



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **P.S. 128 THE BENSONHURST SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **21K128**

PRINCIPAL: **MARCIA ROBINS**

EMAIL: **MROBINS3@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **ISABEL DIMOLA**

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
Marcia Robins	*Principal or Designee	* all signatures available upon request
Nicole Anastasio	*UFT Chapter Leader or Designee	
Lori Bilboa	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sendija Pejcinovic	Member/Parent	
Margaret Santiago	Member/Parent	
Joyce Finger	Member/Parent	
Martha Gjini	Member/Parent	
Susan Carey	Member/Teacher-Chairperson	
Audrey Grodzitsky	Member/Teacher	
Andrea Gutterman	Member/Teacher	

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.

By June 2012, 75% of students in Grades 3-5 will show improvement in using mathematical models and/or constructing viable arguments that lead to a practical solution by moving up at least one rubric level on a teacher made culminating task.

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 on the results of Everyday Math unit assessments, Problem of the Day, RSA (Recognizing Student Achievement) and taking into consideration the mandated Common Core Standards for Mathematical Practice, it was determined that our Grade 3-5 students need to strengthen their mathematical thinking skills and increase their proficiency in constructing viable arguments.

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.
- September 2011-June 2012, ongoing
- Math AIS teacher (Grades 3-5) will support students in using mathematical models and/or constructing viable arguments
- Teachers will develop grade level rubrics to assess students' mathematical content and performance which includes a written explanation
- Teachers will assign one extended response question a minimum of three times a week, during class time, using Problem of the Day or other similarly designed problem aligned to the grade
- All students will reflect on Problem of the Day using a viable argument one to two times per week in a reflection journal
- Problem of the Day reflection journal will be collected three times during the year to evaluate progress of students' responses in constructing viable arguments
- Teachers will utilize daily RSAs in order to inform student instruction and differentiate student needs

- Math RSA Assessment to monitor ongoing progress and mastery of skills and to look at grade and school wide trends
 - November 2011
 - February 2012
 - May 2012
- Teachers will assign an extended response question a minimum of three times a week for homework
- Teachers will meet during common preps, menu periods, and after school to develop rubrics
- Teachers will use rubrics with students to model a proficient response
- Teachers will provide timely feedback to students in assessment of their written responses
- Classroom teachers will have three to five common preparation periods per week and a menu period, by grade, to meet for collaborative planning, articulation, and looking at student work
- Teachers will utilize ARIS Common Core Library for resources and support – NYC sample math bundles
- Classroom teachers will create units of study
- After-school program to support math skills
- Administration will add 15 minutes per day to the math schedule (90 minute math block daily)
- Administration purchased Problem of the Day program
- Administration purchased Moving with Math pre and post assessment
- Administration, CFN, Coach and lead teachers will provide professional development at faculty conferences, grade meetings, Lunch and Learns and Professional Development days
- Administration, coach and instructional team will provide professional development in creating rubrics aligned to CCSS
- Administration will create a collection schedule in order to collect and monitor student progress
- Administration, coach and CFN leader will provide feedback after class walkthroughs

Steps for including teachers in the decision making process

- Teachers will meet during common preps, menu periods, and after school to meet for collaborative planning, articulation, and looking at student work to monitor student progress in math
- Teachers will meet at monthly grade conferences with the administration to analyze students' use of mathematical models and their ability to construct viable arguments.

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.
- PS 128 will hold monthly workshops, including but not limited to: Everyday Math, test sophistication, DOK and CCLS, promotion criteria, PTA meetings(every other month), and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and

improvement of SWP programs

- A SWP Title I Parent Coordinator will also provide parent involvement activities, in addition to the above, based upon parent surveys to meet their needs.
- The parent coordinator sends out a bimonthly newsletter to inform parents of important information and school events.
- The parent coordinator lends out Everyday Math games to parents to support their children at home.
- Parents will be provided with timely information on programs, workshops, events and meetings.
- Notices written in foreign languages
- Translators to aid in communicating important information at meetings, workshops, activities, and conferences.
- Monthly grade translated newsletter to inform the parents of the next month's curriculum, key dates, and how parents can partner with teachers to help their children at home.
- Parents will be provided with Home Connection Everyday Math Resource book to support their children with their math skills

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.

