



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 127 THE MCKINLEY PARK SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K127

PRINCIPAL: AGATHA ALICANDRO

E-MAIL: AALICANDRO@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

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
Agatha Alicandro	*Principal or Designee	
Irene Gaglio	*UFT Chapter Leader or Designee	
Robin Quiles	*PA/PTA President or Designated Co-President	
Mary Pedersen	*PA/PTA President or Designated Co-President	
Linda Guerron	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 Peet	Member / Teacher	
Anna Maria Caruso	Member / Teacher	
Jennifer Epstein	Member / Teacher	
Jennifer Reinhart	Member / Parent	
Melanie Van De Graaff	Member / Parent	
Cathy Boutsikakis	Member / Parent	
Shoshana Urbina	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.

Teachers will receive professional development through informal observations and constructive feedback using a research based framework for teaching. By June 2012, the Principal and Assistant Principal will provide at least six formative observations for 100% of the teaching staff using selected components of a research-based rubric to provide meaningful feedback regarding enhancing professional practice.

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.

Our Student Performance, Grade C, as shown on the 2010-2011 Progress Report needs to be enhanced and raised. Student engagement is essential to learning and therefore, we are seeking additional ways to further engage students in learning. Promoting student engagement through the increase of academic challenge, active and collaborative learning, and enriching educational experiences will enhance the students understanding of the content being studied.

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.

A staff developer from the Danielson group has provided a full day of professional development to support the implementation of the Danielson Framework in classroom practices. A template for the collection of low inference data will be used to enhance the quality of instruction. We will be focusing on specific competencies from the researched based Framework for Teaching (Domains 2 and 3 of the Charlotte Danielson). School leaders will create and follow a schedule for teacher observations. Constructive feedback will be provided to assist teachers in support of increasing student engagement.

Based upon the analysis of the data we collect, the administration will provide opportunities for professional development to meet the needs of all teachers. Reflective practice will be developed through monitoring instructional outcomes and expectations based upon student achievement especially for our students with special needs and our English Language Learners. Cycles of observations will be

utilized to refine and strengthen current teaching practices during the September 2011 to the June 2012 school 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.

To establish a culture for learning and in keeping with Domain 2B, parent workshops are provided on a monthly basis. These workshops allow parents to familiarize themselves with the curriculum expectations and learn ways they can support their children. Parents are also invited into the classrooms on a monthly basis to actively participate in their child's learning.

A monthly newsletter is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program. In addition, each class has a designated class parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child's learning. Publishing parties and assemblies are other ways we welcome parents to strengthen the home-school connection.

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.

As we inquire about Highly Qualified Teachers, we collect and read through resumes, call references, and take recommendations prior to employment. We interview prospective hires in order to ensure a highly qualified employee. We monitor substitute teachers through informal observations during their daily work. We include our pedagogues in our teacher team discussions, our grade meetings, and all of the professional development opportunities that are offered within our school. We differentiate professional development opportunities through needs assessment gathered from collegial conversations and informal observations.

All new teachers are mentored by a school-based mentor. The school-based mentor provides a minimum of 2 periods a week of mentoring to each new teacher, which includes co-planning, conferences, classroom support and professional development. Mentoring is tracked using the Mentor Tracking System online.

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.

Our school has two part-time guidance counselors who provide hands-on counseling, collaborate with teachers, assist parents, and work closely with our Student Council. They help students handle issues that might get in the way of learning, guide students to productive futures, and create a positive environment for everyone at school. The members of the student council help share students' ideas,

interests, and concerns with the guidance counselors, teachers and administration. They are given the opportunity to actively participate in school wide initiatives and lend their hands to community causes. These student leaders gain responsibility, increased pride in their school, and an overall awareness of events at a local and/or global level. In addition, the guidance counselors engage the school community in many Service Projects.

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.

Staff Developer from Danielson Group: Tax Levy and Fair Student Funding

Books: Enhancing Professional Practice: Fair Student Funding

Per Diem- Title I

General Supplies/Materials: Tax Levy, Title I, Title III

ANNUAL GOAL #2 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 #2

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

The English Language Arts curriculum will be strengthened through the use of Common Core-Aligned performing tasks in order to prepare all students for the rigorous performance expectations in the Common Core Learning Standards. By June 2012, 100% of all students in Grades K-5 will have completed a literacy task in which they read, analyze, and respond to an informational text using opinions and arguments. As a result, 60% of all students in Grades K-5 will demonstrate a Level 3 or higher on the Spring 2012 literacy tasks as measured by a Depth of Knowledge teacher created rubric.

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.

Our school currently shows 55% of our students in the testing grades demonstrating proficiency in ELA. This year, we are striving to increase our percentage by 5%. In reviewing the previous year's curriculum map and comparing it to the Common Core State Standards, we found a need to increase the use of nonfiction texts across grade levels and content areas.

As part of the Citywide Instructional Expectations to successfully prepare all students, including students with disabilities and English

language learners, teachers will be supported in creating cognitively engaging learning experiences in their daily teaching. Through ongoing collaborative planning and professional development, teachers will be able to further align their instructional practices with the Common Core State Standards. All students will be engaged in the performance tasks utilizing UDL model for multiple entry point access which will enable students to demonstrate the knowledge and skills necessary for mastery across the grade levels.

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.

Professional development is being provided by our network, CFN 602, in support of the Common Core State Standards and the alignment of the performance tasks. Teachers will work in collaboration with the instructional coach to unpack and plan for the bundles. The instructional team will meet regularly to discuss and support colleagues in meaningful implementation of the Instructional Expectations for the 2011-2012 school year.

Teachers will work in teams to look closely at current student work utilizing CCLS aligned rubrics and Depth of Knowledge (DOK) Model to identify the steps needed to reach the level of performance that the Common Core State Standards demand and beyond. Teachers will engage all students in rigorous Common Core-Aligned tasks, embedded in well-crafted instructional units in English Language Arts and use a variety of instructional material including DOK, Universal Design for Learning, tasks-specific supports for English Language Learners and students with disabilities.

In teams, teachers will become familiar with descriptive features required of all performance tasks. They will acquire and plan for the scaffolds needed to strategically teach specific skills and language. Teachers will use culminating performance tasks guided around the use of Universal Design for Learning principles for each task. They will analyze the resulting student work to continue the cycle of inquiry. Teachers will be working on performance tasks and implementing them into the curriculum by the Winter of 2012.

Evidence of this goal will be found through teacher teaming, classroom observations, use of rubrics and scoring guides, student work, and student performance.

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.

We would like all of our children to be happy to come to school and this is best achieved by working closely with parents in a true

partnership. Good communication between home and school will help us to provide the very best for the children and keep parents informed about the wide range of events and opportunities we provide.

Family-school collaboration is a joint process of planning that brings together school staff, parents, children, and community members to maximize resources for child achievement and development. Parents are invited to many workshops that keep them informed about the new initiatives, the goals and expectations, and the implementation of Journeys which is our new core reading program designed to meet the diverse needs of our students.

Through workshops and classroom visits, parents will understand the Journeys program which is embedded in the Common Core State Standards initiatives and how it supports the common core through reading, writing, speaking and listening. Parents are welcome to visit their child's classroom once a month and actively participate in their class activities. Parental involvement is supported on an ongoing basis through a variety of school based events, meetings, and outreach methods. Parents are also invited to join the administrative team on a monthly basis to talk about PS 127 including our school ELA expectations.

The Parent Coordinator is instrumental in supporting parents in accessing all data resources available to parents. We also provide parents with open access to a parent room housed within our school which has a computer, internet access, and includes a variety of resources for their review.

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.

