will facilitate biweekly parent workshops on a variety of topics. the Parent Coordinator will also assist the Parents' Association in recruiting families to join the association.

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.

The Parent Coordinator and Early Childhood Social Worker will host an Open House in the spring to introduce incoming PreK and Kindergarten parents to the P.S. 123Q environment. these parents will tour the school meet the teachers and administration and then host a QandA session.

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.

All teachers review student data on a biweekly basis across the grades. Lead by the school's Data Specialist, the Inquiry Team which is made up of teachers, administrators, and the Guidance Counselor discuss the student outcomes then share their findings with the entire school population. Parents are trained to review their children's data on the ARIS system.

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.

The Pupil Personnel Team and the Academic Intervention Services Team meet on a monthly basis to identify, monitor the progress and modify services offered to children. Data collected from the teacher via assessments are analyzed and support is offered to meet the needs of the students.

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.

As we are offered and made aware of available programs, the programs are assessed to determine if it meets our needs. If it does, the program is explored. At P.S. 123Q, we believe in the education of the whole child.

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 specifically identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$310,705.00	True	Pages 18-24
Title I, Part A (ARRA)	Federal	Yes			\$13,045	True	Pages 18-24
Title II	Federal	Yes			\$217,259	True	Pages 18-24

Title IV	Federal		No				
IDEA	Federal				\$134,152	True	Pages 18-24
Tax Levy	State	Yes			\$3,063,774	True	

¹**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.

²**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.

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.

n/a

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 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are 11 students in Temporary housing who are currently attending P.S. 123Q.
2. Please describe the services you are planning to provide to the STH population.

Title I set-aside funds will be used primarily for educational services to ensure homeless children and youth progress academically. P.S. 123Q will use funds as follows:

- 1) Academic programs and educational support services
- 2) Basic/emergency supplies
- 3) After school programs
- 4) Counseling services
- 5) Parental involvement

Part B:

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).

n/a

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

n/a

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_27Q123_030811-101437.docx

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 DSSI 5 CFN 531	District 27	School Number 123	School Name P.S 123Q
Principal Cynthia Sumay-Eaton		Assistant Principal James Bart	
Coach Cynthia Raber		Coach Latina Lewis	
Teacher/Subject Area Ellen Konstantinopoulos-ESL		Guidance Counselor Janine Savastano	
Teacher/Subject Area Annette Portolano-Writing		Parent Barbara Bennett	
Teacher/Subject Area Yolanda Harvey-Math		Parent Coordinator Norma PauPaw	
Related Service Provider Colleen McCabe-Speech		Other Nancy Birson	
Network Leader Althea Serrant		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	49

C. School Demographics

Total Number of Students in School	716	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	4.75%
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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.

Paste response to questions 1-6 here:

1. At registration, Parents /Guardians of ELLs are administered the Home Language Identification Survey (HLIS) form which is available in their native language. They are given an oral interview where it is determined if the student is eligible for testing with the LAB- R. Spanish speaking students are given the Spanish LAB test for their proficiency in Spanish. Bilingual staff members are monitored by the ESL teacher to administer the Spanish LAB for eligible students. Languages spoken by pedagogues and paraprofessionals include Spanish, Urdu, Greek and Haitian Creole. Staff members are available for assistance or translating assistance during ELL identification and testing process (e.g., Spanish LAB). At P.S 123 Q, Ellen Konstantinopoulos is a fully certified ESL teacher that is responsible for the identification, testing and instruction of ELLs. Her responsibilities include administering the LAB R within 10 days, Interim Assessment (given mid-year to grades 3-5) and the New York State English as a Second Language Achievement Test (NYSESLAT).

Steps taken to evaluate ELL performance are:

- * Computer program designed for ELLs to enhance their reading, writing, listening and speaking skills.
- * Daily writing journals
- * Drills, mini lessons and assessments on weekly skills
- * Sample NYSESLAT test given to students to show what is expected.

Students are tested with the interim and NYSESLAT state tests. Materials used to prepare students include, but are not limited to, various workbooks and sample tests.