The principal, a trained literacy coach, the Data Specialist, lead teachers, and CFN network specialists will provide on-going high quality professional development aligned with the State and City standards and the Common Core State Standards. At least, 10% of our Title I SWP allocation will be used to provide training to all teachers. An additional 5% will be used for professional development once all teachers have been surveyed and deemed Highly Qualified in their area. Title I SWP money will additionally be used to provide professional development and substitutes for teachers for Professional Development; such as, inter-visitations and internal and external professional development sessions in areas specific to each individual teacher's needs and for midyear and end year planning days. Per Diem substitute money will also be used for grade-specific and vertical planning days to work with the coach on curriculum development. "Lunch and Learns," will be utilized for professional development, as well. Professional books will be purchased and made available as resource materials. Teachers will be trained in the utilization of a research based rubric in order to reflect upon and improve their teaching practices. Teachers will be empowered to write their own individual professional growth goals and actively participate in their own learning through the use of ARIS Learn and collaboration within the school building. Teacher teams will be supported and encouraged as they plan, create curriculum, and study strategies of questioning and discussion methods through Inquiry. Teachers will be supported to lead professional development sessions in their areas of expertise.

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.
 - P.S. 128 teaching staff work in after-school FIAO program, Grades 3-5, to support all CORE subject areas, aligned to our day program
 - Everyday Math components , including the use of RSAs, will be utilized in order to inform student instruction and differentiate student needs
 - Title III After-school Programs to support students in math
 - Title III Immigrant funds will be used for classroom supplies for immigrant students
 - Support through CFN Network

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.
 - As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:
 - SETSS Teacher – TL, FSF
 - AIS teacher for support of ELLS in mathematics, pending funding – 2 days a week, for 8 weeks - Title III
 - Part time AIS Grades 3-5 math teacher – FSF
 - **Race to the Top funds** for per diem days for midyear planning for grades to develop citywide expectations of units of study and culminating performance tasks in mathematics
 - Part time Coach to assist Grade 3-5 general education and special education classroom teachers in mathematics – TL, FSF
 - Parent Coordinator to provide parent workshops -TL
 - Funds for Substitute teachers for ongoing professional development, pending funding (10% PD) - SWP Title I
 - Support through CFN math network specialist
 - Support through CFN 605
 - Assistant Principal , pending hire (Title I SWP)
 - Principal

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.

By June 2012, 75% of all students in Grades 3-5, including SWDs and ELLS, will show progress in completing a culminating task embedded in a unit of study that asks them to read and analyze informational texts and write an opinion and argument in response by moving up at least one rubric level.

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 on the results of the NYS 2011 ELA, performance on the 2011 Acuity Predictive assessment, evaluation of authentic student work and taking into consideration the CCLS in ELA, it was determined that our Grade 3-5 students need to strengthen their writing skills and their ability to analyze informational texts.

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.
- September 2011 – June 2012, ongoing
- Schedule all K-5 classes with 120 minutes of literacy a day including a 90 minute block Readers/Writers workshop and Word Work.
- Researched based programs used to support AIS students in ELA, including Voyager, Foundations and Soar to Success
- Teachers will develop a Common Core-aligned nonfiction unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers will use rubrics with students to model a proficient response.
- Teachers will provide timely feedback to students in assessment of their written arguments.
- Teachers will scaffold activities to incorporate flexibility into instructional methods and materials as a way to accommodate every student in the classroom.
- Teachers will support SWDs by providing the same information through different modalities and providing information in a format

that will allow for adjustability

- Teachers will use scaffolds, including pre teaching vocabulary and building background knowledge, in order to engage ELLs as they prepare for the final performance task.
- Classroom teachers are scheduled for three to five common preparation periods per week and a menu period, by grade, to meet for collaborative planning, articulation, and looking at student work
- Teachers will work collaboratively to develop lessons that incorporate written skills needed for providing evidence to support arguments.
- Teachers will meet during common preps, menu periods, and after school to develop rubrics to assess the use of evidence to support a claim
- Midyear planning days will be provided, pending budget
- Teachers will utilize ARIS Common Core Library, including sample NYC bundles, for resources and support
- Teachers will be trained in the new City wide expectations aligned to the Common Core Standards
- Professional Development will be provided on an ongoing basis in the new city wide expectations aligned to the CCSS
- Professional Development - monthly ESL workshops for teachers will be provided by a licensed ESL teacher
- Enrichment will be provided to students as they participate in a Journalism enrichment club
- Administration, CFN, Coach and lead teachers will provide professional development at faculty conferences, grade meetings, Lunch and Learns and Professional Development days
- Administration, Coach and lead teachers will review teacher-developed tasks and rubric aligned to the CCSS
- Administration, Coach and lead teachers will collect samples of student work in this area throughout the year
- Administration, Coach lead teachers and CFN will provide professional development in developing rubrics aligned to CCSS.
- Materials will be available in a central location to be borrowed for support in order to begin planning units of study and tasks, including historical fiction texts and nonfiction libraries.
- Administration purchased Common Core classroom libraries for each classroom that aligned to the exemplar lessons in the Appendix of the ELA section of the CCSS to use as resources