As we inquire about Highly Qualified Teachers, we collect and read through resumes, call references, and take recommendations prior to employment. We interview prospective hires in order to ensure a highly qualified employee. We monitor substitute teachers through informal observations during their daily work. We include our pedagogues in our teacher team discussions, our grade meetings, and all of the professional development opportunities that are offered within our school. We differentiate professional development opportunities through needs assessment gathered from collegial conversations and informal observations.

All new teachers are mentored by a school-based mentor. The school-based mentor provides a minimum of 2 periods a week of mentoring to each new teacher, which includes co-planning, conferences, classroom support and professional development. Mentoring is tracked using the Mentor Tracking System online.

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.

Our school has two part-time guidance counselors who provide hands-on counseling, collaborate with teachers, assist parents, and work closely with our Student Council. They help students handle issues that might get in the way of learning, guide students to productive futures, and create a positive environment for everyone at school. The members of the student council help share students' ideas, interests, and concerns with the guidance counselors, teachers and administration. They are given the opportunity to actively participate in school wide initiatives and lend their hands to community causes. These student leaders gain responsibility, increased pride in their school, and an overall awareness of events at a local and/or global level. In addition, the guidance counselors engage the school community in many Service Projects.

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.

- Per Diem: Title I and Title III
- General Supplies/Materials: Tax Levy, Title I, Title III
- Instructional Coach: Title I and Contract for Excellence

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.

The Mathematics curriculum will be strengthened through the use of Common Core-Aligned performing tasks in order to prepare all students for the rigorous performance expectations in the Common Core Learning Standards. By June 2012, 100% of all students in Grades K-5 will have completed a mathematical task in which they read, analyze, and respond to an informational text using opinions and arguments. As a result, 75% of all students in Grades K-5 will demonstrate a Level 3 or higher on the Spring 2012 mathematical tasks as measured by a Depth of Knowledge teacher created rubric.

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.

Our school currently shows 71% of our students in the testing grades demonstrating proficiency in Mathematics. This year, we are striving to increase our percentage to 75%. In analyzing the Common Core Aligned tasks in Mathematics, we have identified a need to incorporate more rigorous mathematical tasks which will involve students to analyze authentic problems, construct, and defend logical solutions.

As part of the Citywide Instructional Expectations to successfully prepare all students, including students with disabilities and English Language Learners, teachers will be supported in creating cognitively engaging learning experiences in their daily teaching. Through collaborative planning and professional development, teachers will be able to align their instructional practices with the Common Core State Standards. All students will be engaged in the performance tasks which utilize the Universal Design for Learning model creating multiple entry point for access, enabling students to demonstrate the knowledge and skills necessary for mastery across the grade levels.

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.

Professional development is being provided by our network, CFN 602, in support of the Common Core State Standards and the alignment of the performance tasks. Teachers will work in collaboration with the instructional coach to unpack and plan for the bundles. The instructional team will meet regularly to discuss and support colleagues in meaningfully implementing the Instructional Expectations for the 2011-2012 school year.

Teachers will work in teams to look closely at current student work utilizing CCLS aligned rubrics and Depth of Knowledge Model in order to identify the steps needed to reach the level of performance that the Common Core State Standards demand. Teachers will engage all students in rigorous Common Core-Aligned tasks, embedded in well-crafted instructional units in Mathematics using the DOK model and a variety of instructional material including tasks-specific supports for English Language Learners and students with disabilities.

In teams, teachers will become familiar with descriptive features required of all performance tasks. They will acquire and plan for the scaffolds needed to strategically teach specific skills and language. Teachers will use culminating performance tasks guided around the use of Universal Design for Learning principles for each task. They will analyze the resulting student work to continue the cycle of inquiry. Teachers will be working on performance tasks and implementing them into the curriculum by the Winter of 2012.

Evidence of this goal will be found through teacher teaming, classroom observations, use of rubrics and scoring guides, student work, and student performance.

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.

We would like all of our children to be happy to come to school and this is best achieved by working closely with parents in a true partnership. Good communication between home and school will help us to provide the very best for the children and keep parents informed about the wide range of events and opportunities we provide.

Family-school collaboration is a joint process of planning that brings together school staff, parents, children, and community members to maximize resources for child achievement and development. Parents are invited to many workshops that keep them informed about the new initiatives, the goals and expectations, and the implementation of Everyday Mathematics program.

Through workshops and classroom visits, parents will understand the program which is embedded in the Common Core State Standards initiatives. Parents are welcome to visit their child's classroom once a month and actively participate in their class activities. Parental involvement is supported on an ongoing basis through a variety of school based events, meetings, and outreach methods. Parents are also invited to join the administrative team on a monthly basis to talk about PS 127 including our school's expectations for Mathematics.

The Parent Coordinator is instrumental in supporting parents in accessing all data resources available to parents. We also provide parents with open access to a parent room housed within our school which has a computer, internet access, and includes a variety of resources for their review.

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.

As we inquire about Highly Qualified Teachers, we collect and read through resumes, call references, and take recommendations prior to employment. We interview prospective hires in order to ensure a highly qualified employee. We monitor substitute teachers through informal observations during their daily work. We include our pedagogues in our teacher team discussions, our grade meetings, and all of the professional development opportunities that are offered within our school. We differentiate professional development opportunities through needs assessment gathered from collegial conversations and informal observations.

All new teachers are mentored by a school-based mentor. The school-based mentor provides a minimum of 2 periods a week of mentoring to each new teacher, which includes co-planning, conferences, classroom support and professional development. Mentoring is tracked using the Mentor Tracking System online.

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.

Our school has two part-time guidance counselors who provide hands-on counseling, collaborate with teachers, assist parents, and work closely with our Student Council. They help students handle issues that might get in the way of learning, guide students to productive futures, and create a positive environment for everyone at school. The members of the student council help share students' ideas, interests, and concerns with the guidance counselors, teachers and administration. They are given the opportunity to actively participate in school wide initiatives and lend their hands to community causes. These student leaders gain responsibility, increased pride in their school, and an overall awareness of events at a local and/or global level. In addition, the guidance counselors engage the school community in many Service Projects.

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.

Per Diem: Title I and Title III

General Supplies/Materials: Tax Levy, Title I, and Title III

Instructional Coach: Title I and Contract for Excellence

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.

Through the development of an enrichment program we will enhance the student performance of Level 3 students.
By June 2012, 5% of our Level 3 students will demonstrate an increase in student performance.

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.

Based upon the data from the English Language Arts state exams, our Level 3 students are not demonstrating adequate progress. After surveying the school community, we began planning for the next steps in addressing the needs of our students who are at or above grade level standards. In order to inspire students to engage in deep and active learning, we will create an 8th period for two days a week. During this time, the students will be engaged in a project-based learning environment.

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.

Since projects build on authentic learning tasks and motivate students, it will be ideal to integrate project-based learning into our school day. Targeted students (Levels 3 and 4 in Grades 4 and 5) will be invited to participate in an enrichment program which will give them the opportunity to thrive in a project-based learning environment. The students will be academically engaged while developing the knowledge, skills, and stamina for independent learning. The program will be designed to provide students with the opportunity to develop their academic vocabulary through conversation. From this program, they will use their own strengths and cultural backgrounds, and accelerate their language acquisition while learning about topics of interest.

In keeping aligned with the Common Core State Standards, the teachers will add more non-fiction texts in order to deepen our students' understanding of the Social Studies curriculum and engage in inquiry based studies. During this time, the students will be given the opportunity to be involved in goal setting, research, organizing, and goal evaluation. Teachers will design final products to ensure success for all students. The choices of the students' final products will be based on an array of thinking levels and different formats, like Bloom's Taxonomy.

Additional funding will be used to create an additional period on Thursdays and Fridays to target our high performing students in Grades 4 & 5. A posting will be comprised targeting highly qualified teachers who are able to provide rigorous instruction throughout each session. Teachers will be paid per session.

Targeted students will be monitored periodically. Progress will be monitored through observations, student progress through formal and informal assessments, student work, student engagement, and the results on the state exams.

