



**I.S. 123**

**2010-2011**

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

**SCHOOL: 08X123**

**ADDRESS: 1025 MORRISON AVENUE, BRONX, NY 10472**

**TELEPHONE: (718) 328-2105**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 08X123      **SCHOOL NAME:** James M. Kieran School

**SCHOOL ADDRESS:** 1025 Morrison Avenue, Bronx, NY 10472

**SCHOOL TELEPHONE:** (718) 328-2105      **FAX:** (718) 328-8561

**SCHOOL CONTACT PERSON:** Virginia Figueroa      **EMAIL ADDRESS:** [vfigueroa2@schools.nyc.gov](mailto:vfigueroa2@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** John McSorley

**PRINCIPAL:** Tyra L. Williams

**UFT CHAPTER LEADER:** Russell Flax

**PARENTS' ASSOCIATION PRESIDENT:** Lydia Panton

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 08      **CHILDREN FIRST NETWORK (CFN):** 607

**NETWORK LEADER:** Elmer Myers

**SUPERINTENDENT:** Timothy Behr

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

Name	Position and Constituent Group Represented	Signature
Tyra L. Williams	*Principal or Designee	
Russell Flax	*UFT Chapter Chairperson or Designee	
Lydia Panton	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Yazmin Dennis	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lori Medina	CBO Representative, if applicable	
Amanda Graham	Member/	
Dawn Williams	Member/	
Carla Serrano	Member/	
John McSorley	Member/	
	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

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

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

IS 123 is a school known for giving students a structured education that allows for them to progress academically. IS 123 received an A on the 2010-2011 Progress Report, classifying us as one of the top 25% of middle schools in New York City. IS 123 was noted as Well Developed on the 2007-2008 School Quality Review and has been determined to be a School in Good Standing by the New York State Education Department.

We recognize that every child is different and brings with them unique strengths and abilities. With that in mind our school-wide mantra is “Nothing Less than Your Best!” We use this because we believe that each child should strive to reach and exceed their personal potential regardless of whatever obstacles they may face.

The vision of IS 123 is to provide a world-class education that addresses the total development of our students –body, mind and spirit – while recognizing their unique needs and gifts. Our entire school community is fiercely dedicated to the development of our students’ abilities and talents, their positive self-concept, their emerging sense of self-determination and responsibility, and their understanding of and concern for our global community. We believe we are presenting enriched instruction in a caring, supportive and engaging educational environment. We are convinced that by working together with our students’ families and the larger community, we will enable our students to excel academically and inspire to act as profound contributors to the shaping of our 21<sup>st</sup> century world.

The mission of IS 123 is to provide our students, together with the support and encouragement of our parents, with the knowledge and the tools they will need to succeed academically throughout high school, and college to grow to be a positive force in our world.

All children deserve opportunities for growth and we have managed to continue to maintain a thriving Arts Elective Program and we are proud to be one of the few schools in NYC to offer a Gilder Lehrman Program! We use all of the positive forces within the community and work with community organizations such as Aspira, Brown River Arts Alliance, Cooperative, Healthy, Active, Motivated Positive Students (CHAMPS), Institute for Family Health (IFH), Per Scholas, and Urban Advantage to ensure our children receive a multitude of resources.

We know that knowledge is the key to freedom, and that school is the agency that unlocks the door to their future. We work side by side with parents to enable our students to become not just citizens but future leaders. We must enable all our students to see that learning is not just important, but is the very foundation upon which they can develop their skills, abilities and talents. It is our challenge to reinforce that which is known and to open students’ receptivity to that which is new. This applies to every student, whether they are in general education, in special classes or receive supportive services, or are English Language Learners (ELLs).

**SECTION III – Cont’d**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	J.H.S. 123 James M. Kieran								
District:	8	DBN #:	08X123	School BEDS Code:					
<b>DEMOGRAPHICS</b>									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		88	90.7	TBD		
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0		86.8	88.20	TBD		
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		86.7	87.4	94.8		
Grade 6	178	208	168	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	164	160	210	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	220	170	188		54	72	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		18	21	6		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	3	2	1	(As of June 30)	2007-08	2008-09	2009-10		
Total	565	540	567		45	57	56		
				Principal Suspensions	203	86	TBD		
				Superintendent Suspensions	62	38	TBD		
				Number all others	29	32	34		
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0		110	70	83		
# receiving ESL services only	110	70	83	Number of Teachers	49	50	TBD		
# ELLs with IEPs	0	12	35	Number of	13	12	TBD		
<i>These students are included in the General and Special Education enrollment</i>									

information above.				Administrators and Other Professionals			
				Number of Educational Paraprofessionals	5	3	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	77.6	72	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	65.3	66	TBD
(As of October 31)				% Masters Degree or higher	90	86	TBD
American Indian or Alaska Native				% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.5	100	TBD
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.							
White							
Multi-racial							
<b>Male</b>							
<b>Female</b>							
<b>2009-10 TITLE I STATUS</b>							
<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	
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>				<b>If yes, area(s) of SURR identification:</b>			
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
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"/>			
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				Y		ELA:	
Math:				Y		Math:	

Science:	Y	Graduation Rate:	-				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√			-	
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√				-	
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>6</b>	<b>6</b>	<b>1</b>			<b>0</b>	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results - 2008-09</b>				<b>Quality Review Results - 2008-09</b>			
Overall Letter Grade	A			<b>Overall Evaluation:</b>			
Overall Score	98.7			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)	12.2			Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)	25			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)	54			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit	7.5			Quality Statement 5: Monitor and Revise			
<b>Key: AYP Status</b>				<b>Key: Quality Review Score</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

In 2010, NYS changed the scale scores that correlate to levels 1,2,3 and 4. The scale for reaching a level 3 was set higher and due to this change our overall proficiency levels in ELA and Math have changed pointing to the need to increase our student's capacity in reading and writing.

After reviewing all the data available, the groups that require significant attention and intervention services are our Students with Disabilities and our English Language Learners.

### Data Review

#### ***Learning Environment Survey***

The most recent data we have comes from the Learning Environment Survey. After reviewing the results and comparing the last few years, there are several goals we are setting that would not only raise our future rating from the parents, teachers and students but would also help set the overall tone at the school.

**Student attendance** – if chronic absence is 2 days a month, then we have students who need attention. We will continue our work with Partnership with Children and our Family Workers. We are using ARIS to identify students who have over 10 absences and will work on reward systems for those with perfect attendance and those with improved attendance.

**Parent participation** – If the Learning Environment Survey is an indication, parent participation has declined. We are embarking on a new plan with our Parent Coordinator with specific benchmarks; which will be examined monthly. If the plan is not meeting those metrics we will alter the plan to achieve desired results.

**Student engagement and advance course offerings** – We have begun offering test preparation programs for Science and social studies and record numbers of students took and passed the Living Environments, US History, Algebra and Spanish Regents.

#### ***Progress Report and PR Data***

The area where we need to make the most improvement in is Student Performance specifically that in ELA. Our 8<sup>th</sup> grade Math did better than most schools in our district. Historically our students with disabilities have made great gains and their scale scores have improved over the years, many even doing better than their non-disabled peers. However, we are looking closely at our students with IEP's in small classes to ensure their curriculum matches that of their peers while provide enough differentiation to meet their diverse needs. We also are assessing the performance of our English Language Learners and looking closely at their periodic assessment results to make changes to instruction as necessary. Another area where we want to make an improvement is in School Environment. Only 18% of parents completed the Learning Environment Survey. We are going to take steps this year to ensure parents participate fully. Our Parent Coordinator will access our automated phone system to send telephonic reminders to parents to complete the survey. We will also have the Parent Association involved in these efforts and plan to hold off-site meetings with parents at locations that may be more convenient to them.

#### ***NYS 2009-2010 Accountability and Overview Report (AOR)***

***I.S. 123, made AYP in 2010.*** Under the No Child Left Behind act, a school makes Adequate Yearly Progress (AYP) if it achieves the minimum levels of improvement determined by the state of New York in terms of student performance and other accountability measures According to our NYS Accountability and Overview Report, we did not make AYP in several student subgroups.