Steps for including teachers in the decision making process

- Teachers will meet collaboratively during common preps, menu periods, and after school to evaluate student work and to create lessons based on informational texts.
- Teachers will meet at monthly grade conferences with the administration to share ideas and develop strategies that incorporate written skills needed for providing evidence to support arguments.

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.
- PS 128 will hold monthly workshops, including but not limited to: Test sophistication with a focus on the ELA exam, Book of the Month, DOK and CCLS, promotion criteria, PTA meetings (every other month), and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs
- A SWP Title I Parent Coordinator will also provide parent involvement activities, in addition to the above, based upon parent surveys to meet their needs
- Parents will be provided with timely information on programs, workshops, events and meetings.
- The parent coordinator sends out a bimonthly newsletter to inform parents of important information and school events.
- Notices written in foreign languages
- Translators to aid in communicating important information at meetings, workshops, activities, and conferences.
- Monthly grade translated newsletter to inform the parents of the next month's curriculum, key dates, and how parents can partner with teachers to help their children at home.

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 becomes highly qualified, in order to achieve this goal.

The principal, a trained literacy coach, the Data Specialist, lead teachers, and CFN network specialists will provide on-going high quality professional development aligned with the State and City standards and the Common Core State Standards. At least, 10% of our Title I SWP allocation will be used to provide training to all teachers. An additional 5% will be used for professional development once all teachers have been surveyed and deemed Highly Qualified in their area. Title I SWP money will additionally be used to provide professional development and substitutes for teachers for Professional Development; such as, inter-visitations and internal and external professional development sessions in areas specific to each individual teacher's needs and for midyear and end year planning days. Per Diem substitute money will also be used for grade-specific and vertical planning days to work with the coach on curriculum development. "Lunch and Learns," will be utilized for professional development, as well. Professional books will be purchased and made available as resource materials. Teachers will be trained in the utilization of a research based rubric in order to reflect upon and improve their teaching practices. Teachers will be empowered to write their own individual professional growth goals and actively participate in their own learning through the use of ARIS Learn and collaboration within the school building. Teacher teams will be supported and encouraged as they plan, create curriculum, and study strategies of questioning and discussion methods through Inquiry. Teachers will be supported to lead professional development sessions in their areas of expertise.

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.
 - P.S. 128 teaching staff work in after-school FIAO program, Grades 3-5, to support all CORE subject areas, aligned to our day program
 - Researched based programs used to support AIS students in ELA, including Voyager, Foundations and Soar to Success
 - Title III After-school Programs to support students in ELA
 - Title III Immigrant funds will be used for classroom supplies for immigrant students
 - Support through CFN Network

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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Title III F status** certified ESL teacher for supplemental support of ELLS push in program (prior to testing period), pending funding
- AIS Grades 4-5 literacy teacher to push in and support students in ELA – Title I SWP, TL FSF Legacy, Contract for Excellence
- Data specialist – ARRA, RTTT
- SETSS Teacher – TL, FSF
- IEP Teacher - TL
- Part time AIS Literacy teacher, Grades 1-3 to push in and support students in ELA - FSF
- **Race to the Top funds** for per diem days for midyear planning for grades to develop citywide expectations of units of study and culminating performance tasks in ELA
- After school program, 2x a week to serve ELLS in need -Title III
- Funds for substitute teachers for ongoing professional development, pending funding (10% PD) - SWP Title I
- Title I 1% Parent Involvement funds - OTPS
- Parent coordinator to provide parent workshops - TL

- 100% Family Assistant - Title I SWP
- Support through CFN 605
- Coach – TL, FSF
- Assistant Principal, pending hire (Title I SWP)
- Principal

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.