The administration will be responsible for interviewing prospective candidates based on the selection criteria outlined in the posting. This program will be implemented from January 2012 through May 2012.

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 be notified through invitation of their child's eligibility to participate in this enrichment program. Staff members and parents will articulate progress through a monthly progress sheet. Parents will also be invited to participate in hands-on activities.

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.

As we inquire about Highly Qualified Teachers, we collect and read through resumes, call references, and take recommendations prior to employment. We interview prospective hires in order to ensure a highly qualified employee. We monitor substitute teachers through informal observations during their daily work. We include our pedagogues in our teacher team discussions, our grade meetings, and all of the professional development opportunities that are offered within our school. We differentiate professional development opportunities through needs assessment gathered from collegial conversations and informal observations.

All new teachers are mentored by a school-based mentor. The school-based mentor provides a minimum of 2 periods a week of mentoring to each new teacher, which includes co-planning, conferences, classroom support and professional development. Mentoring is tracked using the Mentor Tracking System online.

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.

Our school has two part-time guidance counselors who provide hands-on counseling, collaborate with teachers, assist parents, and work closely with our Student Council. They help students handle issues that might get in the way of learning, guide students to productive futures, and create a positive environment for everyone at school. The members of the student council help share students' ideas, interests, and concerns with the guidance counselors, teachers and administration. They are given the opportunity to actively participate in school wide initiatives and lend their hands to community causes. These student leaders gain responsibility, increased pride in their school, and an overall awareness of events at a local and/or global level. In addition, the guidance counselors engage the school community in many Service Projects.

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.

Per Session- Tax Levy and Fair Student Funding

Materials- Tax Levy

General Supplies- Tax Levy

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.

Through the implementation of Journeys, our new reading program, we will be better able to meet the needs of our diverse learners. By June 2012, our students across different subgroups will show a total increase of 5% in student performance in English Language Arts as demonstrated through the assessment components of Journeys.

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.

As a result of the student performance in different subgroups on the NYS ELA exam and these students not showing adequate progress, we purchased and have begun implementing a new reading program. This program combines all the necessary components of literacy needed to meet the needs of these subgroups by providing and enhancing differentiation.

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.

Students will be engaged in read-alouds, shared reading, whole group and small group as well as guided reading lessons that are heavily focused on vocabulary development and higher lever thinking skills. Students will develop their overall reading comprehension

skills through direct and explicit instruction. Teachers will use the grammar, phonics, and spelling parts of this program in order for students to acquire, practice, and apply their new vocabulary, proper grammar, and spelling into their writing.

Teachers will use the Write-In-Readers to provide intervention for readers who struggle. Teachers will use the English Language Learners component of the program to target beginning, intermediate, and advanced English Language Learners.

Classroom teachers will collaborate with support staff to provide seamless instruction for all learners. We have also partnered up with a neighboring school that has been using the Journeys program. We have been setting up inter-visitations where teachers can view modeled lessons, debrief and collaborate with colleagues from other schools.

Evidence of this goal will be seen through observations, and student progress through formal and informal assessments. The administration and the instructional coach are responsible for overseeing the implementation of the reading program and the teachers are responsible for the instruction.

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.

We will have a Journeys Parent Workshop to inform parents about the various components of the Journeys Program. We will have workshops as per parent requests on a needs basis.

Parent letters are accessible for teachers to use in order to keep parents informed about the units. ThinkCentral is an online resource for Journeys in which parents and students can have access to the materials and resources for the Journeys program. In addition, each grade uses our school newsletter, The McKinley Monthly, which gives the parents an overall goal of the learning objectives for the month. Family Fridays welcome parents to participate within the classroom as they serve as partners in the educational process.

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.

As we inquire about Highly Qualified Teachers, we collect and read through resumes, call references, and take recommendations prior to employment. We interview prospective hires in order to ensure a highly qualified employee. We monitor substitute teachers through informal observations during their daily work. We include our pedagogues in our teacher team discussions, our grade meetings, and all of the professional development opportunities that are offered within our school. We differentiate professional development opportunities through needs assessment gathered from collegial conversations and informal observations.

All new teachers are mentored by a school-based mentor. The school-based mentor provides a minimum of 2 periods a week of mentoring to each new teacher, which includes co-planning, conferences, classroom support and professional development. Mentoring is tracked using the Mentor Tracking System online.

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.

Our school has two part-time guidance counselors who provide hands-on counseling, collaborate with teachers, assist parents, and work closely with our Student Council. They help students handle issues that might get in the way of learning, guide students to productive futures, and create a positive environment for everyone at school. The members of the student council help share students' ideas, interests, and concerns with the guidance counselors, teachers and administration.

They are given the opportunity to actively participate in school wide initiatives and lend their hands to community causes. These student leaders gain responsibility, increased pride in their school, and an overall awareness of events at a local and/or global level. In addition, the guidance counselors engage the school community in many Service Projects.

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.

Journeys Materials- Tax Levy
General Supplies- Tax Levy

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: Occupational Therapy	At-risk Health-related Services (Speech)
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	2
1	135	135	N/A	N/A	0	0	2	1
2	137	137	N/A	N/A	3	0	0	0
3	152	152	N/A	N/A	0	0	0	0
4	141	141	0	0	7	0	0	0
5	128	128	0	0	2	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
<p>ELA</p>	<ul style="list-style-type: none"> • Small group instruction (push-in/pull-out) with teachers throughout the school day • Small group instruction during the extended day (10 or less students per teacher or 5 or less special education students per teacher) • Wilson (small group with classroom teacher or paraprofessional) • Foundations (whole class instruction along with small group reinforcement) • At-risk SETSS (8 or less pupils with a special education teacher in pull-out instructional group for 45 minutes each day) • Peer Tutoring (partner work in the classroom) • Extended Time program (2 days per week for 50 minute intervals in small group setting using a variety of learning methodologies including but not limited to technology supported practice, guided reading and writing, interactive read-aloud, Wilson, Foundations, Leveled Literacy Intervention (LLI), and Teachers College Reading & Writing methodology) • Leveled Literacy Intervention (LLI) (3:1 with a trained teacher who utilizes the program during the extended day -2 days per week for 50 minutes) • Test Prep focused instruction in building and strengthening test taking skills and strategies offered during extended time and after school for a limited number of weeks prior to the NYS ELA & Math test • ESL support (10 beginner level students with one ESL teacher during extended time 2 days per week for 50 minutes, also utilizes Imagine Learning online tutorial program) • Intervention strategies are incorporated through small group instructional time using multi-sensory based methodologies. • Individualized teaching results from collecting data from formal & informal assessments. • Through an analysis of the data, students are taught through goal oriented teaching. These goals specifically target their academic needs. • Wilson, Great Leaps, Lindamood Bell are utilized to support students who are seen at risk by the SETSS provider.

<p>Mathematics</p>	<ul style="list-style-type: none"> • Small group instruction (push-in/pull out) during the school day • Small group instruction offered during the extended day (designed to reinforce Everyday Math lessons using manipulatives, games, and extension activities) • At –risk SETSS (8 or less pupils with a special education teacher in pull-out instructional group for 45 minutes each day) • Test Prep- strategies and approaches to performing on the NYS Math test to be implemented for a limited number of weeks prior to the test • Intervention strategies are incorporated through small group instruction. • Students are grouped according to their specific needs. • Informal & formal assessments are utilized to create individual goals for each student. • Interactive teaching is achieved through the use of the Smart board to support the Everyday Mathematics program for students who are seen at risk by the SETSS provider.
<p>Science</p>	<ul style="list-style-type: none"> • Academic Intervention Services are not provided specifically for one content area.
<p>Social Studies</p>	<ul style="list-style-type: none"> • Academic Intervention Services are not provided specifically for one content area.
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • Assist students in need as a result of Pupil Personnel Team meetings, teacher observations, and crisis needs of students • Small group or individual counseling as needed • Uses literature, games, and hands on activities • Uses positive reinforcement and techniques to promote self esteem and positive behaviors • Parent outreach • Behavior modifications are made in order to help the students achieve their goals • Crisis management techniques are used to assist children who possess difficulties with managing their emotional needs. Crisis management assessments are also used in order to determine emergencies. • Small group counseling services provided during the school day include play and art therapy.