2. Parents/Guardians of ELLs that are new to the country (newcomers) are given orientation workshops by the ESL teacher. All program models for ELLs that exist in the NYC schools are explained to parents with the emphasis on the program that is currently offered, in which case is the Freestanding ESL program at P.S. 123Q. Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-Language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. Parents view a video of the programs and are given pamphlets to take home. Finally, parents are encouraged to fill out a survey about a program choice that fits their children's needs. All materials that are presented to the parents are available in many languages. Translators are always available to provide assistance to the parents as needed. Our school provides workshops for parents, to give additional help and understanding of the programs available to their children. Parents are given a list of neighboring schools that offer programs that are not available at P.S. 123Q. Parents/guardians are sent letters and notices in their home language in order to respond to the surveys. Parents who do not respond to the orientation workshop invitation are contacted in the appropriate language by letter, phonecall, teacher contact or parent coordinator.

3. Entitlement letters are sent home to the parents/guardians with the students. To ensure the return of the letters a deadline is provided.

A follow-up letter is sent if no response and finally a phone call is made to emphasize the importance of these letters and surveys. Teacher of ELLs provide the letters and surveys. Documents are stored at the teacher of ELLs office and in the student cumulative folders and are available for review.

4. Language Assessment Battery- Revised (LAB-R) and the Spanish LAB results are used as initial criteria to place ELL students in either an ESL or bilingual instructional program. However, if a bilingual program is not available in the building, students are placed in the ESL program available. Parents have a choice to place their child in another school that has a bilingual program that fits their needs. They are informed of instructional programs at PS 123 and translators are provided if needed for better parent/school staff communication. Parents are provided with a list of schools in the district with other bilingual programs in the appropriate language. Parents are given an opportunity to ask questions. Finally, parents are informed that if they do not choose a program for their child, he/she will be placed in a transitional bilingual education or ESL program when available. Parents/guardians are informed that if there are enough students of one language in one grade or two continuous grades the school must form a transitional bilingual education program (TBE). If there are not enough students to support a TBE program, the school is mandated to provide an ESL program to the students.

5. Over the past few years, the trend in the parent survey for program selection has been the choice of Freestanding ESL program. 95% of parent surveys prefer ESL program and 5% prefer bilingual instructional program. Parents are requesting the ESL program because they believe their children will benefit and learn English faster being in a smaller class setting with English only instruction. Records are kept in the teacher of ELLs office in a folder available for review.

6. P.S. 123 administration and teachers of ELLs are striving to do their best to provide all students with the best education possible by using the latest instructional materials and intervention strategies to enhance their learning. Students have opportunities to show their talents and learn English fast and effectively. Parental choices are aligned with the program striving for the best possible results for the students. Communication between Parents/Educators is key for student success. P.S. 123Q strives to improve instruction of ELLs by aligning all programs for ELLs with the comprehensive core curriculum in mathematics and literacy (i.e. Balanced Literacy), provide coherent system-wide language allocation guidelines for all programs for ELLs, and implement effective monitoring and assessment for programs for 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% →)	0	0	0	0	0	0								0

75%:25%)														
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	4	6	9	6	5	4								34
Push-In	0	0	0	0	0	0								0
Total	4	6	9	6	5	4	0	0	0	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups							
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)			25	Special Education	11
SIFE	0	ELLs receiving service 4-6 years			9	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	25	0	10	9	0	2	0	0	0	34
Total	25	0	10	9	0	2	0	0	0	34

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	6	9	3	4	2								27
Chinese														0
Russian														0
Bengali						1								1
Urdu				2										2
Arabic														0
Haitian														0
French					1									1

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1		1								3
TOTAL	4	6	9	6	5	4	0	34						

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.

Paste response to questions 1-4 here:

1a) ESL instruction is provided in the pull out model and is the only program available at this time in our school due to parent preference. P.S. 123Q uses the Balanced Literacy program to provide a coherent approach in student learning. Materials used include Reading Series by Options publishing, Read & Understand by Evan Moore. Students practice basic and reading skills in workbooks. ESL methodologies are practiced (e.g., scaffolding, TPR, partner-reading activities). Content areas are also covered throughout the series (i.e., math, social studies, and science). Instruction is delivered in 45 minute periods (am and pm sessions) or in a 90 minute block.

1b) Students are grouped according to grade and same level of proficiency. Depending on group size, proficiency levels are combined. Beginners & Intermediate English Language Learners are grouped together with 360 minutes of instruction per week. Advanced ELLs are grouped together with 180 minutes of instruction. Intermediate ELLs that are near to be in Advanced level of English language proficiency are serviced with 360 minutes of instruction per week.