By June 2012, 100% of classroom teachers will have participated in collaborative inquiry to refine present tasks and classroom practice by enhancing quality of questions and discussion techniques so that students will become more proficient and use better communication techniques to support their point of view, evidenced by moving up at least one rubric level.

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 on the results of the NYS 2011 ELA, performance on the 2011 Acuity Predictive assessment, evaluation of authentic student work and using the CCSS, Webb's Depth of Knowledge levels and the components from a framework for teaching, it was determined that our students need to strengthen their ability to communicate and support their point of view in order to become higher level thinkers.

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.
- September 2011-June 2012, ongoing team meetings
- Teachers will receive Professional Development on questioning and discussion techniques via PD days, ARIS Learn, CFN Achievement Facilitator, Coach and Administration throughout the year.
- Teacher teams will create tasks aligned to the Common Core Standards that encourage open ended responses and teach students how to take a stand and support their point of view
- Teacher teams will create rubrics to grade and monitor growth of student's participation and discussion techniques
- Teacher teams will share effective practices and strategies on an ongoing basis in order to impact instruction and increase student performance in their area of focus.
- One teacher team will introduce Socratic Seminar as a method to encourage rich and sophisticated discussion and questioning

techniques

- One teacher team will introduce Literature Circles so that students can collaboratively engage in critical thinking and reflection as they read and discuss nonfiction texts.
- Teachers will articulate their progress through school meetings.
- Students will engage in rich discussion and questioning in all content areas (Science, Social Studies and Math) and in response to the Book of the Month initiative
- Students will interview, engage in deep discussion and support their points of view as they participate in a Journalism enrichment club
- Students will hold office in Student Government and discuss and debate issues throughout the year
- Schedule all classroom teachers to have a bimonthly collaborative inquiry period in addition to their menu and common prep periods, to meet for collaborative planning, articulation, data analysis and reflection
- Administration, coach, and lead teachers will provide professional development at faculty conferences, planning periods, grade meetings, Lunch and Learns, PD days and CFN meetings.
- Materials will be available in a central location (teacher's resource center) to be borrowed for support in inquiry study
- Research through handouts or via email, from administration, coach, lead teachers, ARIS Common Core Standards Library, and CFN 605 website.
- Network staff will support Administration, Data Specialist, Coach, and Inquiry Teams

Steps for including teachers in the decision making process

- All classroom teachers have a bimonthly collaborative inquiry period in addition to their menu and common prep periods, to meet for collaborative planning, articulation, data analysis and reflection
- Teachers will articulate their progress through school meetings with administration and refine tasks and classroom practice by enhancing quality of questions and discussion techniques.
- Teachers will share ideas such as Literature Circles and Socratic Seminar during Professional Development days and Lunch and Learns

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.
- PS 128 will hold monthly workshops, including but not limited to: Test sophistication with a focus on the ELA exam, Book of the

Month, DOK and CCLS, promotion criteria, PTA meetings(every other month), and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs

- A SWP Title I Parent Coordinator will also provide parent involvement activities, in addition to the above, based upon parent surveys to meet their needs
- Parents will be provided with timely information on programs, workshops, events and meetings.
- The parent coordinator sends out a bimonthly newsletter to inform parents of important information and school events.
- Notices written in foreign languages
- Translators to aid in communicating important information at meetings, workshops, activities, and conferences.
- Monthly grade translated newsletter to inform the parents of the next month's curriculum, key dates, and how parents can partner with teachers to help their children at home.

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 becomes highly qualified, in order to achieve this goal.

The principal, a trained literacy coach, the Data Specialist, lead teachers, and CFN network specialists will provide on-going high quality professional development aligned with the State and City standards and the Common Core State Standards. At least, 10% of our Title I SWP allocation will be used to provide training to all teachers. An additional 5% will be used for professional development once all teachers have been surveyed and deemed Highly Qualified in their area. Title I SWP money will additionally be used to provide professional development and substitutes for teachers for Professional Development; such as, inter-visitations and internal and external professional development sessions in areas specific to each individual teacher's needs and for midyear and end year planning days. Per Diem substitute money will also be used for grade-specific and vertical planning days to work with the coach on curriculum development. "Lunch and Learns," will be utilized for professional development, as well. Professional books will be purchased and made available as resource materials. Teachers will be trained in the utilization of a research based rubric in order to reflect upon and improve their teaching practices. Teachers will be empowered to write their own individual professional growth goals and actively participate in their own learning through the use of ARIS Learn and collaboration within the school building. Teacher teams will be supported and encouraged as they plan, create curriculum, and study strategies of questioning and discussion methods through Inquiry. Teachers will be supported to lead professional development sessions in their areas of expertise.