At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Provides services to students as needed as a result of the PPT meetings • Provides Individual crisis counseling • Supports ICT teachers and Special Education teachers in designing and implementing FBA and BIP plans • Seeks to coordinate services as a result of evaluation process • Parent outreach
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Provides services to students as needed as a result of the PPT meetings • Provides crisis counseling on a needs basis • Helps to reinforce & achieve desired student outcome • Parent outreach
At-risk Services provided by the Occupational Therapist	<ul style="list-style-type: none"> • Children who are identified for at risk occupational therapy are taught strategies to improve handwriting using the program called. "Handwriting Without Tears. • Students who struggle with attention and focusing, engage in our "School Moves" program to help them regulate their sensory system.
At-risk Speech	<ul style="list-style-type: none"> • Small group at risk service is provided to students who present difficulties with semantic, pragmatic and expressive/receptive language development. • Students benefit from speech instruction which includes strengthening the sound/symbol correspondence using a program called, "Say & Do Articulation." • Sessions are designed to incorporate strategies for carry over into the classroom.
At-risk Health-related Services	<ul style="list-style-type: none"> • Open-Airways training provided by school nurse for students diagnosed with asthma-Series of lessons to teach and train children on how to manage their condition and when to seek assistance.

**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.

**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/Julia Bove	District 20	Borough Brooklyn	School Number 127
School Name McKinley Park School			

B. Language Allocation Policy Team Composition

Principal Agatha Alicandro	Assistant Principal Maria Casale
Coach Toni Ann Laudicina	Coach Toni Ann Laudicina
ESL Teacher Caroline Nicolosi	Guidance Counselor
Teacher/Subject Area Nedaa Shaban-Dari/ ESL Teacher	Parent type here
Teacher/Subject Area Annemarie Yeung	Parent Coordinator Rosann Vento
Related Service Provider type here	Other type here
Network Leader	Other type here

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

D. School Demographics

Total number of students in school	524	Total Number of ELLs	85	ELLs as share of total student population (%)	16.22%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

- Regarding the initial enrollment process of children into our schools, the identification of a child's home language is vital in determining a child's potential requirement of ELL Services. Parents/guardians receive the HLIS upon the registration of their child into our school. In addition to English, the HLIS is presently available in fourteen languages. During the enrollment period, our school secretary contacts one of our fully certified ESL teachers or a fully certified classroom teacher, to meet with the parent/guardian to conduct a brief oral interview. This interview is conducted to make certain that the parent understands the questions that are presented on the HLIS, to accurately determine the child's language(s) spoken at home, and if the child has any other formal education. When necessary, we ask staff members who speak other languages to assist parents who do not have sufficient English language with the oral interviews, as well as with the overall registration process, including completion of the HLIS. The Translation and Interpretation Unit is utilized when we cannot provide the needed language support to assist parents.

Following the parent's completion of the HLIS, an oral interview with parent and child is conducted by either licensed ESL teachers or trained classroom teacher. Once this is done, the certified ESL teacher reviews the responses and determines whether the primary language other than English is spoken at home; thereafter OTELE codes are determined. If the OTELE codes show a language other than English is spoken at home, the fully certified ESL teachers administer the Language Assessment Battery--Revised (Lab-R) exam within the first ten (10) days of the students' enrollment. The ESL teachers also review a range of ATS reports such as the RLER (a report that lists students' LAB-R and NYSESLAT eligibility) to ensure that students eligible for testing have been properly identified and screened, as well as the RPOB (a report that indicates the students' place of birth and home language).

The current LAB-R memo issued by the NYC Department of Education for the 2011-2012 academic year states that the LAB-R can only be issued one time upon a students' entry into the NYC public school system. Prior to being sent to the Scan Center, the students' cut score is used to determine the child's eligibility for ELL Services. The cut score determines the student's language proficiency level (beginner/intermediate, advanced or proficient). Students who score below proficiency level are entitled to state-mandated ELL services, and are placed in the appropriate ELL group. Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish Language Assessment Battery (LAB) only once, by a Spanish-speaking pedagogue within the first ten (10) days of enrollment, to determine language dominance.

In accordance with the NYS Department of Education, each ELL student is administered The New York State English as a Second Language Achievement Test (NYSESLAT) during the spring of each school year by a fully certified ESL teacher. The NYSESLAT measures an individual student's English proficiency level, as well as progress made by the student during the course of the academic year up until the time of administration. The NYSESLAT measures the English language proficiency level in the four modalities (listening, speaking, reading and writing) and determines whether or not the student continues to qualify for ELL services. When the NYSESLAT scores become available, a certified ESL teacher accesses and analyzes the scores on the RNMR (a report that generates students' NYSESLAT scores and modality breakdowns) to determine proficiency level for each modality, and areas in need of greater support. We utilize the RLAT (a report that generates the past three years of NYSESLAT scores for each ELL student) as a cross reference tool with the item analysis from the ELA (in grades 3-5) to further determine students' specific needs.

- Preceding the administration of the LAB-R, the student's parents/guardian are notified of their child's LAB-R results and

proficiency level through written communication within ten (10) days of the child's registration. Parent Orientation meetings must be conducted after the LAB-R results are tabulated. After a student is determined to be an ELL in accordance with screening procedures outlined above, Parent Orientation meetings as per OELL guidelines must be conducted; meetings held are ongoing throughout the year. Parents of ELL students receive an invitation in the appropriate language to attend a Parent Orientation Meeting, which is held within the first ten (10) days of their child's enrollment in the school. The Parent Orientation Meeting is conducted by our certified ESL teachers, with the support of administration and the assistance of the Parent Coordinator. Based on the HLIS's arrangements with the parent, volunteers are made available to provide translations and assistance to attendees. At the meeting, parents are provided with translated meeting agendas, and the fully certified ESL teacher informs parents of the three ELL programs available in NYC schools and give parents an opportunity to view the ESL Parent Orientation Video (produced by the NYC DOE and available in 13 languages) in their native language. In addition, they receive and are instructed to complete the Parent Survey and Program Selection Form (Epic form D) in the appropriate language and are asked to read the survey, indicate their ELL program choices in order of preference and return the documents signed in a timely manner. Parents/guardians are informed that, when making a decision, to keep in mind that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. Parents are informed that if they do not choose a program for their child, he/she will be placed in a Freestanding English as a Second language Program (ESL). Students must be placed in the appropriate program within ten (10) school days of enrollment. If there are 15 or more parents (via the Parent Choice and Program Selection Survey) of students who speak the same home language and they are on the same or on two contiguous grades opt for a bilingual program.

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

per the Aspira Consent Decree mandate. It is important to note that all ELL students must receive instruction from a certified ESL teacher.