2-2a) ESL instruction is delivered by the ESL teacher to students that are ELLs using ESL methodologies. Whenever possible, staff and student population are organized in a way where ELL students are placed in their grade levels together to create a coherent flow and routine. The teacher of ELLs students using the pull out model arranges the scheduled days and minutes of instruction entitled as per the CR 154. Schedule stating instructional minutes is attached.

Time	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
------	----------	----------	----------	----------	----------	----------	----------	----------

Monday 4th & 5th

A Kindergarten

B/I 2nd

B/I Lunch Kindergarten

B/I 3rd

B/I 1st

B/I Prep

Tuesday 4th & 5th

A Kindergarten

B/I 2nd

B/I Lunch Kindergarten

B/I 3rd

B/I 1st

B/I Prep

Wednesday 4th & 5th

A Kindergarten

B/I 2nd

B/I Lunch 1st

B/I 3rd

B/I 1st

B/I Prep

Thursday 4th & 5th

A Kindergarten & 1st

B/I 2nd

B/I Lunch 2nd & 3rd

B/I 2nd & 3rd

B/I 1st

B/I Prep

Friday Kindergarten

B/I Kindergarten & 1st

B/I 2nd

B/I Lunch 2nd & 3rd

B/I 2nd & 3rd

B/I 1st

B/I Prep

3) Content areas are included in the planning of weekly lessons. Teachers of ELLs and ESL teacher collaborate and plan lessons to fit the needs of their students. Weekly skills practice, assessments and test taking practice in content areas are included in both classes to assess familiar skills and practices students are used to. Differentiated instruction is provided for students according to their needs. Through ESL methodologies students are instructed through scaffolding, chunking strategies, total physical response approaches, hands on activities, graphic organizers and vocabulary activities. Instructional materials are provided to the students to learn how to use them to enhance their language skills. Computer programs such as Imagine Learning English (directions available in several languages), leveled Language Proficiency Intervention Kits, and Just Right Reading series are essential materials used by the ESL teacher as part of student daily ESL sessions. Reading series include lessons that cover content areas (e.g., math, science, social studies).

4a-e)

a. Differentiated instruction together with the following intervention materials are used to service Students with Interrupted Formal Education (SIFE) students. Using the balanced literacy approach, P.S. 123Q builds a supportive environment for SIFE students. Students have access to all services (e.g., counseling, resource room, speech and language services, occupational therapy, physical therapy). Materials that are available to the students include bilingual books, books on tape, computer programs. A buddy system where a classmate or peer (bilingual if possible) is assigned to help the SIFE student adjust to the school environment.

b. Newcomers are students attending US schools less than 3 years. These students will be using materials such as Just Right reading, which includes activities on phonics, vocabulary, grammar, and all basic skills needed for practicing and learning the English language. Imagine Learning English computer program is also available for students to practice their basic skills and progress as their level of English increases. Sight word and grammar skills intervention kits are used to enhance their proficiency in English.

c. Plan for ELLs receiving service 4-6 years is for these students to become proficient in the areas of weakness. Students will be using the Evan Moore Read and Understand book series with activities needed to practice reading and writing skills. Book backs from the leveled classroom library are available to take home and work on their skills. Study Island computer program assignments are given to practice ELA and Math skills.

d. Plan for long-term ELLs is to focus on practicing skills in areas of weakness to become proficient and pass the NYSESLAT given annually. The Evan Moore Read & Understand series is available for student practice. NYSESLAT-g geared workbooks and materials for students with sample tests are given in order to become proficient.

e. Plan for students with special needs is to accommodate their needs as well as to teach them to become proficient in areas they are most weak in. Just Right reading series, Read & Understand, and Imagine Learning computer programs are available. Bilingual leveled libraries are available to the students.

Content areas are included in the planning of weekly lessons. Teachers of ELLs and ESL teacher collaborate and plan lessons to fit the needs of their students. Weekly skills practice, assessments and test taking practice in content areas are included in both classes to assess familiar skills and practices students are used to. Differentiated instruction is provided for students according to their needs. Through ESL methodologies students are instructed through scaffolding, chunking strategies, total physical response approaches, hands on activities, graphic organizers and vocabulary activities. Instructional materials are provided to the students to learn how to use them to enhance their language skills. Computer programs such as Imagine Learning English (directions available in several languages), leveled Language Proficiency Intervention Kits, and Just Right Reading series are essential materials used by the ESL teacher as part of student daily ESL sessions.