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.
 - P.S. 128 teaching staff work in after-school FIAO program, Grades 3-5, to support all CORE subject areas, aligned to our day program
 - Title III After-school Programs to support students in ELA
 - Title III Immigrant funds will be used for classroom supplies for immigrant students
 - Support through CFN Network

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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Title III F status certified ESL teacher for supplemental support of ELLS push in program (prior to testing period), pending funding
- AIS Grades 4-5 literacy teacher to push in and support students in ELA – Title I SWP, TL FSF Legacy, Contract for Excellence
- Data specialist – ARRA RTTT
- SETSS Teacher – TL FSF
- IEP Teacher - TL
- Part time AIS Literacy teacher, Grades 1-3 to push in and support students in ELA- FSF
- Race to the Top funds for per diem days for midyear planning for grades to develop citywide expectations of units of study and culminating performance tasks in ELA
- Title III after school program, 2x a week to serve ELLS in need
- Title I 10% funds used to hire substitute teachers for ongoing professional development
- Title I 1% Parent Involvement funds - OTPS
- TL Parent coordinator to provide parent workshops
- 100% Family Assistant - Title I SWP
- Support through CFN 605
- Coach – TL FSF

- Assistant Principal, pending hire (Title I SWP)
- Principal

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	13	14	N/A	N/A	3	0	2	0
1	28	21	N/A	N/A	5	2	1	2
2	21	13	N/A	N/A	2	1	1	1
3	26	14	N/A	N/A	3	2	2	3
4	16	13	16	16	6	2	2	2
5	27	12	27	27	7	4	3	1
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"> • Wilson Reading – Small group decoding and fluency program for students provided during the school day. • Foundations – Small group decoding program for students in Grades 1-2 provided during the school day. • New Heights – Small group fluency and comprehension program for students in Grades 2-5 provided during the school day. • Quick Reads - Small group fluency and comprehension program for students in Grades 2-5 provided during Extended Day. • Great Leaps Reading – Independent phonics and fluency activities for students in Grades K-3 provided during the school day. • Voyager Passport – Small group decoding and comprehension program for students in Grades 1-2 provided during the school day and during extended day. • DIBELS Intervention Activities – Independent reading activities based on screening in Grades K-2. • Reading 3D – monitoring for progress and activities assigned during the school day and during the extended day • Acuity Instructional Activities-independent on-line reading activities for Grades 3-5 provided during the school day, during the extended day, and at home. • Write Time for Kids – Small group writing activities for students in Grades 3-4 provided during Extended Day. • Leap Frog – Independent reading activities for students in Grades 1-3 provided during Extended Day. • Primary Comprehension Toolkit – small group nonfiction text strategies for Grades K-2. • Reading A to Z – Independent or small group reading intervention activities for K-5. • Rigby “On Our Way to English” – Small group English language program for ELLS in Grades K-5 provided during the school day.

	<ul style="list-style-type: none"> • Comprehension Matters - Small group comprehension program for students in Grades 4-5 provided during the school day. • STARS – Small group comprehension program for students in Grades 2-5 provided during Extended Day. • CARS - Small group comprehension program for students in Grades 2-5 provided during Extended Day. • Scott- Foresman Reading Series - Small group fluency and comprehension program for students in Grades 2-5 provided during Extended Day. • WorldScapes - small group nonfiction reading series for students in Grades 3-5 provided during Extended Day
Mathematics	<ul style="list-style-type: none"> • Great Leaps Math – Independent computation program for students in Grades K-5 provided during the school day and during extended day. • Breakaway Math – Small group mathematics program for students in Grade 4 provided after school. • Kaplan Mathematics Strategies – Independent math activities for students in Grades 3-5 provided during the school day and after school. • Math Vocabulary Glossary – Small group language activity for beginner ELLS in Grades 3-5 provided during the school day. <p>Math Workshop Model - Our math program contains an extra fifteen minute period for differentiated instruction (60 minute block + the 15 minutes in Grades K-2 and 75 minutes + the 15 minutes in Grades 3-5) for academic intervention. Use of RSA (Every Day Math) to provide data for intervention grouping.</p>
Science	<p>Science AIS is done in conjunction with our literacy support specialists. We utilize nonfiction texts to support students in research and study skills.</p> <ul style="list-style-type: none"> • Science Vocabulary Glossary – Small group language activity for beginner ELLS in Grades 4-5 provided during the school day • Time for Kids – Exploring Non-fiction: Reading in the Content Areas – Small group activities in the area of Science for students in Grades 4-5 provided during the school day
Social Studies	<p>Social Studies AIS is done in conjunction with our literacy support specialists. We utilize nonfiction texts to support students in higher order thinking.</p>