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

- During the ESL Parent Orientation meeting in September, the majority of the Parent Survey and Program selection forms are completed. The certified ESL teachers and Parent Coordinator ensure that entitlement letters (Epic form C), Parent Survey and Program Selection forms (Epic form D) are distributed and collected. If parents do not respond to the Parent Orientation meeting invitation and do not attend the meeting, the non response is viewed as exercising the option for the Transitional Bilingual Program. The ESL teachers make several attempts to contact the child's parents/guardians in the appropriate language by letters and telephone calls, and schedule individual parent meetings or phone conferences to ensure that parents are given the opportunity to view the Parent Orientation Video and discuss the various ELL program options, as well as make them aware of the importance of the completion of The Parent Survey and Program Selection Form. Upon receiving the Entitlement letters and Program Selection Forms, copies are kept in a central location in the main office, as well as in the ESL Title III binder.
- Following the LAB-R screening of eligible students, parents are notified of the LAB-R results through written communication within ten (10) days of initial school enrollment. If the child scores below proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL teachers notify the parents of this by sending home the entitlement letter (EPIC form C) in English, as well as in the appropriate home language if available. Entitlement letters are distributed through the student's home/school folders. Parents are then invited to attend the ESL Parent Orientation meeting to discuss the various ELL programs available, view the Parent Orientation video (available in 13 languages), and complete the Parent Survey and Program Selection form (EPIC form D), where they indicate their ELL program choices in order of preference. The child is placed in an ELL program with ten days of enrollment. The ESL staff sends home a placement letter (EPIC form F) to inform parents of the placement of their child in an ELL program. In the case of bilingual classes, they are formed when there are fifteen (15) or more students on two contiguous grades for kindergarten through fifth grade. If there are insufficient numbers available of students to form a bilingual class, if available, the parent may choose to have his/her child attend another school with available bilingual classes in the appropriate language within the same school district, or have him/her remain in the Freestanding English as a Second Language (ESL) program available at our school.
- As newly identified ELL students enter our school throughout the year, the certified ESL teachers continue to schedule individual parent meetings to ensure that all parents have access to information, and have the opportunity to voice their program preference. After reviewing Parent Surveys and Program Selection Forms from the past few years, it is apparent that a majority of parents prefer to have their children enrolled in an ESL program. Our records indicate that parents continue to select ESL as their primary program choice. After reviewing responses from our entitled ELLs in the 2010-2011 school year, all seventeen (17) kindergarten ELL parents listed ESL as their first preference. The LAP team will continually monitor the trends in parental choice to aid in planning and the implementation of other programs in the future, in accordance with CR Part 154. Parents that do select a bilingual program for their child are given the opportunity to visit other schools that offer their desired program model, thus helping to build alignment between parent choice and program offerings. Parents have also expressed their desire to keep their children in their zoned schools; a bilingual class setting would require travel on the part of students during the regular school day. Some parents do choose send their children to attend after-school or weekend programs that teach their child's first language.
- After reviewing Parent Surveys, the ESL pull-out program that is implemented in our school is aligned with parent requests. Subsequent to being informed of the other programs available (e.g. Dual Language, Transitional Bilingual Education), the majority of

parents are inclined to choose Freestanding English as a Second Language (ESL). In the event that a Parent chooses a Bilingual or Dual-Language program, and we have a sufficient number of students (15 or more students with same home language, on two contiguous grades, i.e. K-1) to create a Transitional Bilingual program, parent choice will be honored in our school. If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school, or there is unavailability of dual language programs in the school, the ESL staff places the child in a free-standing ESL program and provides information to the parents about any nearby bilingual and/or dual language programs available in their home language.

Part III: ELL Demographics

A. ELL Programs

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

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

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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In						1								1
Total	0	0	0	0	0	1	0	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	72	0	6	13	0	5				85
Total	72	0	6	13	0	5	0	0	0	85

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

C. Home Language Breakdown and ELL Programs

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

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
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	7	8	9	3	5									32
Chinese	3	2	2	2	1	1								11
Russian	1													1
Bengali	1													1
Urdu					1									1
Arabic	3	7	6	10	4	4								34
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	2		1	1									5
Other	2													2
TOTAL	18	19	17	16	12	5	0	87						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 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?

- All eligible ELL students identified by the 2011 NYSESLAT, as well as the 2011-12 LAB-R, are provided with English-only instruction in our Free-Standing ESL program. Each of our two certified ESL teachers works with several ELL groups based on the CR-Part 154 regulation that requires 360 minutes for our beginner and intermediate students, and 180 minutes for advanced students. Currently, each ESL teacher works with ELL's from three contiguous grades in order to particularize the curriculum of the specific grade. ESL teachers are following the pull-out organizational model when providing instruction to our population of ELL students. When feasible, our ESL teachers use the push-in model or a combination of push-in and pull-out. We are planning to visit other NYC DOE schools to observe their push-in ESL programs.

- Students who are identified as being Beginner/Intermediate with regards to their English proficiency levels are provided with 72 minutes of daily ESL instruction per week, which amounts to 360 mandated minutes, as per the CR Part 154 regulation. Students who are identified as "Advanced" are provided with 45 minutes of ESL instruction 4 times a week, thus amounting to 180 mandated minutes. Students at the advanced level of English proficiency receive one unit of ELA instruction in their classroom. Two fully licensed ESL teachers are available at the school to deliver the mandated service to all of the students.

- Classroom teachers, the AIS provider, content area teachers and ESL teachers use a variety of resources and materials intended to address the diverse needs of our ELL population, in order to make language and content comprehensible. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. Throughout the content areas, the use of visuals (such as maps, charts, and pictures), graphic organizers (such as KWL charts and Venn diagrams) helps teachers in making content and language accessible to our ELL students. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre teaching and the utilization of important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ESL strategies. There is the additional use of bilingual dictionaries, books and photo collections as well as word-to word glossaries offered in math, science and social studies. The ESL program incorporates several approaches and methods to make content comprehensible and to enrich language development. Prominent among the teaching approaches is the Natural Approach. In the Natural Approach, teachers provide language input that learners can understand. Comprehension is facilitated by using visual aids, gestures, commands for physical actions (e.g. Total Physical Response), sentence expansions, open-ended sentences, and prefabricated phrases. Content area instruction will be presented using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach, as well as Total Physical Response methodology will be employed in the ESL instructional program. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they require.

Our school utilizes a combination of the balanced literacy approach in conjunction with Teacher's College for Writing and the Journeys Reading/Language Arts program. The ESL staff is using Rigby's On Our Way to English program, which provides grade level and

A. Programming and Scheduling Information

content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels. In addition, the ESL teachers are following the ELL component of the Journeys Reading/Language Arts program, so that the literacy and language arts activities in the mainstream classroom and the ESL classroom are aligned with one another. Reading and writing are taught as natural extensions of oral/aural communication tasks.

- Newly enrolled ELL students who score below proficiency level on the LAB-R and speak Spanish at home are administered a Spanish Language Assessment Battery (LAB) once by a Spanish-speaking pedagogue within the first ten (10) days of initial enrollment; to determine language dominance. All ELL students in grades 3-5 are required to take the New York State Mathematics and Science exams. ELL's may take the mathematics and science test in English or an alternative language - whichever better meets their linguistic needs. Currently, the New York State Department of Education offers each of these exams in Chinese (Traditional), Haitian Creole and Spanish. The Mathematics exams are also available in Korean and Russian. When possible, arrangements are made for the test to be translated orally into other languages for ELL's whose first language is one for which a written translation is not available from the New York State Department of Education. In the 2010-2011 school year, our school made these necessary accommodations for newly enrolled ELL students not capable of completing the exam in English. We provided written Chinese translated versions of the fifth grade NYS Mathematics exam and an Arabic-speaking ESL teacher provided newly enrolled ELL students with an Arabic home language in grades 3-5, with oral translation of the NYS Math exams.
- Our ESL teachers and classroom teachers frequently meet to plan and ensure curricular alignment. This collaboration provides opportunities for the exchange of feedback regarding student progress or stagnation in both classroom settings. Our ESL teachers and classroom teachers share data and information gathered from various assessment tools such as ECLAS, Fountas and Pinnell, ELA Periodic Assessments and the NYSESLAT, to help effectively guide and differentiate instruction for all our students to meet their individual needs. ESL teachers are continuously using strategies and scaffolds to develop, strengthen and enrich English language development. The ESL staff employs strategies such as modeling, schema building and activating prior knowledge to scaffold and differentiate instruction for ELL's.