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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 5-14 here:

5. Intervention services offered in our school include: Foundations (Grades K-1), Finish Line and Coach Series books for Language Arts and Math, Study Island (Grades K-5) and the WILSON program. Imagine Learning English is a computer program offered specifically to ELLs in our school especially for newcomers in order to enhance their speaking, listening and reading skills in English. AIS services during the

day are provided to students in Language arts like the STARRS and the READ 180 program. Students' writing skills are enhanced with a special writing class provided in Grades K-3. ELL students in ESL classes use readers and workbooks from the Just Right reading series and the Read & Understand worksheets by Evan Moore. ELLs that are long term are supported with ELA and math materials in order to pass state tests including the NYSESLAT.

6. Students that have reached proficiency on the NYSESLAT are supported through computer programs and AIS services to continuously practice their skills. Computer programs such as Study Island for ELA and JiJi for math are available for support and practice of important skills.

7. None at this time.

8. None at this time.

9. ELLs have equal access to all programs offered within the school or afterschool activities. Services that are available are resource room, speech and language services, READ 180, and Wilson program.

10. Instructional materials for ELLs that are available include Study Island, Imagine Learning English, and JiJi which are computer programs available for each student to go online and practice Language Arts and Math skills that are essential for their progress in learning more of how to use the English language. Students can be assigned homework where the teacher can evaluate student progress. Data is available for staff development and lesson planning to student needs.

11. To support the student's native language, materials containing their native language are provided. Through computer programs and bilingual libraries available students have the support they need to be comfortable and have fun learning the English language.

12. Support services and resources that are available correspond to ELLs age and are leveled to grade and proficiency levels.

13. There are currently no activities available at this time to assist newly enrolled ELL before the beginning of the school year.

14. N/A

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:

1-5. 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.

Paste response to questions 1-3 here:

1. The ESL teacher is responsible for organizing professional development training sessions for all teachers of ELLs. ELL instructional models and how to differentiate instruction in their classrooms are discussed to include ELL needs. Discussions on resources and materials that are available for ELLs are also demonstrated to the teachers. The following is a description of the professional development plan for all personell working with ELLs for the school year 2010-2011:

All staff members working with ELLs attend the professional development workshops at P.S 123Q. Discussions on the ESL program , ELLs in our school, ESL methodologies when teaching ELLs , instructional materials, assessments and accommodations for ELL students and ELL students with disabilities, , case studies are some of the topics discussed. Professional development times are on Thursdays between 2:35 to 3:07. Schedule is as follows:

- 1 October 7th - Introduction to the ESL program
- 2 October 14th - Professional resources for teachers that teach ELLs
- 3 October 21st – Q-TELL - Quality Teaching of ELLs
- 4 October 28th - Using ESL methodologies - Types of Scaffolding techniques (Modeling, Bridging)
- 5 November 4th - Continuation of Scaffolding techniques (contextualization, schema building)
- 6 November 18th- Scaffolding techniques continued (Text Representation, Metacognition)
- 7 December 2nd - ELA NYS testing changes
- 8 December 9th – Math NYS testing changes
- 9 December 16th - Testing Accommodations of ELLs
- 10 January 6th - Teaching Reading to ELLs K-2
- 11 January 13th– Teaching Reading ELLs 3-5
- 12 January 20th- Teaching Writing to ELLs K-2
- 13 January 27th- Teaching Writing to ELL 3-5
- 14 February 3rd -NYSESLAT FORMAT – Discussion on test modalities
- 15 February 10th- Sample NYSESLAT test

2. AIS services are available to support ELLs transitioning to junior high school. Students attend an assembly where advisors from neighboring Junior high school speak to and answer any questions they may have. Students have the chance to later on in the year visit the potential junior high school they will be attending.

3. New teachers are provided with information on where professional development on ESL methodologies they can use in their classrooms sights are available. The ESL teacher is available for support and resources needed by the teachers. Network professional development meetings are provided for teachers of ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here:

1. Most parents of ELLs are actively involved with school activities to help themselves and to be able to help their children learn the English language. Parents are invited to attend workshops on how to bridge the gap between school and home instruction. For non-English speaking parents, a translator is present. Translated handouts are also available for these parents in their native language. Teachers have an open door policy for parents who have any concerns and/or questions or if they would like to observe how their child learns. Workshops include helpful strategies to help their children with homework.