At-risk Services provided by the Guidance Counselor	One to one and small group counseling for students in grades K-5 during the school day to develop social skills with peers; develop conflict resolution skills, and learn strategies for dealing with anxiety.
At-risk Services provided by the School Psychologist	<input type="checkbox"/> Provides support to parents, staff and students through implementation of the Functional Behavior Plan as applicable during the school day.
At-risk Services provided by the Social Worker	Observes students in class, individual counseling to develop social skills, more appropriate ways to deal with anger and frustration, conflict resolution and outreach as needed during the school day.
At-risk Health-related Services	<input type="checkbox"/> Support personnel provide services to eligible students as needed during the school day.

Public School 128
The Bensonhurst School
2075 84th street
Brooklyn, NY 11214
Telephone (718) 373-5900 Fax (718) 266-6254
Marcia Robins, Principal

P.S 128 School Parental Involvement Policy
2011-2012

I. General Expectations

PS 128 agrees to implement the following statutory requirements:

1. The school will plan programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities, and procedures will be planned and carried out with meaningful consultation with parents of all children as we are a SWP Title I school.
2. The school will ensure that the required school-level Parental Involvement Policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a School-Parent Compact consistent with section 1118(d) of the ESEA.
3. The school will incorporate this Parental Involvement Policy into its School Improvement Plan.
4. In carrying out the Title I Part A parental involvement requirements, to the extent feasible, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Parents will be provided with information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats, upon request, in a language parents understand.
5. The parents of children served in SWP Title I Part A programs will be involved in decision-making about how the 1 percent of Title I Part A funds, reserved for parental involvement, is spent.
6. The school will use the following definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including that:
 - Parents play an integral role in assisting their child's learning.
 - Parents are encouraged to be actively involved in their child's education at school.
 - Parents are full partners in their child's education.

- Parents are included in decision-making and on advisory committees and the carrying out of other activities, such as those described in section 1118 of the ESEA.
- At PS 128 the Title I annual parent meeting will be held in September at the first PTA meeting

7. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

- 1. PS 128 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - An annual introductory meeting for all parents to meet the parent coordinator, family assistants, and support personnel.
 - Contact information will be provided so that all parents can avail themselves at anytime by cell phone of the services of the parent coordinator.
 - Translated notices, together with an outreach program, will engage parents in their children's education.
 - A voluntary email distribution list will be coordinated so that the principal and parent coordinator can send out email communiqués, in addition to the paper communiqués.

- 2. PS 128 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - Parents will be involved in planning, reviewing and improving the SWP and parents involvement program.
 - Parents will be provided with timely information on programs, workshops, events and meetings.
 - PS 128 will provide the necessary coordination, technical assistance, and other support for planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - PS 128 will hold monthly workshops, PTA meetings (every other month), and School Leadership Team meetings to provide an opportunity for parents to become informed about Academic Standards, standardized tests and assessments, and to be involved in the planning, review, and improvement of SWP programs.

- 3. PS 128 will coordinate and integrate Title I parental involvement strategies by consultation with the SWP Title I PTA sub-committee.**

- 4. PS 128 will use the 1% Title I Schoolwide Program funds to include workshops for parents on curriculum, Book of the Month, homework help, discipline/stress management, Parent ARIS link, nutrition, etc. and for the purchase of appropriate supplies.**
- 5. A coordinating effort will be made by PS 128 and the parents, to evaluate the content and effectiveness of this Parent Involvement Policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school will use the findings of the evaluation about its Parent Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, its Parent Involvement Policy. The success of the Parent Involvement Policy will be continually assessed through surveys, agendas, attendance at meetings and school functions, together with parent teacher conferences and other school events.**
- 6. PS 128 will build the school's and parents' capacity to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement.**
 - a. The school will provide assistance to parents to help them understand topics such as the following:**
 - The State's academic content standards**
 - The State's student academic achievement standards**
 - The State's and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress.**
 - How to work with educators, i.e., workshops, conferences, classes. The school will provide materials and training to help parents work with their children to improve their children's academic achievement. The school will also provide technology training to foster parent involvement by teaching them how to access and to look at the DOE website for statistics such as the Learning Environment Survey, School Progress Report, and Quality Review Report. Parents will also be trained in how to access ARIS.**
 - b. The School Leadership Team will encourage teachers, pupil services personnel and other staff, in how to reach out to, communicate with, and work with parents as equal partners.**
 - c. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and in a language the parents can understand (i.e. Spanish, Arabic, Urdu, Chinese and Russian).**