### **2010 ELA Standings:**

#### **All Students**

**Grade 6:** 13% scored levels 3-4

**Grade 7:** 19% scored levels 3-4

**Grade 8:** 17% scored levels 3-4

#### **SWD**

0% scored levels 3-4

10% scored levels 3-4

2% scored levels 3-4

#### **ELL**

0% scored levels 3-4

0% scored levels 3-4

0% scored levels 3-4

### **2009 ELA Standings:**

#### **All Students**

**Grade 6:** 67% scored levels 3-4

**Grade 7:** 45% scored levels 3-4

**Grade 8:** 61% scored levels 3-4

#### **SWD**

22% scored levels 3-4

14% scored levels 3-4

30% scored levels 3-4

#### **ELL**

33% scored levels 3-4

7% scored levels 3-4

23% scored levels 3-4

### **2010 Math Standings:**

#### **All Students**

**Grade 6:** 26% scored levels 3-4

**Grade 7:** 39% scored levels 3-4

**Grade 8:** 49% scored levels 3-4

#### **SWD**

5% scored levels 3-4

10% scored levels 3-4

8% scored levels 3-4

#### **ELL**

8% scored levels

18% scored levels 3-4

19% scored levels 3-4

### **2009 Math Standings:**

#### **All Students**

**Grade 6:** 61% scored levels 3-4

**Grade 7:** 66% scored levels 3-4

**Grade 8:** 76% scored levels 3-4

#### **SWD**

30% scored levels 3-4

29% scored levels 3-4

49% scored levels 3-4

#### **ELL**

44% scored levels 3-4

55% scored levels 3-4

64% scored levels 3-4

### **NYSESLAT DATA**

We also want to pay special attention to our English Language Learners. We are reintroducing the TBE program for our recent arrivals and strengthening our Freestanding ESL program to ensure that our Long Term ELL's meet proficiency on the NYSESLAT and make progress on their grades and NYS assessments.

### **Greatest Accomplishments**

-Our 8<sup>th</sup> grade math scores exceeded results obtained by many other schools in District 8.

-Yearly over 30% of our ELL's meet proficiency on the NYSESLAT.

-Although our Ell's and SWD's did not score level's 3 – 4 (especially after the scale range change), many of our students have made gains in their scale score and scored high level 2's.

-Our students with IEP's in Integrated Co-Teaching and Special Education Teacher Support Services have demonstrated measurable progress in both ELA and Math, which allowed us to receive 3.5 points of additional extra credit on the progress report.

-Our English Language Learners made exemplary gains in both ELA and Math which earned our school 2.25 points of additional extra credit on the progress report.

### **Next Steps**

A reflective collaborative process was engaged in during Administrative Cabinet meetings, Department Meetings, Inquiry Team meetings, and School Leadership Team meetings.

As a result of data analysis discussion and reflection, our aforementioned constituencies determined that we need to:

- continue to improve student achievement in ELA/math with the use of formative assessment tools and programs such as Performance Series, Periodic Assessments with accompanying Item Analysis, Teachers College Reading and Writing Program, running

records, Acuity assessments, essays, projects, core tests, teacher assessments, and portfolios;

- include pre-tests, interim assessment benchmarks and post tests to evaluate student progress;
  - continue the administration of running records and core tests;
  - foster improved literacy skills for our students by teaching literacy skills in the content areas of mathematics, social studies and science;
  - build up teachers' confidence and comfort level using technology in the content areas.
- Based on all the aforementioned findings each of our department leaders will design professional development programs for all teachers and will offer similar professional development to our parent community.

We are also proud to be part of the Phase I initiative in Special Education. We have long held the importance of IDEA and NCLB legislation. We have worked to serve the needs of our Students with disabilities, to enhance their chances of success in the general education environment. It is our mission to prepare them to meet the rigors of Standard Promotion Criteria in HS and improve their chances of obtaining a Regents diploma and attending college if they so choose.

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

### **Goal 1:**

By June 2011, there will be an increase in the number of students performing at levels 3 and 4 in the NYS ELA exam in grade 6 from 28% to 35%, grade 7 from 12% to 22% and grade 8 from 19% to 29%.

#### **Rationale:**

Our students typically make progress on all state assessments however testing has become more rigorous and we must prepare our students to demonstrate proficiency as the tests and standards require students to use higher ordered thinking skills as shown by the introduction of the Common Core State Standards and alignment to the National Assessment for Educational Progress.

### **Goal 2:**

By June 2011, 65% of English Language Learners in grades 6-8 including students with disabilities, will demonstrate progress towards achieving proficiency by increasing a minimum of one performance level in the reading and writing component when comparing June 2010 and the June 2011 NYSESLAT exam scores.

#### **Rational:**

Our English Language Learners typically score high on the Listening and Speaking components of the NYSESLAT while scoring poorly on the reading and writing. After disaggregating the data, students typically find the writing portion daunting. Our data demonstrates that ELL students need to progress in their writing.

### **Goal 3:**

By June 2011, 100% of classroom teachers in Core Subject areas will show evidence of using Curriculum Maps which incorporate Common Core State Standards in lesson planning as evidenced by developed curriculum maps posted on our ARIS community page, informal and formal observations, bulletin boards, student portfolios, department level meeting records and agendas.

**Rationale:** We believe that this goal will empower teachers to have effective and engaging instruction with transparent, meaningful tasks that allow students to make connections, solve problems, reason and develop crucial critical thinking skills that are the by product of an effective K-12 education that leads to increased college and career readiness.

### **Goal 4:**

By June 2011, there will be an increase in parent responses to the Learning Environment Survey from 18% to 35% as well as an increase in parent participation as evidenced in attendance in Parent Workshops, Parent Teacher Conferences, Parent Association/SLT meetings and other events related to student social/emotional and academic growth.

**Rationale:** Research demonstrates that parent involvement is a vital component tied to student achievement.

### **Goal 5:**

To improve student attendance in order to provide sufficient time on task for all students to reach their learning goals, our 200-11 average DAR (Daily Attendance Rate) will exceed that of previous years by 1% as evidenced by Daily/Weekly/Monthly attendance data as measured by ATS.

**Rationale:** Attendance is not only part of the promotion criteria but imperative for students as the pace of instruction requires students to be present daily.

**SECTION VI: ACTION PLAN**

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

**All Grades 6-8, ELA, MATH, SOCIAL STUDIES, SCIENCE**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be an increase in the number of students performing at levels 3 and 4 in the NYS ELA exam in grade 6 from 28% to 35%, grade 7 from 12% to 22% and grade 8 from 19% to 29%.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>-Teachers will administer a baseline writing assessment on each grade level to assess every student's current reading and writing levels.</li> <li>-Collaborative alignment and finalization of ELA curriculum maps to Common Core and New York State Standards. Lead teachers in literacy will model effective reading and writing strategies.</li> <li>-Teachers will support students in the development of SMART goals in the areas of reading and writing and vocabulary skills.</li> <li>-All students scoring at level 1 or 2 on the NYS ELA will attend Extended Day in homogenous groups of 5 students (special education) or 10 students (general education) three days a week to focus on reading and writing skills and strategies and will receive Academic Intervention Services.</li> <li>-Independent reading will focus on the genre of non-fiction in all grade levels.</li> <li>-Teachers will utilize the Principles of Learning, specifically Academic Rigor to support high expectations for all students.</li> <li>-Students will create a minimum of 3 publishable writing pieces in English Language Arts, Science, and Social-Studies every marking period.</li> <li>-We will continue to promote the 100 Books Challenge with an emphasis on 50% of the books from the non-fiction genre.</li> <li>-Teachers who are currently trained in Wilson Reading will receive training and we will provide training for new teachers in Wilson Reading.</li> <li>-Achieve 3000 and Study Island will be available as technology support in ELA for English Language Learners and Students with Disabilities.</li> <li>-Principal conduct quarterly Data Chats with all ELA teachers</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<p>TL Fair Student Funding, Title I ARRA SWP Funds, Contract for Excellence funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Classroom observations, both formal and informal.</li> <li>-Data analysis of NYS ELA Simulated Test results and online tools (Study Island and Acuity)</li> <li>-Rubrics and meaningful and useful teacher feedback on student writing.</li> <li>-Writing samples for every student in student portfolios.</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** All Grades 6-8, ELA, MATH,  
SOCIAL STUDIES, SCIENCE

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 65% of English Language Learners in grades 6-8 including students with disabilities, will demonstrate progress towards achieving proficiency by increasing a minimum of one performance level in the reading and writing component when comparing June 2010 and the June 2011 NYSESLAT exam scores.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Weekly common planning time for ESL teachers Weekly meetings for ESL teachers to meet with grade level teachers Student conferencing with other students and with the teachers Ongoing running records ELL's will also focus on writing across the curriculum and will be held to the same writing rubric Teachers and administration will hold data chats revolving around ELL results on periodic assessments, including NYS ELA exam, DY0 simulation results and Acuity Professional development will be given to teachers on the use data binders, and universal writing rubrics for ELL's Teachers will review ELL student's quarterly goals, progress trackers and review of student work and student portfolios. We will also focus on using data and teacher assessment to identify at-risk ELL students and ensuring they receive academic intervention services, giving additional instruction.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<p>TL Fair Student Funding and Title III funds for additional materials and afterschool programs to be staffed by licensed ESL and Bilingual teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Teacher lesson plans/unit plans have evidence of differentiated strategies for ELL's as denoted by product, content, and/or process.</li> <li>-Documentation memorializing meaningful ESL, special education and general education teacher communication and collaboration will include agendas and minutes of meetings.</li> <li>-Differentiated instructional practice for ELLs will be evident in classes as noted in Informal and Formal Teacher Observations.</li> <li>-Classroom libraries will possess a variety of genres and will be leveled.</li> <li>-ELL students will be able to articulate their individual academic goals and how they have reached them.</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** All Grades 6-8, ELA, MATH,  
SOCIAL STUDIES, SCIENCE

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of classroom teachers in Core Subject areas will show evidence of using Curriculum Maps which incorporate Common Core State Standards in lesson planning</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Team and PD sessions to review drafts of the curriculum map and make changes as necessary Data chats between administration and teachers will reference use of curriculum maps and incorporation of CCSS. The administration will use of informal and formal observations and meetings to discuss use of Curriculum Maps and CCSS. Teachers will be given PD throughout the year on incorporating CCSS standards. Teachers will meet by department and grade teams to assess student portfolios, Department level meetings will be arranged to focus on curriculum mapping. Staff will be attending Network based CCSS training Staff will continue to work with the Network on CCSS activities as part of a Per-Session posting.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I ARRA SWP funds, Common Core Posting</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This will be evidenced by developed curriculum maps posted on our ARIS community page Informal and formal observations Bulletin boards will not only reflect task, condition and standard but will also reference the CCSS standard Student portfolios will possess work indicative of CCSS level work Department level meeting records and agendas will contain minutes of discussions and work around curriculum mapping and incorporation of CCSS.</p>

**SECTION VI: ACTION PLAN**

**All Grades 6-8, ELA, MATH,  
SOCIAL STUDIES, SCIENCE**

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be an increase in parent responses to the Learning Environment Survey from 18% to 35% as well as an increase in parent participation as evidenced in attendance in Parent Workshops, Parent Teacher Conferences, Parent Association/SLT meetings and other events related to student social/emotional and academic growth</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>-The Parent Coordinator will keep record of parent attendance at parent workshops, PA meetings, assemblies, SLT, and student celebrations.</li> <li>-Administrative staff and Parent Coordinator will monitor the number of parents who complete the school's Learning Environment Survey and use Global Connect to reach out to parents in their native language.</li> <li>-Administrative staff and Parent Coordinator will analyze the Learning Environment Survey to note areas that need improvement and explain those areas to parents.</li> <li>-Parent Coordinator will use our Global Connect system to remind parents of upcoming school events as well as personal phone calls to parents</li> <li>-Parent Coordinator will facilitate monthly workshops and meetings in the IS 123 Parent Resource Center</li> <li>-Parent Coordinator will work with PA to establish optimum times for events and meetings to maximize attendance.</li> <li>-Parent Coordinator and PA will distribute parent survey and use the data to uncover areas of interest to the community in order to engage more parents and subsequently to increase attendance at school functions.</li> <li>-Staff and administration will provide parents with information at grade level orientation meetings to enable parents to share in the schools learning goals.</li> <li>-Teaching staff will facilitate and lend their expertise at workshops, assemblies, and trips to develop and engage the parent community.</li> <li>-Parent Coordinator will publish a monthly Parent newsletter that will inform parents of school issues and activities.</li> <li>-School will purchase incentives and refreshments to encourage parental attendance at school functions.</li> <li>-Principal will have an "open door" policy for all parents to discuss all issues and concerns they have.</li> <li>-Principal will attend all PA meetings and orientations to continue an open dialogue.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<p>Title I 1% SWP Set Aside for Parent Involvement: \$5,843 and Title I ARRA SWP Set Aside for Parent Involvement and supplies: \$1,808, TL Parent Coordinator OTPS \$500</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Sign in sheets for assemblies, workshops, orientations and SLT meetings</li> <li>-Parent feedback in the form of workshop reflections, Parent Coordinator logs.</li> <li>-Increase in parent responses on the Learning Environment Survey.</li> <li>-Active and increased participation of PA.</li> </ul>

**SECTION VI: ACTION PLAN**

**All Grades 6-8, ELA, MATH,  
SOCIAL STUDIES, SCIENCE**

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To improve student attendance in order to provide sufficient time on task for all students to reach their learning goals, our 2010-11 average DAR (Daily Attendance Rate) will exceed that of previous years by 1% as evidenced by Daily/Weekly/Monthly attendance data as measured by ATS.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Continue attendance committee, composed of the principal, assistant principals, parent coordinator, guidance staff, dean, family workers, and attendance school aide.</li> <li>• Establish regular meetings for this committee to review the attendance of specific students and to bring relevant information to the Child Study Team</li> <li>• Develop a comprehensive case management system to deal with poor attendance and lateness including, but not limited to: creating form letters to mail home, making phone calls to parents, conducting home visits, having meetings with parents and when necessary, involving ACS in cases of “Educational Neglect”.</li> <li>• Collaborate our Counseling team in tracking student attendance to identify targeted students, and to provide these students with direct intervention ranging from one on one and group counseling to incentive rewards, trips and special programs</li> <li>• Develop an award incentive system to improve student attendance</li> <li>• Establish attendance bulletin board in highly visible part of school that highlights both those with exemplary attendance and those students whose attendance has markedly improved.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Use of AIDP funds to staff additional family worker</li> <li>• Use of Title I and Tax Levy funds to establish incentives, recognition and rewards programs for students who exhibit strong attendance or who improve dramatically their daily attendance</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Daily/Weekly/Monthly attendance data as measured by ATS</li> <li>• An increase in our DAR as measured by the Progress Report Card.</li> <li>• Agendas and attendance signoff from attendance committee meetings.</li> <li>• Records of distributed attendance awards, incentives, etc.</li> <li>• Data analysis provided by PWC for targeted students</li> <li>• Case management anecdotal and statistical evidence such as:</li> <li>• Phone contact logs and copies of written correspondence</li> <li>• Home visit logs and other parent conference logs</li> <li>• ILOG data summaries, including 407 investigation summaries and ACS cases (2221A copies)</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	105	85	38	49	15	5	15	5
7	142	119	47	59	15	5	15	5
8	149	116	61	67	15	5	15	5
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Wilson Reading Program, Wilson Fluency, Schools Attuned, Great Leaps, Read 180, Focus on Fluency, Rewards, Rewards Plus, Soliloquy Learning and Read XL            Teachers will use Study Island, Achieve 3000 and other computer-aided individualized instruction. Small group, and one to one tutoring, before and after school.            Saturday Test Prep            During the school day: 90 minute blocks, extended periods throughout week and reduced class size.</p>
<p><b>Mathematics:</b></p>	<p>Great Leaps Math, Cognitive Tutor, Study Island and other computer-aided individualized instruction. Small group, and one to one tutoring, before and after school.            Saturday Test Prep            During the school day: 90 minute blocks, extended periods throughout week and reduced class size.</p>
<p><b>Science:</b></p>	<p>Rewards Plus, as well as subject specific software for computer –aided instruction. Saturday Test Prep for 8<sup>th</sup> grade Performance and Written exam.            Small group tutorial for those in need, as well as Advanced Work for Regents study (before and after school).</p>
<p><b>Social Studies:</b></p>	<p>Rewards Plus, as well as subject specific software for computer-aided instruction. Saturday Test Prep for 8<sup>th</sup> grade exam.            Small group tutorial for those in need, as well as Advanced Work for Regents study (before and after school).</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Advisory Program (15:1 ratio) coordination            Mandated Counseling (one to one; small group)            At risk counseling (one to one; small group)            Crisis Intervention (one to one)            Group Guidance (small group – central topics)</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>At risk counseling (one to one; small group)            Crisis Intervention and Assessment (one to one)            Informal and Formal Observation and Assessment            Functional Behavior Assessments and assistance with development of the Behavior Intervention Plan.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Advisory Program (15:1 ratio) coordination            Mandated Counseling (one to one; small group)            At risk counseling (one to one; small group)            Crisis Intervention and Assessment (one to one)            Informal and Formal Observation and Assessment</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Crisis Intervention and Assessment (one to one)            Health Prevention Practices (whole classes)            School-wide Health Campaigns (Nutrition and Fitness Week, HIV/AIDs, Asthma Awareness, etc.)            School based clinic run by the Institute for Family Health</p>