Currently, our school does not have any students enrolled who can be classified as Students with Interrupted Formal Education (SIFE). SIFE students are ELL students born in a country other than the United States who enter the English Language School System (ELSS) in grade 3 or above, have had two years less schooling than their peers in their native countries, and function at least two years below expected grade level in reading and mathematics. In the event that a student is identified as a SIFE, the school and staff are prepared to implement an instructional plan which encompasses employing a Newcomer's program, adapting curriculum and standards to the SIFE's individualized needs. The SIFE student would participate in our Freestanding ESL program in a grade-appropriate group, thus receiving the mandated number of ESL instruction minutes as determined by his/her proficiency level. We would extend all opportunities for SIFE students in grades 3-5 to participate in programs such as AIS and extended day small group instruction. Also, an individualized learning plan will be developed with achievable goals where continuous monitoring of progress and adjustments of individualized learning plans are made. In addition, multiple teaching and assessment methods will be used to help support and develop students' learning needs. When possible, students will also be paired with a "Buddy" who is able to communicate in the same language to help ease the transition into classroom expectations and activities.

Our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Foundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. In addition to Wilson Foundations, students in grade one receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program to reinforce phonics. Our newcomer ELL's in grade 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELL's in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy offered after school on Thursdays and Fridays weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and math are contingent upon school budget. In the 2010-2011 school year, our school offered six sessions of ELA and Math test preparation on Thursday and Friday, six weeks prior the administration of the exams.

Our ELLs receiving services for four to six years participate in our Freestanding ESL program, with placement in the grade appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended-day sessions on Monday and Tuesday where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our Test Prep Academy offered after school on Thursdays and Fridays, weeks prior to the NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. Classroom teachers and ESL teachers will analyze test scores, progress or stagnation of students, and may meet with the School Assessment Team (SAT) to look into possible evaluation to assess if

speaking. Do not include:

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?

- As stated above, our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Foundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. Our newcomer ELLs in grades 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELLs in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy offered after school on Thursdays and Fridays, weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know in order to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and math are contingent upon school budget. In the 2010-2011 school year, our school offered six sessions of ELA and math test preparation on Thursday and Friday, six weeks prior the administration of the exams.

- Our ELLs receiving services for four to six years participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended-day sessions on Monday and Tuesday where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our Test Prep Academy to further develop their literacy, math and test-taking skills, and to provide additional opportunities to practice for state exams in a small group setting.

- We recognize that ELL students who have attained proficiency on the NYSESLAT (Former ELLs) are in need of additional transitional support to continue to progress academically. In the 2010-2011 academic year, approximately 20 students, or 18% of our entitled ELLs attained proficiency on the Spring NYSESLAT exam (5 kindergarten students, 7 first grade students, 2 second grade students, 5 third grade students, 1 fourth grade student). Some of our former ELLs receive AIS services for additional literacy, math and content area support, and participate in extended day session with their classroom teacher. They are invited to participate in our Test Prep Academy offered prior to taking state exams. Additionally, during the NYS ELA and math exams, former ELLs receive the recommended ELL accommodations for up to two years. Accommodations include extended time (i.e. time and a half of productive test-taking), separate location and/or small group administration, use of glossaries, and third reading of the ELA listening passage after attaining proficiency on the NYSESLAT as per the NYS Department of Education regulations.

- Currently, P.S 127 has no plans to add new programs for our ELL students in the upcoming year; nevertheless, we are always working diligently to make improvements where applicable.

- Currently, P.S 127 has no plans to discontinue any programs or services implemented, since evidence shows that the program successfully supports our ELL population and their needs. We will continue to monitor the success of all of our programs and services to ensure that our ELL students are afforded equal opportunities to learning that contributes to their progress.

- Our English Language Learners are always encouraged and afforded equal access to all school programs. They receive constant exposure to technology in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead projectors. ELLs are given opportunities to use a purchased interactive computer software program called Imagine Learning, which provides them with one-on-one instruction of English literacy skills specifically designed to meet their individual needs.

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?

- As stated above, our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Foundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. Our newcomer ELLs in grades 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELLs in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy offered after school on Thursdays and Fridays, weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know in order to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and math are contingent upon school budget. In the 2010-2011 school year, our school offered six sessions of ELA and math test preparation on Thursday and Friday, six weeks prior the administration of the exams.

- Our ELLs receiving services for four to six years participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended-day sessions on Monday and Tuesday where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our Test Prep Academy to further develop their literacy, math and test-taking skills, and to provide additional opportunities to practice for state exams in a small group setting.

- We recognize that ELL students who have attained proficiency on the NYSESLAT (Former ELLs) are in need of additional transitional support to continue to progress academically. In the 2010-2011 academic year, approximately 20 students, or 18% of our entitled ELLs attained proficiency on the Spring NYSESLAT exam (5 kindergarten students, 7 first grade students, 2 second grade students, 5 third grade students, 1 fourth grade student). Some of our former ELLs receive AIS services for additional literacy, math and content area support, and participate in extended day session with their classroom teacher. They are invited to participate in our Test Prep Academy offered prior to taking state exams. Additionally, during the NYS ELA and math exams, former ELLs receive the recommended ELL accommodations for up to two years. Accommodations include extended time (i.e. time and a half of productive test-taking), separate location and/or small group administration, use of glossaries, and third reading of the ELA listening passage after attaining proficiency on the NYSESLAT as per the NYS Department of Education regulations.

- Currently, P.S 127 has no plans to add new programs for our ELL students in the upcoming year; nevertheless, we are always working diligently to make improvements where applicable.

- Currently, P.S 127 has no plans to discontinue any programs or services implemented, since evidence shows that the program successfully supports our ELL population and their needs. We will continue to monitor the success of all of our programs and services to ensure that our ELL students are afforded equal opportunities to learning that contributes to their progress.

- Our English Language Learners are always encouraged and afforded equal access to all school programs. They receive constant exposure to technology in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead projectors. ELLs are given opportunities to use a purchased interactive computer software program called Imagine Learning, which provides them with one-on-one instruction of English literacy skills specifically designed to meet their individual needs.

- P.S 127 is always striving to improve reading and writing skills, as well as vocabulary development for our entire students population including ELLs. We have implemented a variety of strategies to support our ELL students, including the use of small group instruction, differentiated instruction, and the use of technology.

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

C. Schools with Dual Language Programs

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

Not Applicable to P.S 127

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

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.

- The goal of the administration is to provide all certified common branch and special education teachers, guidance counselors, occupational therapists, speech therapists, and parent coordinator with opportunities for professional development programs that support the academic gains and English language development of English Language Learners. Our Network Support ESL Instructional Compliance Specialist, along with the OELL offers Professional Development opportunities to all teachers who work with ELLs. All licensed classroom teachers, service providers and paraprofessionals attend staff conferences and other professional development opportunities offered in and outside of the school building to ensure that they will be able to provide support to assist all of our ELL students as they transition from one proficiency level to another. In addition to teaching our ELL population, our certified ESL teachers will provide in-school staff development and support for common-branch and special education classroom teachers, occupational/speech therapist and paraprofessionals regarding ESL methodologies and strategies, with an emphasis on the importance of providing ELLs with background knowledge and scaffolds to support their academic language proficiency needed to help ELLs grow and progress towards meeting state learning standards. Another goal is to provide P.S 127 staff members with an understanding of the stages and process of language acquisition, along with the various cultural and native language transfer factors that can impact the process.

Our pupil-personnel secretary has attended professional development workshops provided by the NYC Department of Education, which focuses on pertinent information regarding working with ELLs and their parents during the initial registration process, accessing vital information pertaining to ELLs through ATS, and the appropriate support involved in completing the Home Language Identification Survey (HLIS).

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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)	Dual Language
1. How do you evaluate the needs of the parents?	100%	100%
3. How do you evaluate the needs of the parents?	75%	75%
4. How do your parental involvement activities?	50%	50%
- Our Parent Coordinator is an important member of the school community.	25%	25%
strong link with the community. She coordinates parent workshops and collaborates with the PTA and staff to plan school events such as Family Fridays (parents are invited on the first Friday of each month into their child's classroom to assist in classroom activities). Movie Night School Flea Market, book fairs and plant sales; all	100%	100%

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?

- Our Parent Coordinator is an important member of our school community. She works alongside the Parent Teacher Association and our strong Executive Board, which represents all language subgroups in our schools and other staff members to create an atmosphere that is welcoming to all parents. She coordinates parent workshops and collaborates with the PTA and staff to plan school events such as Family Fridays (parents are invited on the first Friday of each month into their child's classroom to assist in classroom activities), Movie Night, School Flea Market, book fairs and plant sales; all of which invitations to volunteer are extended to all parents - including parents of ELLs. Our Gardening Committee searches for school-wide projects to enhance student learning, including our population of ELLs; fostering parental participation and involvement. The Grant Writing committee continuously searches for grants to receive funding for students including ELLs. Parents are invited to participate in our Cup of Coffee and Scoop of Info meeting (held once a month), where the administrators and the parent coordinator meet with parents in a friendly atmosphere with an open question /answer session, in order to clarify any issues and discuss upcoming events. Notes and minutes are recorded to plan next steps in helping to address parent concerns. In addition, our parent coordinator addresses parent questions and concern on a daily basis. Each class in grades K-5 elect a class parent to communicate with other parents regarding teacher notes, memos, reminders, class assemblies and class trips. Class parents are often bilingual in Spanish, Chinese and Arabic, and use various resources to help communicate with other parents not fluent in English. Our Parent Coordinator searches for outside organizations and agencies to address the needs of ELL Parents and students. The United Federation of Teachers sponsors Dial -A -Teacher - a homework help program for all our students including ELLs. They provide afterschool over the phone homework help for students during the school year. They provide provide parents with assistance in helping their children with their homework, answer parents' questions and give advice on how they can help their child at home. The Dial-A-Teacher staff speaks 12 languages: Arabic, Bengali, Chinese (Mandarin, Cantonese and Fukanese), English, French, Greek, Haitian-Creole, Hebrew, Italian, Korean, Russian, Slovak and Spanish. Also, Our Parent Coordinator works with the District Attorney's Office to provide all parents with a workshop on cyber-bullying and internet safety. The NYC Department of Education offers free over-the-phone interpretation services to help teachers and school staff communicate with non-English speaking parents and families.

- Our school makes every effort to ensure that parents' needs are met. A parent questionnaire is sent home with the child to be filled out by the parent. The responses from this questionnaire gives the schools insight on suggestions, and aids in the planning of potential workshops and school-wide activities. During the spring Parent-Teacher Conferences, parents receive the NYC Schools Survey to rate academic expectations, safety and respect, communication and engagement with our school. During this time (spring PTC), parent volunteers that speak various languages circulate throughout the school offering translational assistance. Parents are also welcome to place suggestions in our Suggestion Box located in the main office. Parents are invited to volunteer in our Learning Leader program, which provides one-on-one help and academic support for struggling students, including our ELLs.

We firmly believe that when schools and families work together to support learning, that parental involvement can have a great impact on the performance and achievement of students. The school administration and parent coordinator review the responses on the parent questionnaire and suggestions placed in the suggestion box throughout the year to address specific parental concerns and needs. The P.S 127 staff collaborates to help create a enriching and supportive environment for students and parents, with the dedication to help meet the individual needs of our diverse population of students.

- As stated above, parents of ELLs are welcome to participate in school-wide and classroom activities, events and assemblies to help foster parental involvement and develop an open system of communication within the school community.

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.
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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?

- As stated above, our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Foundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. Our newcomer ELLs in grades 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELLs in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy offered after school on Thursdays and Fridays, weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know in order to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and math are contingent upon school budget. In the 2010-2011 school year, our school offered six sessions of ELA and math test preparation on Thursday and Friday, six weeks prior the administration of the exams.

- Our ELLs receiving services for four to six years participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended-day sessions on Monday and Tuesday where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our Test Prep Academy to further develop their literacy, math and test-taking skills, and to provide additional opportunities to practice for state exams in a small group setting.

- We recognize that ELL students who have attained proficiency on the NYSESLAT (Former ELLs) are in need of additional transitional support to continue to progress academically. In the 2010-2011 academic year, approximately 20 students, or 18% of our entitled ELLs attained proficiency on the Spring NYSESLAT exam (5 kindergarten students, 7 first grade students, 2 second grade students, 5 third grade students, 1 fourth grade student). Some of our former ELLs receive AIS services for additional literacy, math and content area support, and participate in extended day session with their classroom teacher. They are invited to participate in our Test Prep Academy offered prior to taking state exams. Additionally, during the NYS ELA and math exams, former ELLs receive the recommended ELL accommodations for up to two years. Accommodations include extended time (i.e. time and a half of productive test-taking), separate location and/or small group administration, use of glossaries, and third reading of the ELA listening passage after attaining proficiency on the NYSESLAT as per the NYS Department of Education regulations.

- Currently, P.S 127 has no plans to add new programs for our ELL students in the upcoming year; nevertheless, we are always working diligently to make improvements where applicable.

- Currently, P.S 127 has no plans to discontinue any programs or services implemented, since evidence shows that the program successfully supports our ELL population and their needs. We will continue to monitor the success of all of our programs and services to ensure that our ELL students are afforded equal opportunities to learning that contributes to their progress.

- Our English Language Learners are always encouraged and afforded equal access to all school programs. They receive constant exposure to technology in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead projectors. ELLs are given opportunities to use a purchased interactive computer software program called Imagine Learning, which provides them with one-on-one instruction of English literacy skills specifically designed to meet their individual needs.

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- P.S 127 is always striving to improve reading and writing skills, as well as vocabulary development for our entire students population including ELLs. We have implemented a variety of strategies to support our ELL students, including the use of small group instruction, differentiated instruction, and the use of technology.

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.

C. Schools with Dual Language Programs

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

Not Applicable to P.S 127

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- Our Parent Coordinator is an important member of our school community. She works alongside the Parent Teacher Association and our strong Executive Board, which represents all language subgroups in our schools and other staff members to create an atmosphere that is welcoming to all parents. She coordinates parent workshops and collaborates with the PTA and staff to plan school events such as Family Fridays (parents are invited on the first Friday of each month into their child's classroom to assist in classroom activities), Movie Night, School Flea Market, book fairs and plant sales; all of which invitations to volunteer are extended to all parents - including parents of ELLs. Our Gardening Committee searches for school-wide projects to enhance student learning, including our population of ELLs; fostering parental participation and involvement. The Grant Writing committee continuously searches for grants to receive funding for students including ELLs. Parents are invited to participate in our Cup of Coffee and Scoop of Info meeting (held once a month), where the administrators and the parent coordinator meet with parents in a friendly atmosphere with an open question /answer session, in order to clarify any issues and discuss upcoming events. Notes and minutes are recorded to plan next steps in helping to address parent concerns. In addition, our parent coordinator addresses parent questions and concern on a daily basis. Each class in grades K-5 elect a class parent to communicate with other parents regarding teacher notes, memos, reminders, class assemblies and class trips. Class parents are often bilingual in Spanish, Chinese and Arabic, and use various resources to help communicate with other parents not fluent in English. Our Parent Coordinator searches for outside organizations and agencies to address the needs of ELL Parents and students. The United Federation of Teachers sponsors Dial -A -Teacher - a homework help program for all our students including ELLs. They provide afterschool over the phone homework help for students during the school year. They provide provide parents with assistance in helping their children with their homework, answer parents' questions and give advice on how they can help their child at home. The Dial-A-Teacher staff speaks 12 languages: Arabic, Bengali, Chinese (Mandarin, Cantonese and Fukanese), English, French, Greek, Haitian-Creole, Hebrew, Italian, Korean, Russian, Slovak and Spanish. Also, Our Parent Coordinator works with the District Attorney's Office to provide all parents with a workshop on cyber-bullying and internet safety. The NYC Department of Education offers free over-the-phone interpretation services to help teachers and school staff communicate with non-English speaking parents and families.