2. Community workshops are given on certain days by outside agencies or by the ESL teacher to help parents learn the English language as well as teaching those ways to help their children at home. Translators are available at all workshops to assist parents as needed. The school has partnerships with Sylvan Learning Centers, Learning Leaders, as well as UFT workshops to provide services for additional support.

3. Parent needs are evaluated by a survey that the school gives out. Parents are asked to answer questions on things about our school to improve home/school communication and student needs. After all workshops are completed, informal evaluations are used for feedback, questions or any special requests.

4. Parental involvement is very important for our school. Workshops from Learning Leaders, UFT, and Sylvan Learning Centers are

available for parents. These workshops include language skills drills, art activities, parenting tips on homework help. These are essential for a good home/school relationship.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	3		2	1									8
Intermediate(I)	2	2	8	4	1	2								19
Advanced (A)		1	1		3	2								7
Total	4	6	9	6	5	4	0	0	0	0	0	0	0	34

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								0

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 as 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.

1. Tools utilized at PS 123Q to assess student early literacy skills are through Dibles and Reading 3D. These tools help detect student strengths and weaknesses for developing teacher lesson planning. Programs used to develop and enhance student strengths and develop student weaknesses with ongoing assessments throughout the program are Foundations (K-1) and Story Town (Grade 2). ELL students are assessed in their classrooms with the above tools and programs. Insights that this data provides is the weaknesses of ELLs being in letter recognition, phonemic awareness and sight words. This information is essential for the ESL teacher and classroom teachers to work together and create well developed lessons to help strengthen student needs.

2. LAB-R proficiency levels have been lower in the upper grades than lower grade students. Students' NYSESLAT proficiency level

reading and writing. Instructional decisions are affected by the results of the NYSESLAT modalities. Staff members that collaborate to design lessons for ELLs include general education, special education, cluster, and speech and language teachers.

4. a. According to the NYSESLAT results at PS 123Q , upper grade students tend to be in the advance or proficient levels in all modalities.

Lower grade students tend to be beginner to intermediate levels in all modalities. Depending on their proficiency in English ELLs seem to be doing well on tests given to them in English.

b. The school leadership and teachers use the results of the ELL periodic assessments to improve staff development and design lessons to fit ELL student needs. Small group instruction, instructional materials and resources are provided for student improvement.

c. Things learned from ELL periodic assessment are the weaknesses that ELL present and how resources can improve their weaknesses into strengths. Native language is used for directions , communication, and for resources for family involvement in effort to have a home/school relationship that will benefit all parties.

5. Not applicable

6. Success is measured by the amount of progress made by the students as shown on their test scores.

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.

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 123					
District:	27	DBN:	27Q123	School		342700010123

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	54	54		92.1	93.4	92.8
Kindergarten	94	98	125				
Grade 1	108	113	114	Student Stability - % of Enrollment:			
Grade 2	103	110	106	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	98	90	105		91.2	89.4	86.8
Grade 4	77	88	101				
Grade 5	97	84	93	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.2	84.8	81.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	11	15
Grade 12	0	0	0				
Ungraded	2	11	5	Recent Immigrants - Total Number:			
Total	633	648	703	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	52	52	53	Principal Suspensions	20	24	38
# in Collaborative Team Teaching (CTT) Classes	30	22	30	Superintendent Suspensions	3	9	8
Number all others	26	25	29				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	52	54	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	17	9
# receiving ESL services only	23	33	TBD				
# ELLs with IEPs	1	16	TBD	Number of Educational Paraprofessionals	3	2	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	86.5	81.5	85.5
				% more than 5 years teaching anywhere	73.1	68.5	78.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	83.0	89.1
American Indian or Alaska Native	0.9	0.5	0.3	% core classes taught by "highly qualified" teachers	98.0	95.6	100.0
Black or African American	69.7	66.4	65.6				
Hispanic or Latino	14.5	16.7	16.6				
Asian or Native Hawaiian/Other Pacific	11.1	11.7	13.5				
White	2.8	3.7	3.1				
Male	50.4	49.2	49.1				
Female	49.6	50.8	50.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	40.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf