



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SILAS B. DUTCHER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K124

PRINCIPAL: ANNABELL MARTINEZ EMAIL: AMARTINEZ4@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Annabell Martinez	*Principal or Designee	
Marguerite Manos	*UFT Chapter Leader or Designee	
Aurelia Tantau-Thompson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Lane	Member/Teacher	
Amy Caputo	Member/Teacher	
Gloria Truppi	Member/Teacher	
Robbin Gangone	Member/Parent	
Melissa Camacho	Member/Parent	
Judith Gannushkin	Member/Parent	
Rosanne Limoncelli	Member/parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- 50% of Level 1 & 2 fourth graders will advance their scale scores by 10 points on the NYS Math Examination. *(32 students in this category, we need to have a minimum of 16 to achieve this goal)*

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Analysis of the results of the 2011 NYS English Language Arts Examination,
- Periodic assessment results in Spring 2011,
- Report card analysis in June 2011

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Math coach will push in to classrooms to support problem solving and content understanding
 - Math notebooks to record mathematical thinking
 - Math Bee in the spring of 2012.
 - Support acquisition of math vocabulary for ELLs through taxonomies
 - Frequent use of number lines to teach basic operational skills
 - Saturday Academy for test preparation
 - Early Morning Intervention support to support problem solving and basic operational skills
 - b) staff and other resources used to implement these strategies/activities,
 - Math Coach
 - Classroom Teachers
 - Math Instructional Specialist/CFN 612
 - ESL Teacher
 - SETSS Teacher
 - YMCA After School Staff-support completion of math homework
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers received and analyzed the results of periodic assessments in ELA in the Spring of 2011. This tool was used, in part, to determine the students who would be targeted for early morning intervention in the Fall of 2011.
 - Teachers received results on NYS English Language Arts Examination and grouped students according to outcomes
 - Staff reviewed and discussed the 2010-11 School Progress Report and analyzed the performance of grade 3 students-currently grade 4, as compared to grade 4 students, currently grade 5.

d) timeline for implementation.

- December 2011-strand and item analysis of the ITA-Periodic Assessment by math coach and classroom teacher; report results to families of all low-performing students (below grade standards/Tiers I & II); upload math activities to school web log
- January 2012-Review math notebooks and student work for content understanding and mathematical thinking and representation
- February 2012-Analyze end of unit assessments and develop plans for individual student growth; Saturday Academy; Parent workshop on grade 4 math expectations
- March 2012-Analyze results of Predictive Periodic Assessment; revise student plans for growth; Saturday Academy
- April 2012-Math Bee; students create one problem solving activity in groups of three to share with peers that is modeled after an Exemplar assessment example.
- May 2012-Family Math Night

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent workshop on grade 4 math expectations and the Common Core Standards
- Quarterly math activities sent home via backpack and uploaded to school web log
- Family Math Night for families in grades 4 & 5

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- All staff involved in the success of this goal are Highly Qualified Teachers

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Local Services; YMCA After School Program, Learning Leaders

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I, TL FSF, C4E

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- The average scale score of grade 4 lowest third students will increase by 10 points from 638.1 to 648.1 on the April 2012 New York State English Language Arts Examination.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Item analysis of the 2011 NYS English Language Arts Exam demonstrated that our current fourth graders' greatest challenges are correctly identifying the author's purpose, using text features to understand informational texts, using graphic organizers to record significant information, and using evidence from texts to identify themes. Further analysis based on discussions with classroom teachers and informal learning assessments lead us to believe that in addition to these four challenges, vocabulary deficiencies may underlie the performance of our ELL population in the lowest third of the fourth grade.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - Building on the vocabulary of ELL students in the lowest third of the fourth grade. Research shows that improving knowledge of vocabulary increases reading proficiency for both English fluent and ELL students. We will use three models to build vocabulary of ELL students.
 - Subject-based word taxonomies in each classroom and individually for each student. In the classroom, subject based word lists will be posted on the walls of the classroom to help actively remind ELL students of the words they have been using and studying. An accompanying list will be in each student's reading notebook and will include such things as definitions, definitions written in the student's own words, antonyms, synonyms, use of the word in a sentence and example of the word found in text.
 - Building on this, teachers will employ the Frayer Model of graphically displaying words, their meanings, their antonyms, and their use in a sentence along with a graphic illustration of the word.
 - Teachers will employ the Kate Kinsella Method to support students in learning tier two words (words that are not content specific, but are used across many areas). This method helps students work with words in texts.
 - We will institute a school-wide "Word of the Week" vocabulary initiative. Each grade will work with one word each week that will be announced over the loud speaker during morning announcements, built up in a large word ladder on their wall of the stairways, and worked within each class.
 - Further support of the lowest third of the fourth grade to improve their independent reading habits.
 - One staff member will test the reading level of each student in the lowest third on a regular basis to insure that their independent reading is occurring at the appropriate level.
 - Teachers will confer with the literacy coach or librarian and have regular check-ins with students to make sure that students have access to and are taking appropriate books.
 - Staff will administer a reading survey to find out what kinds of topics students are interested in and work with the librarian and literacy coach to ensure that books of interest are available to every student.
 - Teachers will alter homework and independent reading assignments to require students to practice analyzing what they read each time.
 - Teachers will meet with parents to reinforce the importance of independent reading and the conditions needed in the home, as well how parents can support their children to improve their reading skills.
 - Support the lowest third of the fourth grade particularly around author's purpose, main idea, and using items in the text to substantiate their conclusions. (Scaffolding; more writing and short responses analyzing text)
 - Support all students in the use and development of Graphic Organizers
 - Examining how teachers support students around graphic organizers lead us to the conclusion that for the most part students are learning to use, but not to create, graphic organizers. Coaches will work with teachers to incorporate the creation of graphic organizers into class work, not just the use of graphic organizers.
- b) staff and other resources used to implement these strategies/activities,
 - Fourth Grade Teachers
 - Literacy Coach/Librarian
 - ESL Teacher
 - SETSS Teacher
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Classroom teachers will be part of a team with the librarian/literacy coach and ESL teacher to implement and assess the strategies and activities. Classroom teachers will participate in identifying the appropriate interim benchmarks and classroom assessments to track progress. Benchmarks will be developed around size of active vocabulary, student performance on assignments related to independent reading, ability to identify author's purpose and to

use text to substantiate conclusions, as well as progress in skill in developing graphic organizers. Teachers will also be included in planning the use of interim assessments to determine if these four strategies are moving students toward better performance on the ELA. The final assessments will be performance on the 2012 ELA exam.

d) Timeline for implementation.

- November-December 2011:
 - Implement vocabulary building strategies, independent reading strategies, reading comprehension support, development of graphic organizers in classrooms.
 - Assess independent reading level of all students in lowest third
 - Analysis of periodic assessment in ELA
 - Meet with 4th grade parents to share reading expectations
- January 2012:
 - Progress report to parents
 - Assess independent reading level of all students in lowest third
 - Title II After School Program
- February 2012:
 - Analysis of periodic assessment & teacher made assessments in ELA
 - Analysis of student progress on four strategies based on teacher made assessments
 - Saturday Academy to support test preparation
 - Parent meeting to share/explain assessment results & develop
 - Title III After School Program
- March 2012:
 - Analysis of student progress on four strategies based on teacher made assessments
 - Saturday Academy to support test preparation
 - Assess independent reading level of all students in lowest third
 - Title III After School Program
- April 2012:
 - NYS English Language Arts Examination
- May 2012:
 - Analysis of student progress on four strategies based on teacher made assessments
 - Assess independent reading level of all students in lowest third
- June 2012;
 - Analysis of NYS English Language Arts Exam results

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent workshop to share and teach vocabulary strategies to parents
- Individual parent meetings for parents of students not demonstrating progress to develop/implement plan for improvement
- Parent feedback session on reading expectations
- Online parent survey on reading habits outside of school

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- **All teachers involved in the achievement of this goal are Highly Qualified Teachers.**

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Local-Saturday Academy, Literacy Inc., Early Morning Intervention Program, Title III After School Program

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I, TL FSF, Title III

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Increase the non-fiction writing skills of grade 1 and 2 English language learners by increasing the yearly number of published pieces from two to five based on a Common Core Aligned Rubric that measures achievement on a 4 point system. *(This goal aligns with the DoE instructional expectations for engaging in non-fiction reading and writing this school year and addresses the needs of sub-groups; many ELLs remain ELLs longer than we would like because their reading and writing skills are not in par with non-ELLs.)*

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Analysis of grade 1 & 2 student writing in September 2011 demonstrated that students needed more background knowledge, content vocabulary and support with sentence structure in non-fiction.
- During grade meetings with teachers and an analysis of student report cards, and although students participated in structured writing units of study, there was little evidence that students took ownership of writing strategies to produce grade level writing on demand.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - increase the number of non-fiction read alouds from one to two per week,
 - engage students in non-fiction shared writing experiences at least once a week,
 - create non-fiction class books through shared/interactive writing after a school trip,
 - provide prompts for non-fiction writing, such as photographs
 - support oral sharing/explanations prior to independent writing,
 - encourage daily writing,
 - include content vocabulary (science, social studies) on class word walls
 - support detailed drawings for emergent writers, then revisit drawings to support oral vocabulary and independent writing,
- b) staff and other resources used to implement these strategies/activities,
 - Classroom Teachers
 - ESL Teacher
 - Librarian/Literacy Coach
 - SETSS Teacher
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers will and have designed a standard rubric to analyze student work,

- With the support of the literacy coach, teachers will research and design a uniform vocabulary assessment tool that includes demonstrating understanding and application
- Teachers will use Fountas and Pinnell Non-Fiction Reading Assessment Tool to determine comprehension and fluency and establish benchmarks for student growth
- Teachers will use Exemplar assessment tools as periodic assessment instruments to guide planning and revision

d) Timeline for implementation.

November 2011:

- analysis of non-fiction reading levels; establish benchmarks,
- analyze student comprehension and fluency,
- begin to add non-fiction content area vocabulary onto the word wall,
- engage students in non-fiction shared writing experiences,
- analyze student writing

December 2011:

- analyze non-fiction writing experiences for sentence structure during teacher meeting,
- engage students in non-fiction free writing at least twice a week,
- engage students in non-fiction read alouds at least twice a week,
- Parent workshop on reading and writing standards,
- Tea with the Principal to share reading and writing experiences outside of school.

January 2012:

- continue to support content area vocabulary on the word wall,
- continue to engage students in non-fiction shared writing experiences and read alouds,
- conduct and analyze non-fiction reading assessment for comprehension and fluency, set benchmark for student growth
- complete second non-fiction published piece,
- analyze student work for structure, vocabulary and knowledge (Exemplar rubric)
- develop Winter packet to support non-fiction vocabulary learning,

February 2012:

- continue to support content area vocabulary on the word wall,
- continue to engage students in non-fiction shared writing experiences and read alouds
- distribute Winter packet to support non-fiction vocabulary learning
- Meet with ELL parents; re-Winter packet
- conduct first vocabulary assessment

March 2012:

- complete third non-fiction published piece,
- analyze student work for structure, vocabulary and knowledge (Exemplar rubric)
- conduct second vocabulary assessment,

April 2012:

- conduct non-fiction reading assessment and analyze comprehension and fluency; establish final benchmarks

- continue to support content area vocabulary on the word wall,
- continue to engage students in non-fiction shared writing experiences and read alouds,
- complete third non-fiction published piece (By this time, it should be much easier for students to write non-fiction on demand.)

May 2012:

- continue to support content area vocabulary on the word wall,
- continue to engage students in non-fiction shared writing experiences and read alouds,
- conduct last vocabulary assessment,
- conduct final non-fiction reading assessment and analyze comprehension and fluency; identify final reading level
- schedule a June celebration of non-fiction learning

June 2012:

- Writing celebration
- Teacher Reflection and Planning for next year

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Monthly Parents as Reading Partners
- Monthly Parent Newsletter that includes strategies for supporting learning outside of school

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- All teachers involved in the success of this goal are Highly Qualified Teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Literacy Inc., YMCA After School Program

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I, TL FSF, Title III

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Improve the reading skills of Level 2 males in fifth grade. 50 % of Level 2 boys in the fifth grade will improve their scale score on the English Language Arts Exam by a minimum of 7 points by June 2012.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Analysis of NYS English Arts Examination of former fourth grade males in the Spring of 2011 demonstrated that they did not perform as well as was expected when their final results were compared to their Predictive Periodic Assessment in Spring 2011.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

Instructional Plan/Reader's Workshop-

- In small group reading instruction, students will record, in the reading notebook, new vocabulary and use the Frayer Model to improve vocabulary use and comprehension.
- In a small group book club, students will record the main idea/theme of texts and identify four or more supporting details in reading notebooks.
- During independent reading, students will record the theme/main idea of sections of their texts with four or more supporting details.

b) staff and other resources used to implement these strategies/activities,

- Librarian/Literacy Coach
- SETSS Teacher
- Principal
- Classroom Teachers

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers have and will continue to use Fountas and Pinnell Reading Assessment Tool to identify reading levels, comprehension and fluency,
- Student reading notebooks will be assessed for rigor and comprehension

d) Timeline for implementation.

- -January 2012-April 2012
- engage students in short book clubs (2-3 weeks) and support active discussion,
- use short non-fiction articles to model locating main idea and supporting details

-model recording the main idea and supporting details in the reading notebook (model expectations for performance)

February-March 2012:

- continue to support identifying main idea and supporting details in the social studies content area
- conduct vocabulary assessment that measures comprehension and application,

April 2012:

- NYS English Language Arts Examination

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will support the achievement of this goal by ensuring students have a library card, and a designated area in the home to complete homework and study.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- All teachers involved in the success of this goal are Highly Qualified Teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Saturday Academy, Newspaper Club

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- TL FSF, Title I

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	18	18	N/A	N/A	4	0	0	0
1	16	16	N/A	N/A	6	0	0	0
2	15	15	N/A	N/A	4	0	0	0
3	12	12	N/A	N/A	6	0	0	0
4	10	10	8		8	0	0	0
5	16	16	0		8	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> -Guided reading and guided writing (K-2)(Before & during the school day) -Non-fiction book clubs (3-5)-(during the school day) -Wilson Program (Before and during the school day)
Mathematics	<ul style="list-style-type: none"> -Guided math groups (Before & during the school day) -math games (Before & during the school day)
Science	<ul style="list-style-type: none"> -Hands-on small science groups-(Before the school day)
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> -Anger Management –small group (During the school day) -Personal Organization-small group (During the school day) -How to Make and Keep Friends-small group (During the school day)
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

P.S. 124 Title I Parent Involvement Policy 2011-12 School Year

1. P.S. 124 will involve parents in the joint development of the District Parental Involvement plan under Section 1112 – Local Educational Agency Plans of the ESEA by holding several meetings to actively involve parents in planning and developing the Parent Involvement Policy.
2. P.S. 124 will involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA by engaging parents on the School Leadership Team in the process of school review and improvement by posting on the school web log, distributing electronically via e-mail, posting on SLT Board, and sharing information during PTA meetings
3. P.S. 124 will coordinate and implement conferences, meetings and workshops for parents (presented by school staff and/or community organizations such as LEAP) that will address the following:
 - a. literacy (monthly Parents as Reading Partners events for grades PreK-2),
 - b. mathematics (monthly Parents as Math Partners events; Family Math events),
 - c. science (Family Science events; Science Fair),

- d. technology (reading and math programs/games; ARIS),
 - e. New York State standardized assessments,
 - f. Learning Leaders volunteer opportunities,
 - g. working in collaboration with school staff to monitor children's progress,
 - h. use of parent lending library, and
 - i. Health and Physical Education.
4. P.S. 124 will ensure effective communication with parents by:
- a. providing written translation of documents,
 - b. providing oral translations or explanations,
 - c. utilizing technology (P.S. 124 weblog; Twitter; email distribution lists),
 - d. posting important documents, fliers, meeting agendas (SLT), and calendars prominently within and outside of the school,
 - e. continuing use of student "Home-School Connection" folders to send documents home, and
 - f. continuing development of monthly Family Calendar to note important events.
5. P.S. 124 will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I Part A program. It will include:
- a. the annual NYC Department of Education Learning Environment Survey as the primary measurement tool,
 - b. review and analysis by SLT and PTA members,
 - c. revisions, as needed, to the Parental Involvement Policy by SLT and PTA members, and
 - d. reporting policy initiatives and/or revisions to school staff.

Adoption

This Parental Involvement Policy and Parent Compact has been revised jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT Meeting conducted in October 2011.

This policy will be adopted by P.S. 124 in September 2011 and will be in effect for the period 2011-12 school year. The school will distribute this policy to all parents of participating Title I Part A children on or before October 30, 2011.

Principal's Signature: _____

Date: _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 15	Borough Brooklyn	School Number 124
School Name Silas B. Dutcher			

B. Language Allocation Policy Team Composition [?](#)

Principal Annabell Martinez	Assistant Principal Maurina Welch
Coach Marguerite Manos/Math Coach	Coach Karen Lane/ELA Coach
ESL Teacher Marisa Cohen	Guidance Counselor Joanne Manna
Teacher/Subject Area Erika Toledo/Reading Teacher	Parent Melissa Camacho
Teacher/Subject Area Amy Caputo/Grade 3 Teacher	Parent Coordinator Donna Maxil
Related Service Provider Andrea Deliso/Speech Teacher	Other JVillavicencio/ESL-Test Coord.
Network Leader Margarita Nell	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	350	Total Number of ELLs	66	ELLs as share of total student population (%)	18.86%
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	---------------

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. 

1. Parents complete the Home Language Identification Survey (HLIS) and are reviewed by the licensed ESL Teacher, Marisa Cohen and the Spanish-bilingual ESL/Testing Coordinator, Jeannie Villavicencio. The first step to the screening is the completion of the home language questionnaire. Parents are asked to complete all of the questions of the survey to determine the native language of the student. The questionnaire is reviewed and it is determined if the student's native language is English or another language other than English. Marisa Cohen the ESL teacher and/or the ESL/Testing Coordinator Jeannie Villavicencio are the designated ESL certified pedagogues in the building who will be reviewing the surveys and assisting parents/guardians in the completion of the surveys. Marisa Cohen is an ESL certified teacher with a provisional ESL license. Jeannie Villavicencio is an ESL certified teacher with a permanent ESL license. An informal oral interview is then conducted in the Native Language and English with the parent and the child to determine the dominant language. Once it is determined whether the student speaks any other language the certified ESL pedagogue(s) proceed to step two of the process-Initial Assessment. During the Initial Assessment the certified ESL pedagogue(s) administer the Language Assessment Battery-Revised (LAB-R), which must be administered within the first 10 days of the student's date of enrollment. The student's score will determine whether or not the certified ESL pedagogue(s) proceeds to step three which is informing the parents of the entitlement of bilingual education services. The program placement is determined on the parent's selection and on the level scored which include beginning, intermediate and advanced levels. Should the student score at a proficient level the process is stopped and no further determination is made and a letter stating that services are not needed will be sent home via backpack. Should the student score at a beginner, intermediate or advanced level, they are entitled for services and the parent/guardian will be informed through an entitlement letter and a meeting will be conducted at the school to explain all of the programs and models available to their child. The school uses results from the LAB-R to develop instructional programs for English Language Learners (ELLs).

The New York State English as a Second Language Achievement Test (NYSESLAT) is a test developed to measure English Language Arts (ELA) proficiency levels of ELLs and is administered each spring. The New York State Department of Education defines the NYSESLAT proficiency levels as beginning, intermediate, advanced and proficient. Depending on the proficiency level the student acquires, the determination for the appropriate ratio of English to native language use in bilingual programs as well as for ESL instruction is made. Marisa Cohen ESL certified teacher with a provisional ESL license and Jeannie Villavicencio ESL certified teacher with a permanent ESL license are the designated pedagogues in the building administering the NYSESLAT. In order to ensure all students are tested and that all modalities have been administered, the ESL Coordinator/Testing Coordinator Jeannie Villavicencio uses ATS reports in conjunction with ongoing teacher-made lists outlining each student with levels and scores. ATS reports used include the RLAT, RMSR, RHLA, RPOB, RYOS and REXH which gives detailed information on each student's exam history, years of services, place of birth with home language code, and a detailed information on the student's level including raw score on each modality of the NYSESLAT if taken previously.

2. Entitlement letters are distributed to all students who are entitled for bilingual/ESL services and the notice is sent to parents with the date and time of the parent informational session held at P.S. 124. The first session was held at P.S. 124 and was facilitated by

the ESL pedagogues and ESL certified teachers Marisa Cohen (Provisional NYS license) and Jeannie Villavicencio (Permanent NYS license). There was a follow-up parent informational session held at P.S. 94 facilitated by Jeannie Villavicencio, due to the influx of ELLs that are P.S. 94 zoned students. We have approximately 39% of our ELL population that is zoned for P.S. 94 and held the session at their zone school to ensure all parents were given the opportunity to attend and make an informed selection. During all sessions, hand outs were provided in all of the languages available describing each program. The description for each program model was also reinforced through a powerpoint presentation in all of the available languages.

The parent orientation sessions focused on parent options for English Language Learner (ELL) programs is conducted within 10 days of admittance by the ESL Teacher and the Spanish bilingual ESL/Testing Coordinator. Parents receive Entitlement Letters in their native languages informing them of their child's score on the LAB-R and inviting them to participate in a parent orientation session. During the parent orientation session parents receive information regarding all of the educational programs and services available to English Language Learners. It is during the orientation session that parents receive brochures in their native languages and view the informational video that explains the benefits of each program. At the completion of the video, they are given the opportunity to ask questions about each program. Parents are informed of the current program availability at P.S. 124; ESL pull-out and push-in model. If parents selected a program not available at our school at the present time, we inform them that once requests warrant the program we will contact them to inform them that the program is available.

3. Program survey and selection forms are returned to the ESL teacher and reviewed by both of the ESL pedagogues Marisa Cohen and Jeannie Villavicencio. Parents who attend the orientation meeting complete them at that time. Forms are sent to parents via backpack to those who were unable to or did not attend the meetings. The ESL teachers maintain an ATS report/list of the students and follows up on missing forms via the classroom teacher and phone calls made by the Spanish-bilingual ESL/Testing Coordinator. Should parents choose programs not available in the school, they are informed that we do not have that program at the present time but will be contacted if the program should open up. The ESL teachers distribute the letters via backpack or in person and follow up daily with the classroom teacher and by making phone calls to the child's home. In addition, the ESL teachers maintain on-going lists and spreadsheets to ensure that all students have the necessary documentations and which ones need follow-ups.

4. LAB-R and Spanish LAB results are reviewed in order to determine eligibility and proficiency level. In addition to assessment results, all parent selection forms are reviewed to determine placement of instructional program. Parents are given Placement Letters available in their native languages indicating the program their child was placed in according to LAB-R results and their parent selection. Parents are informed that the program is for the entire academic year and that results from the New York State English as a Second Language Achievement Test (NYSESLAT) given in the spring will determine continued eligibility. Students are grouped according to grade and proficiency level in our ESL program. The ESL program is the only ELL program available at our site at this time.

All entitlement letter records are kept in a file cabinet designated as ELL Program Mandates. Records are also kept on spreadsheets developed by the ESL/Testing Coordinator Jeannie Villavicencio that is updated frequently and on an on-going basis and is shared with the other ESL licensed and certified teacher Marisa Cohen. While the parent program selection at P.S. 124 is currently ESL services, parents/guardians are informed that should the requests warrant any other program; they will be informed and will be contacted. Communication to parents/guardians is available to them in their native language through the use of over the phone translation and interpretation services. Oral interviews and assistance is offered to parents/guardians in Spanish and all parents are offered the opportunity to and viewed the powerpoint presentation and program selection video in their native language.

5. After reviewing the Parent Survey and Program Selection Forms from the past few years, the trend in program choices has been the ESL program. Data shows one hundred percent of ELL parents choose the ESL program and this is the program that has been continually offered.

6. The program models are consistently aligned with parent requests

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

Page 26

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	3	0	0	0	0	0								3
Total	3	0	0	0	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	55	0	9	11	0	4	0	0	0	66
Total	55	0	9	11	0	4	0	0	0	66

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

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	8	6	5	7	5	5								36
Chinese	17	5	0	0	0	1								23
Russian														0
Bengali	0	1	0	1	0	0								2
Urdu														0
Arabic	1	2	0	0	1	1								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	26	14	5	8	6	7	0	66						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. In order to meet the linguistic needs of our English Language Learners, as well as comply with parental choice and CR Part 154, P.S. 124 provides English as a Second Language instruction through push-in and pull-out models to all eligible students.

2. Students are grouped according to their level of language proficiency and grade. Students in the beginner and intermediate language proficiency level are provided with three hundred and sixty (360) minutes of ESL instruction a week. Students in the advanced language proficiency level are provided with one hundred and eighty (180) minutes of ESL instruction a week. In addition to receiving 180 minutes of ESL instruction, advanced students also receive 180 minutes of ELA instruction a week.

3. Science and Social Studies are incorporated through English Language Arts (ELA) instruction for all levels. The scope and sequence is followed in each grade for these content areas. Teachers are also aligning Common Core Standards with New York State ESL Standards. Math is addressed through literature and practical scenarios such as using money to purchase ingredients in cooking projects in addition to learning to measure while following recipes. In addition, P.S. 124 is a pilot site aligned with Common Core State Standards in Mathematics. As a school-wide initiative, mathematics is addressed through practical scenarios by designing tasks following a protocol of higher order level thinking in mathematics through problem solving while also building vocabulary. For our ELLs this has proven to be most beneficial since vocabulary building and practical scenarios builds on prior knowledge and affords them the opportunity to express themselves in multiple ways.

Native Language Arts instructional minutes are delivered through the use of multilingual dictionaries, books, translation computer programs and the use of a buddy system. For newcomers, we provide an environment that encourages oral development and social interaction. Students are encouraged to use their native language to further support their language development and to express understanding or to ask for clarification. Furthermore, books in various native languages are available to support instruction.

4. ELLs who have a Home Language Identification Survey indicating Spanish are assessed with the Spanish LAB if they are determined as eligible for services according to the LAB-R results. The Spanish LAB is only administered once for those students identified and is used to simply assess the student in their native language.

5. The ESL program provides students with the opportunity to acquire English through ESL methodologies and serves as a focal point of reinforcement for English Language Learners. In all proficiency levels and ELL subgroups, the ESL teachers use ESL methodologies, which include Total Physical Response (TPR), Cognitive Academic Language Learning Approach (CALLA), and Cooperative Learning while incorporating them into a balanced literacy workshop model. Materials used include books in English and in various native languages (including varied genres), visual imagery props, CDs and audiocassettes. The aforementioned methodologies, techniques and approaches help the English Language Learner develop their basic interpersonal skills in the beginning of their language

A. Programming and Scheduling Information

development and as they progress in their language acquisition.

The cornerstone of our curriculum is a commitment to literature. We are committed to immersing children in books that illuminate their experiences, enrich their language and learning and enable them to have high expectations of books as sources of enjoyment and information. In addition to complying with the Chancellors regulations, the Language Allocation Policy will serve to assure the development of a quality, uniform ESL instructional program that meets the needs of English Language Learners as they move toward high expectations and learning strategies set for all children.

For Students with Interrupted Formal Education (SIFE), we offer early morning or Sunrise Academy sessions, after school programs and Saturday Academy that serve as academic intervention to further support language development. The Sunrise Academy takes place three (3) days a week and focuses on literacy specifically early literacy skills including letter identification, oral language development, and basic interpersonal communication skills and acclimating to the new school environment. Pedagogues are assigned to work with targeted SIFE students during Sunrise Academy and are selected in a manner where the dominant language of the SIFE student corresponds to the Second or Native language of the pedagogue assigned.

For newcomers, we provide an environment that encourages oral development and social interaction. Use of their native language is encouraged to further support their language development and to express understanding or to ask questions for clarification. For early childhood students this can include neighborhood trips to build vocabulary and to expand on their experiences. Newcomers that have completed 1 to 3 years in an English language school and ELLs receiving services 4 to 6 years that are in the upper grades/testing grades are eligible for ELA testing. All ELLs eligible for testing are provided support through the Sunrise Academy, Saturday Academy and after school program.

For 4-6 year ELLs, the instructional plan includes the Sunrise Academy and after-school programs. Literacy intervention for these students is focused on Cognitive Academic Language Proficiency skills and writing proficiency skills primarily content area writing. The students are focused on improving their proficiency skills in writing and literacy through content area reading and writing in Mathematics, Science and Social Studies.

The plan for long term ELLs includes various intensive and small group programs. Sunrise Academy, taking place three (3) days a week focuses on literacy skills and strategies while Saturday Academy focuses on math skills and strategies. After-school programs and reduced class sizes in all grades ensure that long term ELLs receive the support they need. Programs include Wilson for Long Term ELLs during Sunrise Academy Intervention.

6. In order to provide access to academic content and accelerate English language development, ELL-SWDs learn in a print rich environment that includes content area word walls and picture/word labels. Books are chosen to correspond with content area lessons and teacher made manipulatives reinforce content themes and vocabulary. The use of realia fosters student understanding of content specific themes. Students use graphic organizers to help categorize information and make sense of the content. Books are available for students to reference back to when needed. Students can access the leveled library to find appropriate books for independent learning.

7. Flexibility within curricular, instructional and scheduling aspects help to meet the diverse needs of our ELL-SWDs. Curriculum maps are used in conjunction with the classroom teacher and ESL teacher to create curriculum consistency within both learning environments. The ESL teacher attends grade meetings to keep abreast of the classroom content to help plan accordingly. An articulation period is set aside for teachers to address concerns of ELL-SWDs and create instructional plans. Instructional flexibility occurs with the use of manipulatives and realia to aid in the understanding of content. Differentiated instruction creates a learning environment where all students are participating in the content and are producing products that reflect their diverse learning styles and abilities. Students are grouped according to English language proficiency level but can change groups throughout the year according to their academic progress. In this way scheduling flexibility helps each student learn within the least restrictive environment.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

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

8. Sunrise Academy is the intervention program offered to students three (3) days a week in all subgroups. Students are identified as needing intervention services based upon varied assessments including, teacher observations, teacher-made assessment tools, ECLAS, Fountas and Pinnell, Teacher's College Reading assessment, ELA, Math and Science scores on New York State testing. Small groups of students are created according to the needs of the students and teacher's work with students identified during Sunrise Academy.

ELA instruction is delivered through small groups during intervention sessions three (3) days a week. The literacy focuses include literacy development through letter and sound recognition as well as developing fluency and with programs such as Wilson. For Mathematics, our Math Coach, Marguerite Manos works in a small group with those students that have been identified as a subgroup needing intervention specifically in math. For Science, Mr. Theodore the science cluster teacher works specifically with grade 4 students in preparation for the Grade 4 New York State Science exam in a small group and during morning intervention. Social Studies is addressed through literacy in all of the aforementioned subgroups. Our SIFE students are the students targeted to work with pedagogue that speaks their native language and it encourages oral development in their native language as well as in English. Native language dictionaries are available and books and instructional materials in varied languages are also available.

9. For those students who have reached proficiency on the NYSESLAT, transitional support is provided by the Sunrise Academy. In addition, former ELLs are part of a group, which meets with the ESL Coordinator twice monthly to discuss academic progress or concerns. The students are scheduled into the ESL Coordinators schedule to provide support for them during the transitional period. Furthermore, former ELLs are given ESL testing accommodations for an additional two years to further support them.

10. New programs or improvements for the upcoming year include the continued alignment of Common Core Standards to ESL methodologies to further support our ELLs. Scaffolding for our ELLs in all grade and proficiency levels will continue in all classrooms. Technology in the classrooms and use of technology as a resource by the teachers will also continue with the use of laptops, the smartboard and document cameras for instruction. Parent meetings and workshops will also continue this academic year as well as workshops in Literacy, Math, ARIS training, and informational sessions on NYSESLAT, ELA, Math and Science state assessments.

11. All programs for ELLs will continue for this academic year including Sunrise Academy, After-School program and Saturday Academy.

12. All programs are available for all students including ELLs at P.S. 124. Our school offers an After-School program monitored by the YMCA in addition to providing an After-School specifically designed for ELLs taught by the ESL teacher Marisa Cohen through Title III funding. Other academic programs available at our school include the Sunrise Academy and Saturday Academy. Other opportunities that are also offered at our school and open to all students include the Ambassadors Club, The Green Team, Service Squad-peer tutoring for Newcomers, the yearbook committee, guitar program and Art Enrichment.

The Ambassadors consist of fourth (4th) grade students of all languages and varied language proficiency levels which serve as greeters for our school during parent workshops/meetings or school-wide events. They also serve as chaperones for our intergenerational project and other external programs. For our ELLs who make up approximately 33% of the team, the program affords them the opportunity to further

B. Programming and Scheduling Information--Continued

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

8. Sunrise Academy is the intervention program offered to students three (3) days a week in all subgroups. Students are identified as needing intervention services based upon varied assessments including, teacher observations, teacher-made assessment tools, ECLAS, Fountas and Pinnell, Teacher's College Reading assessment, ELA, Math and Science scores on New York State testing. Small groups of students are created according to the needs of the students and teacher's work with students identified during Sunrise Academy.

ELA instruction is delivered through small groups during intervention sessions three (3) days a week. The literacy focuses include literacy development through letter and sound recognition as well as developing fluency and with programs such as Wilson. For Mathematics, our Math Coach, Marguerite Manos works in a small group with those students that have been identified as a subgroup needing intervention specifically in math. For Science, Mr. Theodore the science cluster teacher works specifically with grade 4 students in preparation for the Grade 4 New York State Science exam in a small group and during morning intervention. Social Studies is addressed through literacy in all of the aforementioned subgroups. Our SIFE students are the students targeted to work with pedagogue that speaks their native language and it encourages oral development in their native language as well as in English. Native language dictionaries are available and books and instructional materials in varied languages are also available.

9. For those students who have reached proficiency on the NYSESLAT, transitional support is provided by the Sunrise Academy. In addition, former ELLs are part of a group, which meets with the ESL Coordinator twice monthly to discuss academic progress or concerns. The students are scheduled into the ESL Coordinators schedule to provide support for them during the transitional period. Furthermore, former ELLs are given ESL testing accommodations for an additional two years to further support them.

10. New programs or improvements for the upcoming year include the continued alignment of Common Core Standards to ESL methodologies to further support our ELLs. Scaffolding for our ELLs in all grade and proficiency levels will continue in all classrooms. Technology in the classrooms and use of technology as a resource by the teachers will also continue with the use of laptops, the smartboard and document cameras for instruction. Parent meetings and workshops will also continue this academic year as well as workshops in Literacy, Math, ARIS training, and informational sessions on NYSESLAT, ELA, Math and Science state assessments.

11. All programs for ELLs will continue for this academic year including Sunrise Academy, After-School program and Saturday Academy.

12. All programs are available for all students including ELLs at P.S. 124. Our school offers an After-School program monitored by the YMCA in addition to providing an After-School specifically designed for ELLs taught by the ESL teacher Marisa Cohen through Title III funding. Other academic programs available at our school include the Sunrise Academy and Saturday Academy. Other opportunities that are also offered at our school and open to all students include the Ambassadors Club, The Green Team, Service Squad-peer tutoring for Newcomers, the yearbook committee, guitar program and Art Enrichment.

The Ambassadors consist of fourth (4th) grade students of all languages and varied language proficiency levels which serve as greeters for our school during parent workshops/meetings or school-wide events. They also serve as chaperones for our intergenerational project and other external programs. For our ELLs who make up approximately 33% of the team, the program affords them the opportunity to further develop their communication skills while also developing interpersonal skills. Students are encouraged to speak and practice public speaking while serving on the team.

B. Programming and Scheduling Information--Continued

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

8. Sunrise Academy is the intervention program offered to students three (3) days a week in all subgroups. Students are identified as needing intervention services based upon varied assessments including, teacher observations, teacher-made assessment tools, ECLAS, Fountas and Pinnell, Teacher's College Reading assessment, ELA, Math and Science scores on New York State testing. Small groups of students are created according to the needs of the students and teacher's work with students identified during Sunrise Academy.

ELA instruction is delivered through small groups during intervention sessions three (3) days a week. The literacy focuses include literacy development through letter and sound recognition as well as developing fluency and with programs such as Wilson. For Mathematics, our Math Coach, Marguerite Manos works in a small group with those students that have been identified as a subgroup needing intervention specifically in math. For Science, Mr. Theodore the science cluster teacher works specifically with grade 4 students in preparation for the Grade 4 New York State Science exam in a small group and during morning intervention. Social Studies is addressed through literacy in all of the aforementioned subgroups. Our SIFE students are the students targeted to work with pedagogue that speaks their native language and it encourages oral development in their native language as well as in English. Native language dictionaries are available and books and instructional materials in varied languages are also available.

9. For those students who have reached proficiency on the NYSESLAT, transitional support is provided by the Sunrise Academy. In addition, former ELLs are part of a group, which meets with the ESL Coordinator twice monthly to discuss academic progress or concerns. The students are scheduled into the ESL Coordinators schedule to provide support for them during the transitional period. Furthermore, former ELLs are given ESL testing accommodations for an additional two years to further support them.

10. New programs or improvements for the upcoming year include the continued alignment of Common Core Standards to ESL methodologies to further support our ELLs. Scaffolding for our ELLs in all grade and proficiency levels will continue in all classrooms. Technology in the classrooms and use of technology as a resource by the teachers will also continue with the use of laptops, the smartboard and document cameras for instruction. Parent meetings and workshops will also continue this academic year as well as workshops in Literacy, Math, ARIS training, and informational sessions on NYSESLAT, ELA, Math and Science state assessments.

11. All programs for ELLs will continue for this academic year including Sunrise Academy, After-School program and Saturday Academy.

12. All programs are available for all students including ELLs at P.S. 124. Our school offers an After-School program monitored by the YMCA in addition to providing an After-School specifically designed for ELLs taught by the ESL teacher Marisa Cohen through Title III funding. Other academic programs available at our school include the Sunrise Academy and Saturday Academy. Other opportunities that are also offered at our school and open to all students include the Ambassadors Club, The Green Team, Service Squad-peer tutoring for Newcomers, the yearbook committee, guitar program and Art Enrichment.

The Ambassadors consist of fourth (4th) grade students of all languages and varied language proficiency levels which serve as greeters for our school during parent workshops/meetings or school-wide events. They also serve as chaperones for our intergenerational project and other external programs. For our ELLs who make up approximately 33% of the team, the program affords them the opportunity to further develop their communication skills while also developing interpersonal skills. Students are encouraged to speak and practice public speaking while serving on the team.

D. Professional Development and Support for School Staff

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

1. Professional development activities regarding second language acquisition strategies support and inform continued communication between the ESL teachers and general education, special education and related services teachers and providers. The ESL teachers participate in grade meetings and planning sessions with school staff. In addition, an ELL study group has been implemented to further support and discuss ELL strategies and methodologies teachers can use in their general education and special education classes.

Participants in grade meetings include the Assistant Principal, grade teachers and related service providers including the Speech teacher, Occupational Therapist and guidance counselor. Professional development sessions regarding second language acquisition are also held during monthly faculty meetings attended by all school personnel and facilitated by the ESL teacher Marisa Cohen. Session topics include Vocabulary Development and ELLs, Reading Comprehension, NYSESLAT informational session, and preparing our ELLs for the NYSESLAT. While faculty meetings and grade meetings are open to all staff, our paraprofessionals receive information during their monthly meetings with the principal. All topics discussed during faculty meetings and grade meetings are discussed with the paraprofessionals and information is disseminated to them at all times. Other opportunities that allow for the entire staff to participate in a professional development session are during the designated professional development days-Chancellor's conference days during the school year dates include but are not limited to one professional development day in September, Election Day and a session in June. Lastly, the school has a professional development bulletin board where all information discussed and distributed during PD sessions are available to all school personnel.

The Parent Coordinator, Donna Maxil, plays a pivotal role at P.S. 124 with our ELLs and their families. She serves as a liaison between the parents and the school and the community and the parents. Included in her roles are; workshop facilitator and parent liaison. Donna Maxil conducts and facilitates parent workshops related to ELLs and works with community based organizations to offer parent workshops at the school for parents. Community partnerships include: Literacy Inc-Adult literacy organization, Cornell University-Cornell Nutrition, Health-Plus-health, nutrition and medical coverage, YMCA-Adult ESL classes and citizenship classes, Family Reception Center, Lutheran Park Slope Medical Center and Methodist Hospital. Donna Maxil also works closely with families and accompanies all parents of ELLs to the Annual ELL Conference held at St. Francis College, assists with the middle school process and has initiated and developed a Bilingual Lending Library for all parents.

2. The guidance counselor, Joanne Manna, supports ELLs as they transition from elementary to middle school by leading informational sessions for students, teachers and parents. The guidance counselor holds middle school selection meetings, information sessions on how to complete necessary forms, school visits, and mock interviews throughout the year. The parent coordinator is also instrumental in accompanying parents on middle school tours and sets up tours for parents as well.

The guidance counselor, Joanne Manna, works closely with the teachers to conduct mock interviews with the students and devises questions and develops the forum for all teachers to 'practice' with their students. Furthermore, Joanne Manna takes those students whom are having apprehension about the middle school and personally assists them by having private mock interview sessions with those students. The parent coordinator works closely with the school leadership and the guidance counselor and is the liaison for our school and parents. In addition to setting up tours for the parents, the parent coordinator also calls schools for the parents and assists parents with scheduling interviews and tours. Donna Maxil, Joanne Manna and Principal Martinez meet to discuss all of the middle school eligible students and their selections and to decide on meeting dates for the parent informational sessions.

3. In addition to modeling lessons for the teachers and paraprofessionals using ESL strategies, pedagogues are included in staff workshops given by the ESL teachers. All staff have received 7.5 hours of ELL training as per Jose P. Hours have been completed during ESL information sessions, grade meetings, ELL study group and off-site workshops.

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

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?

1. Parents are invited to attend monthly parent events such as Parents as Reading Partners, Parents as Math Partners, Adult CookShop and Adult ESL classes. Parents are also invited to attend other programs offered by Community Based Organizations such as Nutritional Programs, Bullying Awareness, as well as Learning Leaders training offered to all parents interested in becoming volunteers at our school.

2. All parents of English Language Learners at P.S. 124 are invited to attend parent workshops that will be offered throughout the school year. Programs and activities to be offered include ESL classes for adults, instructional and literacy strategies to use with children at home. In addition to adult programs and activities for parents our school also offers informational sessions about English Language Learners regarding testing and promotional policy. The language of service will be in English, however, there are translation devices that are used to accommodate speakers of other languages. Instructional and supplemental materials will also be provided at the parent workshops.

Our school community and parent coordinator conduct and facilitate sessions related to ELLs, in conjunction with community based organizations to offer parent workshops at the school for our ELL families and all families. Community partnerships include: Literacy Inc-Adult literacy organization, Cornell University-Cornell Nutrition, Health-Plus-health, nutrition and medical coverage, YMCA-Adult ESL classes and citizenship classes, Family Reception Center, Lutheran Park Slope Medical Center and Methodist Hospital.

3. Parents needs are evaluated through parent surveys and questionnaires. Questionnaires are distributed to assess the needs of the parents. Depending on the results of the questionnaires, the school develops surveys indicating all of the selections the parents submitted. Surveys are distributed to all parents with various selections they number in order of preference. Upon the receipt of the surveys the results are calculated and evaluated by the parent coordinator and Principal Martinez and the parents and the school are informed of the needs parents are expressing.

The Parent Coordinator, Donna Maxil, plays a pivotal role at P.S. 124 with our ELLs and their families. She serves as a liaison between the parents and the school and the community and the parents. Included in her roles are; workshop facilitator and parent liaison. Donna Maxil conducts and facilitates parent workshops related to ELLs and works with community based organizations to offer parent workshops at the school for parents. Community partnerships include: Literacy Inc-Adult literacy organization, Cornell University-Cornell Nutrition, Health-Plus-health, nutrition and medical coverage, YMCA-Adult ESL classes and citizenship classes, Family Reception Center, Lutheran Park Slope Medical Center and Methodist Hospital. Donna Maxil also works closely with families and accompanies all parents of ELLs to the Annual ELL Conference held at St. Francis College, assists with the middle school process and has initiated and developed a Bilingual Lending Library for all parents.

4. Based on the survey results, the school provides workshops on a needs and interest basis.

D. Professional Development and Support for School Staff

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

1. Professional development activities regarding second language acquisition strategies support and inform continued communication between the ESL teachers and general education, special education and related services teachers and providers. The ESL teachers participate in grade meetings and planning sessions with school staff. In addition, an ELL study group has been implemented to further support and discuss ELL strategies and methodologies teachers can use in their general education and special education classes.

Participants in grade meetings include the Assistant Principal, grade teachers and related service providers including the Speech teacher, Occupational Therapist and guidance counselor. Professional development sessions regarding second language acquisition are also held during monthly faculty meetings attended by all school personnel and facilitated by the ESL teacher Marisa Cohen. Session topics include

D. Professional Development and Support for School Staff

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

1. Professional development activities regarding second language acquisition strategies support and inform continued communication between the ESL teachers and general education, special education and related services teachers and providers. The ESL teachers participate in grade meetings and planning sessions with school staff. In addition, an ELL study group has been implemented to further support and discuss ELL strategies and methodologies teachers can use in their general education and special education classes.

Participants in grade meetings include the Assistant Principal, grade teachers and related service providers including the Speech teacher, Occupational Therapist and guidance counselor. Professional development sessions regarding second language acquisition are also held during monthly faculty meetings attended by all school personnel and facilitated by the ESL teacher Marisa Cohen. Session topics include Vocabulary Development and ELLs, Reading Comprehension, NYSESLAT informational session, and preparing our ELLs for the NYSESLAT. While faculty meetings and grade meetings are open to all staff, our paraprofessionals receive information during their monthly meetings with the principal. All topics discussed during faculty meetings and grade meetings are discussed with the paraprofessionals and information is disseminated to them at all times. Other opportunities that allow for the entire staff to participate in a professional development session are during the designated professional development days-Chancellor's conference days during the school year dates include but are not limited to one professional development day in September, Election Day and a session in June. Lastly, the school has a professional development bulletin board where all information discussed and distributed during PD sessions are available to all school personnel.

The Parent Coordinator, Donna Maxil, plays a pivotal role at P.S. 124 with our ELLs and their families. She serves as a liaison between the parents and the school and the community and the parents. Included in her roles are; workshop facilitator and parent liaison. Donna Maxil conducts and facilitates parent workshops related to ELLs and works with community based organizations to offer parent workshops at the school for parents. Community partnerships include: Literacy Inc-Adult literacy organization, Cornell University-Cornell Nutrition, Health-Plus-health, nutrition and medical coverage, YMCA-Adult ESL classes and citizenship classes, Family Reception Center, Lutheran Park Slope Medical Center and Methodist Hospital. Donna Maxil also works closely with families and accompanies all parents of ELLs to the Annual ELL Conference held at St. Francis College, assists with the middle school process and has initiated and developed a Bilingual Lending Library for all parents.

2. The guidance counselor, Joanne Manna, supports ELLs as they transition from elementary to middle school by leading informational sessions for students, teachers and parents. The guidance counselor holds middle school selection meetings, information sessions on how to complete necessary forms, school visits, and mock interviews throughout the year. The parent coordinator is also instrumental in accompanying parents on middle school tours and sets up tours for parents as well.

The guidance counselor, Joanne Manna, works closely with the teachers to conduct mock interviews with the students and devises questions and develops the forum for all teachers to 'practice' with their students. Furthermore, Joanne Manna takes those students whom are having apprehension about the middle school and personally assists them by having private mock interview sessions with those students. The parent coordinator works closely with the school leadership and the guidance counselor and is the liaison for our school and parents. In addition to setting up tours for the parents, the parent coordinator also calls schools for the parents and assists parents with scheduling interviews and tours. Donna Maxil, Joanne Manna and Principal Martinez meet to discuss all of the middle school eligible students and their selections and to decide on meeting dates for the parent informational sessions.

3. In addition to modeling lessons for the teachers and paraprofessionals using ESL strategies, pedagogues are included in staff workshops given by the ESL teachers. All staff have received 7.5 hours of ELL training as per Jose P. Hours have been completed during ESL information sessions, grade meetings, ELL study group and off-site workshops.

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?

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?

1. Parents are invited to attend monthly parent events such as Parents as Reading Partners, Parents as Math Partners, Adult CookShop and Adult ESL classes. Parents are also invited to attend other programs offered by Community Based Organizations such as Nutritional Programs, Bullying Awareness, as well as Learning Leaders training offered to all parents interested in becoming volunteers at our school.

2. All parents of English Language Learners at P.S. 124 are invited to attend parent workshops that will be offered throughout the school year. Programs and activities to be offered include ESL classes for adults, instructional and literacy strategies to use with children at home. In addition to adult programs and activities for parents our school also offers informational sessions about English Language Learners regarding testing and promotional policy. The language of service will be in English, however, there are translation devices that are used to accommodate speakers of other languages. Instructional and supplemental materials will also be provided at the parent workshops.

Our school community and parent coordinator conduct and facilitate sessions related to ELLs, in conjunction with community based organizations to offer parent workshops at the school for our ELL families and all families. Community partnerships include: Literacy Inc-Adult literacy organization, Cornell University-Cornell Nutrition, Health-Plus-health, nutrition and medical coverage, YMCA-Adult ESL classes and citizenship classes, Family Reception Center, Lutheran Park Slope Medical Center and Methodist Hospital.

3. Parents needs are evaluated through parent surveys and questionnaires. Questionnaires are distributed to assess the needs of the parents. Depending on the results of the questionnaires, the school develops surveys indicating all of the selections the parents submitted. Surveys are distributed to all parents with various selections they number in order of preference. Upon the receipt of the surveys the results are calculated and evaluated by the parent coordinator and Principal Martinez and the parents and the school are informed of the needs parents are expressing.

The Parent Coordinator, Donna Maxil, plays a pivotal role at P.S. 124 with our ELLs and their families. She serves as a liaison between the parents and the school and the community and the parents. Included in her roles are; workshop facilitator and parent liaison. Donna Maxil conducts and facilitates parent workshops related to ELLs and works with community based organizations to offer parent workshops at the school for parents. Community partnerships include: Literacy Inc-Adult literacy organization, Cornell University-Cornell Nutrition, Health-Plus-health, nutrition and medical coverage, YMCA-Adult ESL classes and citizenship classes, Family Reception Center, Lutheran Park Slope Medical Center and Methodist Hospital. Donna Maxil also works closely with families and accompanies all parents of ELLs to the Annual ELL Conference held at St. Francis College, assists with the middle school process and has initiated and developed a Bilingual Lending Library for all parents.

4. Based on the survey results, the school provides workshops on a needs and interest basis.

Part V: Assessment Analysis

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

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 III: ELL Demographics

Section B-ELL Years of Service and Programs/Number of ELLs by Subgroups

There seems to be a discrepancy between the total number of ELLs and the number of ELLs by subgroups. However, the total number of ELLs (66) includes all of the students in the two ranges of years and those numbers already include Special Education students within those ranges. There are 66 total ELLs-55 ELLs in 0-3 years range and 11 ELLs in 4-6 years range and those numbers include students in the Special Education subgroup. Of those 66 ELLs there are 13 Special Education ELLs that also fall into the 0-3 years range or the 4-6 years range thus being counted in those subgroups already.

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)	21	8	1	1	1	0								32
Intermediate(I)	4	5	2	6	4	2								23
Advanced (A)	1	1	2	1	1	5								11
Total	26	14	5	8	6	7	0	0	0	0	0	0	0	66

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	3	0	3	0	7
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

Native Language Tests

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

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

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

1. To assess early literacy skills of ELLs, the school implements the Teacher's College Leveled Reading Assessments, ECLAS, Fountas and Pinnell, the LAB-R and the Spanish LAB and the NYSESLAT. The data shows that students have mastered basic interpersonal communication skills (BICS). Students need continued instruction in communicative academic language skills (CALP).

2. The data patterns across the LAB-R and the NYSESLAT show that students have proficiency in BICS, as seen with the majority of students scoring at the advanced or proficient levels on the speaking and listening modalities. Results on the writing and reading subtests of the LAB-R and the NYSESLAT reveal that students need continued support with literacy, with the majority of students scoring at the intermediate and advanced levels.

3. The patterns revealed from the NYSESLAT modalities will affect instructional decisions. The results help to guide instruction and provide focus areas. Curriculum planning will incorporate the use of developing reading comprehension and writing skills because of the need for support in these literacy areas.

4. According to student results on the NYSESLAT, some patterns appear across proficiencies and grade levels. Across all proficiencies and grade levels, students fair the best within the listening and speaking modalities as compared to the writing and reading modalities. Students in first grade make the greatest progress in all modalities from kindergarten, however they tend to fall back or remain at the same level on the second grade exam. This is likely due to the different format of the exam and the wide grade span the test encompasses. In third grade all students are at the proficient or advanced level within the speaking and listening modality and the majority are at the intermediate level within the writing and reading modalities. Fourth grade reflects similar results as the third grade level, with all students at the advanced or proficient levels within the listening and speaking modalities. The majority of fourth graders fall at the intermediate level within the writing and reading modalities. Students in fifth grade have scored at the proficient or advanced levels of the listening and speaking modalities, while scoring at the intermediate and advanced levels within the writing and reading modalities.

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 III: ELL Demographics

Section B-ELL Years of Service and Programs/Number of ELLs by Subgroups

There seems to be a discrepancy between the total number of ELLs and the number of ELLs by subgroups. However, the total number of ELLs (66) includes all of the students in the two ranges of years and those numbers already include Special Education students within those ranges. There are 66 total ELLs-55 ELLs in 0-3 years range and 11 ELLs in 4-6 years range and those numbers include students in the Special Education subgroup. Of those 66 ELLs there are 13 Special Education ELLs that also fall into the 0-3 years range or the 4-6 years range thus being counted in those subgroups already.

Part VI: LAP Assurances

School Name: P.S. 124 Silas B. Dutcher

School DBN: 15K124

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Annabell Martinez	Principal		10/14/11
Maurina Welch	Assistant Principal		10/14/11
Donna Maxil	Parent Coordinator		10/14/11
Marisa Cohen	ESL Teacher		10/14/11
Melissa Camacho	Parent		10/14/11
Erika Toledo/Reading Teacher	Teacher/Subject Area		10/14/11
Amy Caputo/Grade 3 Teacher	Teacher/Subject Area		10/14/11
Marguerite Manos/Math Coach	Coach		10/14/11
Karen Lane/Literacy Coach	Coach		10/14/11
Joanne Manna	Guidance Counselor		10/14/11
Margarita Nell	Network Leader		10/14/11
Jeannie Villavicencio	Other <u>ESL/Testing Coord.</u>		10/14/11
Andrea Deliso	Other <u>Speech Teacher</u>		10/14/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15 **School Name: Silas B. Dutcher (124K)**

Cluster: 6 **Network: 612**

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

Part A: Needs Assessment Findings

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

DATA: School demographics indicate that 56% of our students are Hispanic and 11.6% are Asian. The remaining 31% are White and Black. 17.57% of our student population are English language learners. ATS reports are used to determine home language, language preference for communication, ELLs, and Home Language Identification Surveys at registration are used to determine initial language of communication.

METHODOLOGY: The secretary prints ATS reports with school demographics by class, language preference and ELLs and submits to principal. The ESL teachers review HLIS and determine findings. The school secretary inputs the data (home language) into ATS. Blue Emergency Cards are reviewed in October by the parent coordinator regarding language and method of communication. The Parent Coordinator keeps track of this information. In addition, if e-mails are provided, she adds parents to the school's parent distribution list. Information regarding written language preference is given to teachers and kept in the main office and the copy room. This information is used to ensure that the adequate number of translated documents are provided to each class.

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.

NEEDS ASSESSMENT: A review of ATS report RHLA and RPOB indicated that our major languages include Spanish-95 students' home language; 86 families, Mandarin-26 students' home language; 26 families, Arabic-15 students' home language; 12 families. All of these families need written translations of all DoE and school documents.

Based on the school's findings indicated above, all written communication to families from the school must be translated into Spanish. Chinese and Arabic written translation is provided only to families indicated as needing it for each student. A school created class report is posted in the school's copy room indicating the languages and number of written translations needed. This includes, but is not limited to, the monthly school

calendar, parent handbook, notices, notes from teachers, all DoE notices sent to homes through the school, such as notices from Parent Engagement Office. Oral translations required that all staff be provided with the phone number to the Translation and Interpretation Unit. This phone number has been permanently recorded onto all office phones, including, but not limited to the main office, the principal's office, the guidance counselor's office, the School Based Support Team Office, the school library, the nurse's station, ESL classroom and the Assistant Principal's Office. Spanish oral translations are provided by school staff and all other languages via phone call to Translation and Interpretation Unit.

Based on the school's findings, oral translation is made available to all the families indicated above as needing written translation. Approximately one-third of the families whose home language is Spanish, one-third of the families whose home language is Arabic and three Chinese families require and request oral interpretation.

These findings were reported to the school community through PTA meetings, faculty conference and school leadership team meeting. Staff is aware of the school demographics and the school's commitment to keep families informed and engaged in the education of their students.

Part B: Strategies and Activities

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

Public School 124 will use school staff for all written Spanish translations; the Bilingual ESL teacher and principal. We will use Translation and Interpretation Unit at the Office of Family Engagement and Advocacy for Chinese and Arabic translations. Documents needing translation will be sent two weeks in advance to Translation and Interpretation Unit whenever possible. In the event that written translations are necessary with immediate turn-around, we will request the assistance of parent volunteers and our Arabic paraprofessional. Spanish translations will be given to the principal or Bilingual ESL teacher as soon as available and will be translated in a timely manner that assures that all notices are distributed translated to the school community.

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.

Public School 124 will use the services of Translation and Interpretation Unit at the Office of Family Engagement and Advocacy to secure oral translation over the phone for Chinese speakers (Mandarin and Cantonese) and Arabic speakers. Oral translation into Spanish will be provided by qualified school staff; Bilingual ESL teacher, principal and school psychologist. During Parent Teacher Conferences in the Fall and Spring, the school will use the services of Legal Interpretation Services (a DoE contracted vendor) to secure Chinese translation services. We will use school staff and parent volunteers for translation into Spanish and Arabic, respectively. During large group meetings, an electronic translation unit will be used to accommodate the language, that is in greatest demand. This unit has been in use for the past two years and was purchased through Title I funds. This will meet the needs of our families needing oral interpretation for conferences and informal meetings.

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>.

A poster indicating the availability of translation services is posted at the left of the main entrance of the school. A postcard indicating the phone number to Translation & Interpretation Unit is posted near the main office's public phone. Signs indicating the availability of translation services are posted near the main office door.

The Parent's Bill of Rights and Responsibilities in all the languages of the school will be distributed in September of each new school year. The parent coordinator and pupil personnel secretary will ensure that all new registrants receive the Parent's Bill of Rights and Responsibilities along with other school documents required at registration.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Silas B. Dutcher	DBN: 15K124
Cluster Leader:	Network Leader: Margarita Nell
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Part B: Direct Instructional Supplemental Program Information

Rationale: As illustrated by the charts below, the speaking and listening abilities of ELLs are stronger across grades than are the reading and writing abilities of ELLs as measured on the 2011 NYSESLAT. For this reason, the direct instructional supplemental program will focus on students’ weaker academic areas in reading and writing.

2010-2011 ELL subgroup NYSESLAT Scores

Grade 3	Beginner	Intermediate	Advanced	Proficient
L/S	0	0	4	2
R/W	1	4	1	0
Grade 4	Beginner	Intermediate	Advanced	Proficient
L/S	0	0	3	3
R/W	1	4	1	0
Grade 5	Beginner	Intermediate	Advanced	Proficient
L/S	0	1	1	5
R/W	0	2	5	0

Listening and Speaking Percentages Grades 3, 4 and 5

Beginner	Intermediate	Advanced	Proficient
0%	5.26%	42.08%	52.6%

Reading and Writing Percentages Grades 3, 4 and 5

Beginner	Intermediate	Advanced	Proficient
10.52%	52.6%	36.82%	0%

Subgroups and grade levels of students to be served: Students at beginner, intermediate and advanced

Part B: Direct Instruction Supplemental Program Information

proficiency levels in grades kindergarten to five will be served.

Schedule and duration: Students will participate in the supplemental program/after school program beginning on January 9, 2012 on Mondays and Tuesdays after school hours for 1.5 hr sessions, for a total of 28 sessions, ending on May 30, 2012.

Students in kindergarten will participate in the supplemental Puppetry in Practice beginning

Language of instruction: The supplement program will be taught in English.

Number and types of certified teachers: Instruction will be given by 2 certified ESL teachers.

Types of materials: Teachers will employ the use of grade appropriate leveled libraries including non-fiction libraries, teacher made manipulatives and realia, and NYSESLAT teacher and student preparation books.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rationale-Professional development is an intergral part of student achievment and must meet the needs of teachers and address student deficits in English language literacy. Continuous professional development will address the needs of veteran and new teachers, as well as, teachers newly exposed to ESL students and their language needs. New methodologies will be explored through professinal development and classroom pratice to address the language needs of our students.

Teachers to receive training-classroom teachers grades K-5, out of classroom staff providing mandated services

Schedule and duration-
January 2012 to May 2012

January 2012-Vocabulary Teaching Strategies-(Provider/ESL Teacher)

February 2012-Strategies for Supporting Beginning ELLs-(Provider/ESL Teacher & Principal)

March 2012- Using Puppetry to Support Academic Vocabulary-(Provider/Puppetry in Practice @ Brooklyn College)

April 2012-Writing about Reading; Supporting ELLs text Comprehension through Journaling-(Provider/ESL Teacher & Principal)

May 2012-Supporting Oral Language in the Early Grades-(Provider/ESL Teacher & Principal)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale-PS 124 recognizes that parents are our children’s first teachers. Research shows that students who have involved parents perform better and achieve more academically. We aim to help our families gain knowledge about literacy learning and obtain strategies to support life-long literacy through workshops, articles and presentations.

Schedule and duration-

December 2011-Early Literacy (grade 1 & 2 parents and guardians)-Grade 1 Teacher

January 2012- Promotion Standards for ELLs (All ELL parents and guardians)-ESL Teacher

February 2012-Content Vocabulary in Upper Grades (Parents and guardians of grades 3, 4, and 5)-ESL Teacher

March 2012-Supporting Literacy at Home (All ELL parents and guardians)-ESL Teacher

Notification-Parents will be notified about workshop and meetings through fliers placed in students' Blue Home-School Communication Folders. Follow up phone calls will be made by ESL teachers and/or the parent coordinator to ensure participation a week in advance of each event.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	Per Session/Teacher: \$2095 Per Session/Supervisor: \$2193	ESL teacher will provide services to students in grades 3, 4, 5 on Mondays and Tuesdays for 28 days X 1.5 hrs. X \$49.89 Principal will supervise the after school ESL program two days a week for 28 days X 1.5 hrs. X \$52.21
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$3150/students \$300/staff PD	7 Week residency with Puppetry in Practice for three kindergarten classes. PD for 12 teachers (Pre-K, kindergarten and first grade teachers, ESL teachers, Speech Therapist, SETSS, and Librarian).
Supplies and materials <ul style="list-style-type: none"> • Must be 	\$3162	non-fiction picture books, non fiction guided reading book sets, big books,

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		bilingual dictionaries, NYSESLAT Prep books, alphabet blocks/magnetic letters, lined dry erase boards, picture-word match cards, bilingual non-fiction books, color pencils, card stock,
Educational Software (Object Code 199)		
Travel		
Other	\$300	Admissions: Museum of Natural History, NY Aquarium, Museum of the City of NY
TOTAL	\$11,200	