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) 6-8      Number of Students to be Served: 102    LEP             Non-LEP

Number of Teachers 6      Other Staff (Specify) 1 – Assistant Principal, 3 Paraprofessionals

**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.

At IS 123, the majority of our LEP students are Spanish speakers. The school has several bilingual certified teachers and support staff to meet the academic and social/emotional needs of our LEP students. The school offers a Spanish Bilingual class and the Freestanding ESL program. LEP students are taught in reduced size classrooms for grades 6-8. General education subject teachers are given training to target the needs of diverse students and given materials to use to supplement instruction. Students can access instruction in native language when necessary through direct teacher instruction or through use of audio/visual materials in their native language. LEP students are also strongly encouraged to attend after school programs and are represented in the school's elected Student Council.

**Data Review:**

GRADES	NYSESLAT R/W TOTALS				NYSESLAT L/S				NYS ELA
	B	I	A	P	B	I	A	P	LVL 3-4 PROF %
GRADE 6	7	11	13	2	8	0	17	8	0%
GRADE 7	3	13	12	1	1	3	20	4	0%
GRADE 8	12	18	5	0	4	7	15	9	0%

After reviewing the breakdown of their NYSESLAT scores, the majority of our ELL students struggle in the writing component of the exam. We have incorporated the TC Reading and Writing program into the ESL classes and all ELL students keep readers and writers notebooks. In the 2008-2009 school year, we made Annual Yearly Progress with our Limited English Proficient students on the NYS ELA exam. However, this year with our current 6-8<sup>th</sup> grade, only 0% of our English Language Learners are performing at proficiency. After reviewing the NYS ELA Item Analysis, it is clear that many of these students were only a few points shy of achieving a level 3. We know that the 8<sup>th</sup> grade ELA exam has a strong writing component. We reviewed their Reading/Writing NYSESLAT scores and very few of our students scored proficient in this component but the majority of the students scored in the Intermediate and Advanced levels, therefore we can focus on the skills they need that can take them to proficiency. Our current 6<sup>th</sup> and 7<sup>th</sup> grade also has similar numbers as very few students score in the beginner level and will benefit from additional time on focused instruction on reading and writing skills. In addition to the work we do with them in school, we believe they need additional time to get their skills up to proficient levels. To this end, the afterschool and Saturday programs would provide the additional time they need to acquire necessary skills. The Afterschool and Saturday programs funded by Title III, serve students in grades 6,7,8<sup>th</sup> grade who are targeted for ESL services and must take the NYS ELA exam and/or the NYSESLAT. The afterschool program is taught by three ESL teachers, 2 days a week on (specific days dependent on which teacher) from 3:30-5pm. In addition, we offer a Saturday program taught by 2 ESL and 2Bilingual (Math) teachers from 9:00am – 1:00pm, beginning on February 2011 and running until the end of April 2011. The students are instructed on grammar, writing, speaking, listening and reading in English to develop their academic language. They are taught strategies to apply when encountering unknown words or idioms. The instructional focus is on vocabulary development and acquisition of key words that they use when reading and writing. They are encouraged to develop conversation skills by engaging in activities which help them practice speaking English. Explicit instruction on the writing process is emphasized and teachers use scaffolding strategies to support developing writers. In preparation for the NYSESLAT, teachers create similar reading and writing tasks that build their skills in order for them to increase their English language proficiency level. Teachers use the English Now Program to assess student progress and as a resource for students to practice their listening,

speaking, reading and writing skills. The teachers collaborate to plan lessons, discuss interventions and create flexible grouping based on student assessments.

<b>Grades</b>	<b>Number of Students</b>	<b>Languages of Instruction</b>	<b>Times</b>	<b>Service Providers/Qualifications</b>
Grade 6	38	English/Spanish	Afterschool 2 days a week/3:30-5 & Saturdays 9am-1pm	Licensed ESL teacher
Grade 7	34	English/Spanish	Afterschool 2 days a week/3:30-5 & Saturdays 9am-1pm	Licensed ESL teacher
Grade 8	45	English/Spanish	Afterschool 2 days a week/3:30-5 & Saturdays 9am-1pm	Licensed ESL teacher

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

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The ESL teachers who are teaching in the Title III programs receive professional development training targeting instruction practices and methodologies designed to meet the needs of the ESL student. The sessions are either school wide initiatives or offered by DOE support organizations, including the Bronx BETAC. Topics for the Professional Development days for all staff include: Multidisciplinary Approaches When Teaching ELL’s, Support for ELLs in the content areas, The Use of Interdisciplinary Thematic Units, and Using Study Island to Provide Differentiated Instruction for ELL students. At the school level, we hold weekly planning sessions with teachers by department and by grade. During this PD time built into the teachers’ program, topics related to ELLs are discussed and analyzed for direct impact on classroom instruction. Other PD sessions, including those at BETAC are ongoing throughout the year and dependent upon the specific offerings of each support organization. IS 123 also has a team of teachers who are members of the ELL Inquiry Team. Team members gather summative and formative data regarding our ELL student population, analyze student work and share strategies for meeting their diverse needs at our weekly professional development sessions. To promote greater involvement of parents of our ELL population, our Parent Coordinator and Data Specialist, who are both bilingual, reach out to parents to attend training on Saturdays and during Parent Teacher Conferences. Topics include, but are not limited to, how to access our online grade book to monitor their child’s progress, how to help your child succeed as readers and writers, and presentations of our curricula and materials. These parent workshops are not funded by Title III funds, but students for whom this funding source is developed, do benefit from this training.

**Section III. Title III Budget**

School: IS 123 BEDS Code: 32-0800010123

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$12,594	260 hours of per session for 6 ESL/Bilingual teachers to support ELL Students by providing instruction during after-school and for Saturday Academy for NYSESLAT preparation: 42hours each teacher x \$41.98/hr each+ \$1,997 Fringe (40 Hours instruction with students + 2 hours planning per teacher)
Supplies and materials	\$3,666	English Now Getting Ready for the NYSESLAT Test Prep Class packs: 2 6 <sup>th</sup> gr packs+1 7 <sup>th</sup> gr pack + +1 8gr pack + 1 7 <sup>th</sup> Gr TE manual + 4 7 <sup>th</sup> gr 5packs =\$495x4+\$79.75x4+39.95=\$2338.95 English Now Writing Series 8 <sup>th</sup> grade Teachers Resource Pack and 40 Student kits at: \$348 + \$21.85 x 40=\$1222 \$105 = incidental supplies: copy paper, folders, pens TOTAL: \$2338.95+\$1222+\$105=\$3,666
Bus and Admission Fees	\$1,260	Trips and Admission Fees \$710 Transportation \$550
<b>TOTAL</b>	\$17,520	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

**We did an assessment of our HILS and invited parents to several ELL Orientations. We also distribute the Preferred Language Form to each family and check it against the ATS Home Language indicator.**

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.

**Findings reported that over 40% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to provide a portal on our school website ([www.is123x.com](http://www.is123x.com)) that provides information in Spanish. We have many staff members on hand to provide for oral interpretation whenever the need arises.**

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

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

**All communications between the school and our families will be provided in both Spanish and English. In addition, there will be special monthly newsletters, also provided in Spanish and English, sent home announcing important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, as well as our "Annual**

**Report Card” on the state of the school. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE).**

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.

**We have numerous staff (school aides, family assistants, our Parent Coordinator and all guidance and social work staff) who are available daily to provide translation in Spanish.**

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

**As noted above, translation services are available daily in Spanish. All communications will be sent out in Spanish and English to our families, together with the announcement given in several languages provided by the Chancellor’s Office on where to go to get materials translated into a language other than Spanish. We also use DOE websites (intranet and <http://dfoforms.nycenet.edu/forms/>) to access forms in Spanish.**

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$584,306	\$180,777	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,843	\$1,808	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,215	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58,431	*	

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

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

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

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

**Part A: School Parental Involvement Policy**

**I. General Expectations**

IS 123 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the State Parental Information and Resource Center.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. IS 123 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: The parents are actively involved through our School Leadership Team.
2. IS 123 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: The parents are actively involved through our School Leadership Team.
3. IS 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: Through our Parent Coordinator and our Parents Association we will provide ESL and GED classes, workshops on curricular materials, state and city standardized tests and other matters related to the education of their children.
4. IS 123 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: We will encourage parents to join the Learning Leaders network which can expand the services we can coordinate with parents.
5. IS 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. We will conduct Parental Surveys on the “State of the School” in December and use the results of the Learning Environment Survey to evaluate the effectiveness of our parent involvement policy and our school improvement program.

6. IS 123 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Through our Parent Coordinator and our Parents Association we will provide ESL and GED classes, workshops on curricular materials, state and city standardized tests and other matters related to the education of their children.
  - a. The school will provide a variety of strategies, materials and training to build capacity for more effective parental involvement with their children to improve their children’s academic achievement, such as literacy training, use of technology, as appropriate, to foster parental involvement, by the creation of our “Saturday Study Center” which will make literacy assistance and technology available for parents and students. Staff are also trained in ways to bring in more parents and how to approach parents. Positive reinforcements are utilized so that parents feel outreach is not limited to discussing negative behaviors. Teachers are also using an online grade book, [www.teacherease.com](http://www.teacherease.com), which they also use to email parents and send announcements. Teachers are also using Global Connect, an online program that instantly sends calls, texts and emails to parents regarding important announcements. These websites have been used to notify parents of meetings and the notices are sent in English and Spanish.
  - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Providing workshops to create a team of Learning Leaders in the building who will serve as volunteers in our classes, offices, lobby and other school areas. We will work especially with those staff and volunteers who serve in the Main Lobby to create a positive, welcoming environment as parents enter our building. These Learning Leaders will also provide workshops to parents on curriculum and testing matters and concerns.
  - c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Providing workshops to create a team of Learning Leaders in the building who will serve as volunteers in our classes, offices, lobby and other school areas. We will work especially with those staff and volunteers who serve in the Main Lobby to create a positive, welcoming environment as parents enter our building. These Learning Leaders will also provide workshops to parents on curriculum and testing matters and concerns. Our Parent Coordinator, PA, SLT and Learning Leaders will provide workshops on Understanding State Standards, Knowing the Curriculum for All Subject Areas, How State and City Assessments Measure Student Progress, Using Technology to Support Student Achievement, Supporting the Home-School Partnership and a variety of workshops to assist with parenting skills that meet the needs of the developmental milestones our students are reaching.
  - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All communiqués sent by the school will be provided in English and

Spanish. Also, we have guidance and office personnel who provide immediate translation in Spanish to parents who come into school for any concern.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures of our parent members of the School Leadership Team. This policy was adopted by IS 123 on June 9, 2006 and is reviewed during June 1-15 every year. The plan will continue to be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2010.

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

### **School-Parent Compact Provisions**

#### School Responsibilities

IS 123 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: As is fully outlined in our narrative description, we have embarked upon a truly school-wide reform effort following the work of Doug Reeves in his research on "90-90-90" schools. This research focuses on five key areas: 1) school-wide focus on student achievement; 2) clear curricular choices (creating a core curriculum); 3) multiple opportunities for students to improve; 4) writing across all curricular areas, including vocabulary development; 5) external (shared) scoring of student work.

2. Hold parent-teacher conferences during the Fall and Spring Semesters during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and February.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Interim Progress reports, Teacher-generated and/or parent-requested contracts/reports and quarterly report cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Fall and Spring Parent-Teacher conferences, grade level open house events in October, including intermittent visits requested by parents and scheduled by the teacher through the Main Office.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Through contact with their child's teacher(s), parents may arrange to volunteer and/or observe classroom activities. Also, parents are welcome to stop by the school at any time, realizing that they may need to wait until a teacher has a free period to hold discussions. Parents may also volunteer through the activities sponsored by the Parents Association or the NYCDOE Learning Leaders program.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's 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, which includes all students at IS 123, 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. Spanish translation and English are always provided.
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's 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 (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed, including reading independently for 30 minutes every night.
- Monitoring amount of television their children watch.
- Ensuring that my child gets sufficient sleep and is making healthy choices for their nutrition.
- Volunteering in my child's school.
- 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 advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day, ask for help when I need it, and give help when I can.
- Work with my teachers to achieve 75% mastery on all of my coursework, including putting in extra time when I need it.
- Respect the rights and property of all others in my school community.
- Read at least 30 minutes every day outside of school time.
- Come on time and prepared for school each day with proper materials, my work, my independent reading book and my notebook binder
- Give of my time and talent for the benefit of my school community by volunteering for at least one activity or event.
- Make certain that I get appropriate nutrition by choosing healthy foods and that I get sufficient sleep each night.
- Know and adhere to all school rules, procedures and policies.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

*(Please note that signatures are not required)*

**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.

We carefully review all achievement data and the results from our Learning Environment Survey, informal surveys conducted with parents by staff, the results of our last Quality Review, data from NYSTART and our Progress Report. We also review the Item Analysis and use that information to provide targeted instruction to our students.

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

As is fully outlined in our narrative description, we have embarked upon a true school-wide reform effort following the work of Doug Reeves in his research on “90-90-90” schools. This research focuses on five key areas: 1) school-wide focus on student achievement; 2) clear curricular choices (creating a core curriculum); 3) multiple opportunities for students to improve; 4) writing across all curricular areas, including vocabulary development; 5) external (shared) scoring of student work.

3. Instruction by highly qualified staff.

We will make every effort to fill vacancies with only fully licensed, certified teachers through local and Citywide Recruitment Fairs. We will continue to utilize our new ELA and Math master teachers, as well as consultants, to provide intensive, ongoing professional development to all teachers, as well as providing funds through the “Highly Qualified” set-aside to support coursework by teachers toward permanent certification.

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.

All planned professional development will reflect the National Professional Development Standards. Our focus for 2010-11 is to provide training in literacy skills development, with particular emphasis on independent reading and on writing across all curricular areas. The support staff (lead teachers,

consultants) will provide training in the uniform citywide reading (Balanced Literacy, TCRWP, etc.) and math (Impact Math, Packing Chart) programs, as well as provide demonstration lessons, arrange study groups, facilitate common planning and team teaching sessions and analyses of data to drive instruction.

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

We participate in all recruitment efforts provided by our network and the city to hire fully licensed, certified teachers. We also collaborate with such programs as Teach for America, NYC Teaching Fellows and the Lehman College's Teacher Leader Program for Mathematics. Additionally, another strategy we utilize is "word of mouth" or communication among our teachers in graduate programs to see if any of their classmates would fit our vacancies.

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

We will have our Parent Coordinator work closely with our teachers to create workshops, conferences, special events (such as a Family Read-Aloud Night) that will draw more parents into the daily life of our school. In addition, we are negotiating with our local representatives to provide ESL and GED courses for our parents so that their own literacy skills and educational levels will improve and therefore, positively impact upon their children's learning. We will also provide professional development to our staff who greet parents as they enter our school so that all of our parents will feel welcomed and want to take part in activities, events and in the daily life of the school.

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.

Not applicable as we no longer have a Pre-K program in our school. However, we do work closely with their staff and hold community wide celebrations together.

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.

Teachers are involved in every step of assessment. They have worked together to create the pre-assessment tool to be given during the first week of school, the syllabus given to all students for their course, the unit by unit assessments that will be administered and, finally, in the selection of any external assessments we may be able to purchase (such as the use of Voyager, Study Island and Achieve 3000). Teachers use and voice their opinions on the efficacy of Acuity and Performance Series. Due to their feedback we are using a DY0 assessment and Acuity as our approved DY0 assessment program for 2010-2011). We also have trained all teachers in the use and analyses of these interim assessments, Harcourt's interim assessments for ELL students (NYSESLAT) and in Study Island with which we have contracted to provide for easy online communication between teacher and parent regarding student progress. Teachers are also using an online gradebook, [www.teacherease.com](http://www.teacherease.com) to list all assignments and scores and facilitate communication between teachers, students and parents.

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.

As noted above, students identified through an analyses of citywide/state exam results and/or teacher assessments will be targeted for AIS intervention that is provided by teachers and paraprofessionals in a specifically designed classroom equipped with a myriad of intervention programs (i.e. Wilson, Schools Attuned, Great Leaps, Rewards, Read 180, Focus on Fluency, Rosetta Stone, etc.). These students will have their progress closely monitored in connection with the classroom teacher to move them through the intervention at a pace that can accelerate their mastery of on-grade level standards-based work.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We will consolidate the following resources: Fair Student, Title I, PCEN, ERSSA, AIS, Title III, IDEA, AIDP, and C4E. As an SWP school, we use the majority of our funds to provide a seamless day for our students and to support our intervention strategies for our most needy students.

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

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

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$584,306	✓	
Title I, Part A (ARRA)	Federal	✓			\$180,777	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local			✓			

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** 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.

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

24 students on record (estimated additional 10% in kinship care)

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

We have a dedicated Family Worker who works specifically with our STH and works with the DOE regional coordinators of the different shelters. We also work with several community based organizations (Institute for Family Health, ASPIRA) to provide targeted intervention in individual and small group settings. Our Parent Coordinator provides ongoing support to parents who need assistance with housing, education services and family stability. We set aside funds and plan to identify those STH who are having difficulty maintaining the dress code and will provide school supplies as necessary.

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 123 James M. Kieran						
<b>District:</b>	8	<b>DBN:</b>	08X12	<b>School</b>		320800010123	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade
	2		6	v	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		88.0	90.7	90.0
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		86.8	88.2	91.9
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		86.7	94.8	94.8
Grade 6	208	168	155	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	160	210	171	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	170	188	204		54	72	61
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		18	21	6
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	2	1	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	540	567	530		18	21	6
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	57	56	41	Principal Suspensions	203	86	2
# in Collaborative Team Teaching (CTT)	36	31	40	Superintendent Suspensions	62	38	32
Number all others	32	34	29	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		49	50	45
# receiving ESL services only	70	83	TBD	Number of Teachers			
# ELLs with IEPs	12	35	TBD	Number of Administrators and Other Professionals	13	12	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	5	3	6

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	9	5	25	% fully licensed & permanently assigned to this	100.0	100.0	97.7
				% more than 2 years teaching in this school	77.6	72.0	88.9
				% more than 5 years teaching anywhere	65.3	66.0	80.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		90.0	86.0	88.9
American Indian or Alaska Native	0.7	0.5	0.4	% core classes taught by "highly qualified" teachers	97.5	100.0	93.4
Black or African American	36.1	31.2	29.4				
Hispanic or Latino	62.4	67.4	68.5				
Asian or Native Hawaiian/Other Pacific	0.2	0.5	0.8				
White	0.6	0.4	0.8				
<b>Male</b>	52.6	52.0	50.9				
<b>Female</b>	47.4	48.0	49.1				

**2009-10 TITLE I STATUS**

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

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

SURR School	If yes,							
-------------	---------	--	--	--	--	--	--	--

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v				-	
Asian or Native Hawaiian/Other Pacific	-	-					
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	6	6	1			0	

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	63.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 607</b>	District <b>8</b>	School Number <b>123</b>	School Name <b>James M. Kieran</b>
Principal <b>Tyra L. Williams</b>		Assistant Principal <b>David Rodriguez</b>	
Coach		Coach	
Teacher/Subject Area <b>Virginia Figueroa, Bil Spec Ed</b>		Guidance Counselor <b>Carmen Del Valle</b>	
Teacher/Subject Area <b>Gloria Sancho, ESL</b>		Parent <b>Lydia Panton</b>	
Teacher/Subject Area <b>Joanne Urena, ESL</b>		Parent Coordinator <b>Radames Robles</b>	
Related Service Provider <b>Glenys Guzman, MSW</b>		Other <b>type here</b>	
Network Leader <b>Elmer Myers</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>531</b>	Total Number of ELLs	<b>102</b>	ELLs as Share of Total Student Population (%)	<b>19.21%</b>
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## Part II: ELL Identification Process

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

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

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

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by a pedagogue, with the student and parent in English and in the native language if possible. If the parent speaks a native language other than Spanish or Haitian we also use the DOE translation number to ensure parents understand what is being asked of them. The following teachers are called upon by the Pupil Accounting Secretary to administer the HLS, Ms. Gloria Sancho, ESL/Bilingual Coordinator, Ms. Joanne Urena, ESL Teacher and/or Ms. Figueroa, Bilingual Teacher. If upon the completion of the HLIS the parent has identified the home language as English, the student then enters general education program. If the parent indicates the home language of the student is a native language other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). Our ESL Coordinator, Ms. Gloria Sancho administers all LAB/LAB-R's. If the parent indicated a home language of Spanish and scores were at or below LAB-R cut scores, the Spanish LAB must be administered. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations. We also check the reports on ATS to ensure every ELL-eligible student was tested.

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the Spring during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment that determines if the students are eligible to continue receiving LEP/ELL services.

To follow is a description of the structures IS 123 has in place to ensure that parents understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, the ESL/Bilingual Coordinator in collaboration with the Parent Coordinator, and the Family Worker, administrators and teachers distributes and discusses the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools, the Entitlement letter, the Parent Survey and Program Selection Form and invites the parent to the Orientation session. At the Orientation session, parents view a DVD that explains the program choices. They can also view the video at home through a weblink provided by the DOE. ESL (Ms. Sancho and Ms. Urena) and Bilingual (Ms. Figueroa) pedagogues are also at hand to describe the program options. Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. As a follow-up, we call parents informing them of their child's entitlement to ELL services and invite them to the Parent Orientation session. This information is sent via postal mail and email to the parents whom we have been unable to reach via the telephone.

The ESL/Bilingual Coordinator in collaboration with the Parent Coordinator, and the Family Worker, administrators and teachers conduct Parent Orientation sessions throughout the school year (September, October, January, February) where parents are informed on program choices for their child. We chose months when many students are typically admitted to the school, for all other admits, the sessions are conducted individually as they enroll. At these sessions, parents are once again informed about and/or given an Entitlement letter, and Parent Survey and Program Selection Form. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions a DVD further explaining and demonstrating the program choices is viewed by the parents and if need is provided in a translated version. IS 123 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will be advised to go to the nearest school offering their program choice. At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year by offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis. IS 123 offers English as Second Language (ESL) and a Spanish Bilingual class. These programs are aligned with the parents request based on the Parent Survey and Program Selection forms. Parent options data is kept and updated twice yearly in the winter and spring BESIS

and we strive to ensure the parent options match the offered services. Parents of newly enrolled and continuing English Language Learners (ELLs) are informed of all their program choices as described above and given Entitlement letters in their native language (if provided by the DOE). Parents of students placed in the bilingual program have met or spoken to Ms. Sancho and Ms. Melendez. Students placed in the bilingual class are those that have recently enrolled in an English speaking school for the first time in their academic history unless their parents specifically opt for the freestanding ESL program. Most other students have come to us from elementary schools and prefer to continue to receive ESL services as they are content with the progress the children are making in acquiring English language skills. The majority of our parents choose ESL services for students. In 2009-2010, 90% of parents chose ESL, the others were students that we were unable to receive responses from. For 2010-2011, at this point, out of the 99 parents surveyed, 17 have opted for Spanish Bilingual instruction. Bilingual instruction has always been provided for Math, but the TBE class was not offered from 2007-2010 because there have not been enough students to create a class.

The Bilingual and ELL Coordinators, Ms. Sancho and Ms. Figueroa monitor the distribution and collection of Entitlement Letters and Parent Survey and Program Selection forms. These forms are maintained in a folder in the main office along with other important forms.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							3	4	14					21
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							35	26	25					86
<b>Total</b>	0	0	0	0	0	0	38	30	39	0	0	0	0	107

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	52	Special Education	38
SIFE	17	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	17

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	21	4	2	0			0			21
Dual Language										0
ESL	31			38			17			86
Total	52	4	2	38	0	0	17	0	0	107

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							3	4	14					21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									0					0
Haitian							0							0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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							34	29	39					102
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1		1				2
Haitian								1						1
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
<b>TOTAL</b>	0	0	0	0	0	0	35	31	40	1	0	0	0	107

## 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.

IS 123 is a vibrant learning community serving 535 6th, 7th and 8th grade students. The school is supported by the Gilder Lerhman Institute for American Studies. The academy offers the unique perspective of the American experience weaved through all subject areas but aligned and supported by NYS learning standards. The ESL program follows a comprehensive approach to language learning. The curriculum is aligned with the NYS learning standards in ESL and other subject areas. We offer differentiated levels of ESL classes to meet the needs of beginner, intermediate and advanced ESL students. Various software programs have been made available to students not only in English but in Spanish as well. The ESL teacher works with the target population to enhance their understanding of reading passages and to assist in the development of written language conventions. ESL students are also given additional time of direct instruction in AIS using a research based proven program to work on specific literacy and mathematic skills.

We have a push-in ESL program for grades 6-8. Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with mandated units of instructional time in ESL. Our beginner and intermediate students are paired in heterogeneous groups by grade and they receive 8 periods or 360 minutes of ESL instruction per week. We prefer to offer block units for ESL and these classes travel together in a group to their other subject classes. We do this because we want our beginner students to learn from the experience of our intermediate level students. Our advanced students are scheduled for 405 minutes of ESL/ELA instruction of which they receive 180 minutes of ESL then we have an English Language Arts teacher for each grade push in to the classes to provide specific instruction in English Language Arts for an additional 225 minutes. To facilitate this, our ESL teacher is given common prep time to meet with the ELA department to plan, review student work and share strategies.

Our Spanish Bilingual class is ungraded with a beginner proficiency levels however, all of these students have two years or less in the United States and are beginner ELL's. They receive 60% of instruction (150 minutes) in their native language and 40% (125 minutes) in English. This class is taught by a licensed Bilingual teacher who emphasizes academic vocabulary, skills and develops cognition in the native language and focuses on teaching key terms, vocabulary and functions in English. The schedule was developed with these minute allocations in mind to ensure compliance with CR-154. Students in the bilingual program receive a minimum of 75 minutes of ESL in a day. The ESL teacher provides the instruction for ESL and coordinates with the bilingual teacher to ensure key terms are reviewed in both languages and that ESL skills and strategies are interwoven throughout the curriculum. The bilingual teacher provides 225 minutes of Native Language Arts instruction and utilizes higher ordered thinking strategies to for reading, writing, listening and speaking.

In the grades 6-8, the ESL teacher and bilingual teacher works with students in providing scaffolding, re-teaching, and embedding of vocabulary. These activities encompass all four language modalities. The ESL teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing mechanics. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. We have two bilingual mathematics teachers who teach in English but can translate for those students who require it in order to demonstrate what they know. In Science and Social Studies, teachers are provided with rich libraries that are differentiated for various reading levels. They have audio CD's of the books for students to listen as they read the textbook. Teachers use collaborative learning techniques to pair students who need language support with peers who can assist the ELLs. Teachers also use translation software to assist students who are beginners so they can access the content while developing their English language skills.

ELLs not only receive English as a Second Language classes but they also receive Academic Intervention Services. They are assessed using the Scholastic Reading Inventory from Read 180 and the Performance Series website. For mathematics They receive AIS at least four periods a week. Interventions are provided in English and Spanish.

Most of our SIFE students do not have IEPs. These students lack proficiency in their native language, Spanish. The students are placed in an English immersion program and receive 180 additional minutes of instructions during the extended day program.

ELL Students with IEPs follow the same continuum of services as do their non-ESL counterparts. We have Bilingual mandated Counselors, Alternate Placement paraprofessionals for students who cannot be placed in a bilingual program. Students in general education also receive SETSS and at-risk SETSS. These students are seen by our ESL teachers in accordance to the minimum number of minutes per their proficiency levels. The ESL teachers maintain attendance and call in these students using the IVR system. X-Coded students are not required to receive ESL but we ensure they receive NYSESLAT test prep.

Our ESL teachers use Readers and Writers Notebooks for all their students to monitor their responses to reading and their growth in writing. All ELL's are given usernames for Achieve 3000 and students can log on daily and receive instruction in language, vocabulary and reading, this program has bilingual components to provide support in a variety of languages besides Spanish.

Our newcomers receive additional time for ESL and are given a variety of differentiated materials to assist them with language acquisition, transitioning to a new system and acquire strong comprehension skills. Our newcomers receive bilingual instruction focused on providing them with strong content based skills that could eventually transfer to English. Our newcomers are not excluded from any predictive testing and the teacher receives item skill based data to review and align instruction to help prepare students for the eventuality of taking the NYS ELA. ELL's receiving 4-6 years of ESL if applicable receive an extension of services if they are not making progress because of their status as a SWD, difficulties in Reading, Writing or if they are at-risk and requiring intensive interventions.

Long-Term ELL's receive NYSESLAT test prep and data proves that the main weakness is in reading.writing so the ESL teachers are meeting with these students as a subgroup to offer two hours of additional instruction during after school hours every week.

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

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

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

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

**Native Language Arts and Native Language Support**

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



	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?

Our ELL students not performing at proficiency on the NYS ELA exam receive an additional 4 periods of AIS every week. In addition, they are invited to attend after-school programs and Saturday programs. We seek to be inclusive to all students regardless of their language status or whatever the case can be. We want to see all students succeed and attempt to put in place all we can to support our students. We strive to be a place in the community that is warm and welcoming. To that end, we posted signs in several languages and have staff that can assist with some of the higher incidence languages (Spanish, Haitian, French, Arabic, etc). We hold Open House events and send out notices as well as calls in English and Spanish. We make it clear to all students, including ELLs, on what is expected from them and what services are available to them.

In addition to receiving additional support during the school day and after-schools, ELL's receive access to Achieve 3000 which differentiates to meet them at their level. Achieve 3000 is a web-based program that students can use at school or at home. The program allows students to communicate with their teachers and even allows teachers to evaluate what students have written in activities on the site.

Our Former ELL's receive support from the ESL teachers. The ESL teachers use the RMSR report from ATS to identify Former ELL's who are in the

transitional stage. They reach out to these students and their teachers to access what areas still require remediation and instruction. We disaggregate all our data and spend a lot of time reviewing how our ELLs are progressing throughout the school year as well as holding data chats with the ESL teachers and the administration. During these chats, ESL teachers are expected to provide evidence of ELL students showing progress in reading (through running records), writing (through Writer's Notebooks and published work), listening and speaking (videos), etc. ELL's are included in all parts of school programs and activities.

ELL's are invited to attend after-school with our program partner, ASPIRA and our staff are looking at grant opportunities for additional after-school and weekend activities for students.

Native language support for bilingual students is delivered by a licensed bilingual teacher who offers rich texts, grammar and thematic units to tie in social studies and science. ESL students receive support in additional classes from bilingual staff and math is specifically taught by a bilingually licensed teachers, most with specific math licenses as well. Our Social Studies and Science teachers collaborate with our ESL teachers to design strategies or differentiated instruction for our ELL's.

School is open throughout the summer and we always have a bilingual staff member on hand to answer questions about registration and school rules, procedures, dress codes, etc. Welcome letters are sent home to students in English and Spanish along with contact information and our website address so they can choose how they will reach out for more information. Academic Intervention and Supplemental Services

The Academic Intervention Services offers services to all our students who are at risk. These students are served by a teacher skilled in providing support in ELA and Math and all the computers are also stocked with programs to help build skills in ELA and Math. We have set our AIS program up in a way to provide time for additional instruction and it serves many students in the ESL program, the special education students, and those at-risk of not meeting State standards.

#### After School Program

Title III funds are used for our ELL's with 1-5 years of ESL (including those with extensions of services) and Title I for our Long-Term ELL's.

Teachers can provide after school programming after school or on Saturdays and are given Attanasio's English Now: Getting Ready for the NYSESLAT program which includes writing workbooks that provide practice in spelling with graphic cues, correcting sentences, using correct syntax, pre-writing and narrative writing activities.

All classrooms are technology rich and all core subject rooms contain projectors, Smart boards, laptops and classroom desktop computers. All students have access to web-based technologies such as Study Island, Acuity and Performance Series.

We also provide Native Language Materials for the content areas such as textbooks for Science, Math, and Social Studies in English and Spanish. We also order native language novels, texts and books for students. Classrooms also have bilingual dictionaries.

In addition to providing ESL classes, we hire bilingual math teachers to support ESL students. Achieve 3000 offers a native language component which bilingual and ESL students benefit from.

We offer a variety of resources that correspond to the varying age levels of our ELL's. Achieve 3000 differentiates for all reading levels in a format that students of all ages will enjoy. We also buy books that support our leveled libraries and look for novels that are high interest and low readability.

### 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)?

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.

Professional development opportunities include a combination of in-house and contracted services targeting instruction practices and methodologies designed to meet the needs of the ESL student. Our ESL teachers attend a variety of conferences offered by BETAC throughout the year. Topics include multidisciplinary approaches, thematic units and differentiated instruction in the ESL classroom. These PD sessions will be open to all teachers. IS 123 has a team of teachers who are members of the ELL Inquiry Team. Team members gather summative and formative data regarding our ELL student population, analyze student work and share strategies for meeting their diverse needs. We also have a Network ELL Support specialist who comes to provide training and assistance at the school.

Crucial staff members such as our Assistant Principal, guidance counselors, psychologist, school secretary and parent coordinator work hands on with students and families on a daily basis. They are extremely sensitive to the needs of our families, especially those that do not speak English. All staff are required to receive 7.5 hours of ELL training. We offer the training throughout various key points in the year to ensure that the importance of serving ELLs is never forgotten. The training is split during both Professional Development Staff days (November and June) and weaved in throughout our weekly Friday meetings so that all staff receives this required training. Our support network and BETAC also offer training for our administration, school secretary and guidance staff on the intake of ELL eligible students, issues concerning ELL's, strategies for educating ELL's, etc. All documentation of training (agendas, attendance sheets) is maintained by the Principal in the Main Office.

## 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?

We have been working to improve parent involvement and participation across the board. We have two bilingual family workers who constantly reach out to parents by phone or in person by conducting home visits. We constantly have parents in the school for a variety of reasons and work to meet their needs. They come in for school letters, to visit the Parent Coordinator, use the Parent Resource Center, to visit attendance, to meet with teachers or to meet with the Deans, IEP Teacher, Guidance and other support staff who are also bilingual.

Both ASPIRA and our School Based Mental Health Partner, The Institute for Family Health are housed in the building and provide a variety of services to students and families. They have staff that speaks English and Spanish and they conduct family events and outreach services. Neither agency makes a distinction whether students are ELLs or not and provide services to all students in need.

We had every student and parent sign for the Student Handbook which laid out all of our rules and expectations. The Declaration page asked every parent to sign saying they have read the manual and then asked if they would want to volunteer or become part of a committee. We also use an automated phone service for surveys. We hold Open House Events for every grade at the beginning of the year and our Parent Coordinator holds monthly events based on topics that parents have an interest in.

Findings reported that over 50% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand, we ensure all correspondence and automated calls are in English and Spanish. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to ensure that our school website ([www.is123x.com](http://www.is123x.com)) that provides information in Spanish, we also provide computer training to parents yearly to teach them ways to translate documents or websites using Google translate. We also work with Per Scholas to offer a yearly Comps2Kids event at our building which allows students and their families to receive a free computer after attending a full day of training. At our last event we had two rooms out of 6 rooms total where the training was offered in Spanish.

We have many staff members on hand to provide for oral interpretation whenever the need arises. All communications between the school and our families will be provided in both Spanish and English. Also, we will provide all informal and formal reports of student progress in both Spanish and English, as well as our "Annual Report Card" on the state of the school. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE). This underscores our desire to let parents know that we want them

to be involved and that we have many translators available to allow all of our parents to have a voice in the school. Our Parent Coordinator is bilingual and reaches out to non-English speaking parents to have them participate in our Parent Association and School Leadership Team meetings.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							14	4	17					35
Intermediate(I)							7	13	18					38
Advanced (A)							16	13	5					34
Total	0	0	0	0	0	0	37	30	40	0	0	0	0	107

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B							8	1	4				
	I							0	3	7				
	A							17	20	15				
	P							8	4	9				
READING/WRITING	B							7	3	12				
	I							11	13	18				
	A							13	12	5				
	P							2	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	12	0	0	28
7	21	7	0	0	28
8	21	8	0	0	29
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	10		19		5		0		34
7	7		20		2		0		29
8	18		14		4		0		36
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	19		31		22		1		73
8	37	4	85	7	41		2	0	176
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	50		14	0	15		2		81
8	24	4	116	5	30	0	0	0	179
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	0		0	
Other				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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 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.

We use Fountas and Pinnell to evaluate students reading levels in English. We also use WRAP assessments in Spanish to assess native language skills. We have ELL's with skills ranging from pre-priner to grade level. We also use periodic Interim Assessments given during the months of October, January and March in order to evaluate students' performance in three modalities: Reading, Listening, and Writing. Academic Intervention Service (AIS) are provided to students who need assistance to meet the standards. According to teacher's running records, 25 ELL's read from level A-L, 45 read from levels M-S, 40 read from levels T-Z.

Our NYSESLAT data reveals that we have that across the grades we have groups of students requiring interventions and support across the levels and modalities.

Our ESL program follows a push-in model according to CR Part 154 mandates. A licensed ESL teacher and a licensed bilingual teacher works with the classroom teacher in order to plan a program based on NYS learning standards and students' needs. The ESL teacher provides instruction according to the students' proficiency level from NYSESLAT or LAB-R scores. The ESL teacher and the bilingual teacher teach small groups using a variety of ESL strategies, reinforcing the curriculum. Students develop skills in understanding, speaking, reading, and writing in

designed to enable students in the experiences they encounter through literature. Read aloud, CDs, and tapes are used for listening. We also use computer software and web-based programs such as Rosetta Stone, Performance Series, and Achieve 3000 that can be used by students at any level of language and skill acquisition.

Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students' interest, and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk and authentic assessment through projects.

Teachers guide students on how to use the "writing process": process of pre-writing, drafting, revising, and proofreading to produce a well-constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of realia, graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities.

We purchased the NYSESLAT practice books. Teachers are able to integrate this material into on-going instructional activities. Students become comfortable and more competent in a gradual and supportive manner while they are developing the required skills and meeting the NYS standards.

We do not use the ELL Interim Assessments at this time but are considering adding it for next year. All of our ELL students are given the opportunity to take the Spanish Regents and those that do typically do well. We have some ELL's that are SIFE or never developed strong reading and writing skills in their NL.

We currently do not have data on our Bilingual program as this is the first year these students will test in either language. According to their Spanish LAB results, many display weakness in reading and writing in their native language so the Bilingual teacher is using that information to reinforce the NL skills while helping them develop English skills.

### 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		