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in SWP/Title I conceptually consolidated program, as evidenced by PS 128 School Leadership Team bylaws. This policy was adopted by the P.S.128 SLT on June 1, 2011 and will be in effect for the period of one year. The school will make this policy available to all parents of participating SWP/Title I children on or before September 2011.

P.S. 128 School-Parent Compact **2011-2012**

School Responsibilities

P.S. 128 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - By creating a supportive environment for teachers using mentors, buddy teachers, and other senior staff members.**
 - By offering workshops and high quality professional development for teachers to enhance and develop their teaching capabilities, aligned with the State and City standards, as well as the new Common Core State Standards**

- 2. Hold parent-teacher conferences (biannually) to discuss individual student achievement by:**
 - Conferences held in the fall and spring of each school year.**
 - Providing parents reports on their children's progress three times a year.**
 - Providing interim progress reports**
 - Providing parents with parent learning outcome reports**
 - Providing, when appropriate, I.E.P. progress goals at the Annual Review Meeting.**

- 3. P.S. 128 will create an environment of open communication between parents and school staff with frequent reports on an on-going as-needed basis to inform them of the curriculum and their children's progress.**

- 4. The staff will be available, as their schedule permits, for consultation with parents during preparation periods, before and after school, and for communication with parents by telephone.**

- 5. Parents will have opportunities to volunteer and to observe classroom activities during Grade Teas, Open School Days, Dance Festival, Publishing Parties, and during other school events.**

- 6. P.S. 128 will have monthly School Leadership Team Meetings, P.T.A Meetings (every other month) and monthly workshops to provide a hands-on opportunity for parents to become involved in the planning, review and improvement of SWP Programs and becoming informed about standardized tests and assessments in an organized, ongoing, and timely way.**

7. Parents will be involved in the joint development of any Schoolwide Program plan in an organized, on-going, and timely way. Increased parent involvement at workshops and meetings will help support students' learning at home, and provide opportunities for parents to benefit as participants in decision-making activities.

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

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

10. Provide to each parent an individual student report about the performance of their child on the State assessments in ELA, math, science, and social studies.

11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

12. Provide to parents a copy of the Parent Compact in an understandable and uniform format, including alternative formats upon request and in a language the parents can understand (i.e. Spanish, Arabic, Urdu, Chinese and Russian)

Parent Responsibilities

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

- Making sure that homework is completed.**
- Monitoring the amount of television our children watch.**
- Monitoring attendance and lateness.**
- Volunteering within the school community.**
- Participating, as appropriate, in decisions relating to my children's education.**
- Attend extra-curricular activities, such as, parent workshops and student performances.**
- Taking part in the Learning Environment Survey.**
- Attend parent conferences (i.e., PTC, PHO, IEP, etc.).**

- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as needed.**
- **Serving, to the extent possible, on policy advisory groups.**

Optional Additional Provisions

Student Responsibilities:

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

- **Do homework every day and ask for help when needed.**
- **Read at least 20 minutes every day when not in school.**
- **Bring home all notices and information received from school every day.**
- **Work hard to meet and exceed the standards and always be kind to one another.**

**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/Wendy Karp	District 21	Borough Brooklyn	School Number 128
School Name The Bensonhurst School			

B. Language Allocation Policy Team Composition

Principal Marcia Robins	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Susan Carey	Guidance Counselor type here
Teacher/Subject Area Andrea Gutterman/AIS Teacher	Parent Mary Guirguis
Teacher/Subject Area Diane Savino/IEP Teacher	Parent Coordinator Rose Ann Montemurro
Related Service Provider type here	Other type here
Network Leader type here	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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	378	Total Number of ELLs	96	ELLs as share of total student population (%)	25.40%
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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. 