- Our school makes every effort to ensure that parents' needs are met. A parent questionnaire is sent home with the child to be filled out by the parent. The responses from this questionnaire gives the schools insight on suggestions, and aids in the planning of potential workshops and school-wide activities. During the spring Parent-Teacher Conferences, parents receive the NYC Schools Survey to rate academic expectations, safety and respect, communication and engagement with our school. During this time (spring PTC), parent volunteers that speak various languages circulate throughout the school offering translational assistance. Parents are also welcome to place suggestions in our Suggestion Box located in the main office. Parents are invited to volunteer in our Learning Leader program, which provides one-on-one help and academic support for struggling students, including our ELLs.

We firmly believe that when schools and families work together to support learning, that parental involvement can have a great impact on the performance and achievement of students. The school administration and parent coordinator review the responses on the parent questionnaire and suggestions placed in the suggestion box throughout the year to address specific parental concerns and needs. The P.S 127 staff collaborates to help create a enriching and supportive environment for students and parents, with the dedication to help meet the individual needs of our diverse population of students.

- As stated above, parents of ELLs are welcome to participate in school-wide and classroom activities, events and assemblies to help foster parental involvement and develop an open system of communication within the school community.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	1	4	2	2	11								30
Intermediate(I)	10	5	7	3	1	1								27
Advanced (A)	2	11	5	10	2	3								33
Total	22	17	16	15	5	15	0	0	0	0	0	0	0	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	1	0	1	7							
	I	4	1	2	1	0	4							
	A	8	6	4	8	3	2							
	P	14	14	11	11	2	2							
READING/ WRITING	B	10	1	4	2	1	11							
	I	10	2	7	3	2	1							
	A	1	8	5	10	0	3							
	P	6	10	2	5	3	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	8	2	0	13
4	2	2	1	0	5
5					0
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	3		3		8	1	1		16
4	2		1	1	2		0		6
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		1	1	1		6
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				
NYSAA Science				

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

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

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

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: <u>The Mckinley Park School</u>		School DBN: <u>20K127</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Agatha Alicandro	Principal		12/1/11
Maria Casale	Assistant Principal		12/1/11
Rosann Vento	Parent Coordinator		12/1/11
Caroline Nicolosi	ESL Teacher		12/1/11
	Parent		
Annemarie Yeung/ Second Grade	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		
Toni Ann Laudicina/ Literacy	Coach		12/1/11
	Coach		
	Guidance Counselor		
	Network Leader		
Nedaa Shaban-Dari	Other <u>ESL Teacher</u>		12/1/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K127** School Name: **P.S 127**

Cluster: **6** Network: **602**

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.

Upon initial registration, all parents enrolling their children in our school must complete a Home Language Identification Survey to determine their child's dominant home language. The revised HLIS now includes a section to help determine parental language preference when receiving written or oral information from our school. Additionally, we review various ATs reports such as the Home Language Aggregation Report and the Place of Birth Report to accurately determine our parents' interpretational needs.

To ensure that all parents are provided with appropriate and timely information in a language they can understand, our school website provides imperative information about upcoming school events, test dates that are instantly translated into all major languages. Our school website is updated by our parent coordinator daily. Also, our website gives parents access to class web pages that provide parents with classroom assignments, upcoming events, assemblies and trips. Class web pages are also instantly translated into all our major language groups.

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.

After reviewing the parent responses to the Home Language Survey, our findings reveal that a small percentage of parents request translation in their primary language. In cases when parents request oral interpretation or written translation, our parent coordinator uses the necessary resources to communicate with parents (i.e NYC DOE Translation and Interpretation Unit , parent volunteers or teachers) . The findings of the school's written translation and oral interpretation needs are reported at open PTA General and Executive Board meetings and School Leadership Team meetings.

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.

Teachers, administrators and the PTA communications for parents are sent to the DOE Translation and Interpretation Unit to be translated into the major home languages needed in the school. PTA notices are translated by parent volunteers fluent in other languages needed. Brief notes regarding students' daily. We also use parent notification forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them. Our school website provides parents with beneficial information for parents, staff and students about school events, state tests, and other important issues. The website is updated on a daily basis and is instantly translates in all of our major language groups.

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.

Our school plans on providing oral interpretation services for our Parent teacher conferences, using parent volunteers. Also if needed, we will utilize the DOE interpretation services.

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

P.S 127 posts notices regarding the availability of translation and interpretation services at the primary entrance of our school. Upon enrollment, we provide parents whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.

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: P.S 127	DBN: 20K127
Cluster Leader: Jose Ruiz	Network Leader: Julia Bove
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 25 Grades to be served by this program (check all that apply): ●K ●1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: Title III Instructional Program

Our Title III ELL After-School Academy will consist of approximately twenty-five beginner and intermediate level English Language Learners (ELLs) in grades 2-5. The after-school program will run from January 2012 through May 2012. We are planning for the program to be in session Thursday and Friday afternoons for about two hours (2:40-4:30). Children will be given time for snack while being supervised by a school aide. A school aide will also be engaged in preparing materials needed for the program. One certified ESL teacher and one certified common branch teacher will work with ELLs from grades two through five in small groups to reinforce English language acquisition skills as well as develop reading and writing skills needed to succeed on the NYSESLAT, ELA and math exams. Also, time will be dedicated for homework help where teachers will offer assistance and reinforcement with what is learned in the classroom. Allocated funding will be used to purchase bilingual dictionaries, dual language children's books, and Journeys English Language Learner supplemental materials (intervention kit, vocabulary context cards... etc) another other material to support the program. Test prep material will be utilized at no cost to the Title III budget.

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: Our school literacy coach provides continuous support to our classroom teachers to plan units of study, implement the curriculum as well as share strategies and techniques to differentiate instruction to meet the diverse needs of our students, including ELLs. Currently, we are researching potential professional development opportunities to meet our school's needs. These professional development workshops will provide classroom teachers, ESL teachers as well as service providers with strategies they can utilize to develop and enrich learning for our population of English Language Learners.

Part D: Parental Engagement Activities

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: Our Parent Coordinator is an excellent resource for our parents and guardians. She supports the ESL and comon branch teachers. She also works closely with Parent Teacher Association, and our Exectutive Board which represents all language subgroups in our schools and other staff members to create an atmosphere that is welcoming to all parents. She coordinates parent workshops, and collaborates with the PTA and staff on school events such as Family Fridays (parents are invited on the first Friday of each month into their child’s classroom to assist in classroom activities), Movie Night, School Flea Market, book fairs and plant sales, all of which parents are welcome to volunteer, including parents of ELLs.

Parents are invited to participate in our "Cup of Coffee and Scoop of Info" meeting, (once a month) , where the administrators and the parent coordinator meet with parents in a friendly atmosphere with an open question-answer session to discuss any issues and upcoming events. Notes and minutes are recorded to reflect and plan next steps in helping to address parent concerns. In addition, our parent coordinator addresses parent questions and concerns on a daily basis. Each class in grades K-5 have a class parent to communicatate with other parents regarding teacher notes, memos, reminders, class assemblies and class trips. Class parents are often bilingual in Spanish, Chinese, Arabic and use various resources to help communicate with other parents not fluent in English.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		