Upon registration, the Home Language Identification Survey is administered, including an informal interview with the parents in English and their native language, if possible. We have several in-house interpreters who assist in translation when called upon. The intake team consists of Mrs. Carey, ESL Teacher, Mrs. Pavlotskaya, Speech Teacher (Russian Interpreter), Ms. Diane Savino, IEP Teacher, and Ms. Nancy Lui, Social Worker (Chinese Interpreter), all of whom are trained in interviewing new admits. We also use the translation unit, if needed. Beginning this year, all kindergarten students need to fill out a new Home Language Identification Survey.

Based on the responses to the HLIS, new entrants were administered the LAB-R exam by the ESL teachers to determine eligibility for ESL services. The testing of eligible students needs to take place within ten days of admission. If a Spanish speaking student scores below proficiency on the Lab-R, the Spanish Lab needs to be administered. In addition, the HLIS were reviewed to determine students' previous schooling, their native language literacy and whether they could be identified as SIFE. If a child scores below proficiency on the Lab-R, a letter is sent inviting the parents to attend an ELL orientation workshop where the parents watch a video in their native language, about the different programs available. This needs to occur within ten days of admission. A brochure summarizing the different programs is available in their native language. Translators help parents with any questions they may have. The Parent Selection forms are usually collected at the end of the meeting. If a parent could not attend an orientation, invitations to subsequent orientations are sent. The parent choices are entered into ATS.

Parents choose a program based on their child's needs. The child is then placed in the program of the parent's choice. A copy of the parent selection form is on file in the office. If a student scored above proficiency level on the Lab-R, a letter is sent to the parents to inform them.

ELL students take the NYSESLAT annually. This test measures English Proficiency. If the student scores below the proficient level he will qualify for ELL services for another year. The breakdown of the four modalities of the NYSESLAT drives instruction.

Students who did not score out of the spring 2011 NYSESLAT received Continued Entitlement letters. This letter was sent home with the children to notify their parents that their children will continue in the ESL Program. A copy is kept on file as evidence that these

letters were sent home. If a student scores above the proficiency level a letter is sent home to inform the parents. A certificate of achievement is issued to the students.

After reviewing the ELL Parent Survey and Program Selection forms for the past few years, the trend has been the selection of a Freestanding ESL Program over any other program. The present Freestanding ESL Program at P.S. 128 is aligned with what parents have been requesting.

According to our ELL Parent Selection forms, it was decided based on a majority vote that the parents chose to have their children in ESL classes. This year 19 out of 28 parents chose the ESL option. Parents who requested bilingual services are offered a program within the district if available. If there are fifteen students within two contiguous grades, who speak the same language, and whose parents request bilingual services, then a class would be opened and the parents notified.

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														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	86	0	8	10	0	3	0	0	0	96
Total	86	0	8	10	0	3	0	0	0	96

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	2	4	4	0	1								11
Chinese	7	7	5	0	3	0								22
Russian	3	5	6	3	1	2								20
Bengali	0	0	0	0	0	0								0
Urdu	1	0	2	0	0	2								5
Arabic	2	2	3	6	3	2								18
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	1	0	1	1	1								4
Other	2	3	3	2	2	4								16
TOTAL	15	20	23	16	10	12	0	0	0	0	0	0	0	96

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?

P.S.128 provides standards-based instruction to ELLS through its Freestanding ESL program in Kindergarten through Grade 5. There are 1.6 ESL teachers. They are fully certified and copies of their licenses are on file.

Our Freestanding English as a Second Language Program provides assistance to ELLS using the pull-out model. The students are grouped by grade in heterogeneous classes. The ESL program increases students' English language acquisition through listening, speaking, reading and writing activities, using a Balanced Literacy model and the ESL Standards. The ESL teachers provide professional development to the staff on ESL strategies using the ESL Standards and Performance Indicators, looking at them through the lens of the Common Core State Standards. Planning for students who are in the Beginner, Intermediate, or Advanced levels is ongoing. Multicultural literature will be used to break down ethnic and cultural isolation. The ESL teachers and the classroom teachers articulate and collaborate, both formally (conferencing during preps) and informally, on a regular basis to ensure that the students are progressing. Extra support is given through the Title III program, interactive dictionaries and other related materials. Inquiry team teachers created a CD picture dictionary that will be used schoolwide.

The CR Part 154 states that P.S.128 has one full-time certified ESL Teacher and a part-time certified ESL teacher who use the pull-out method to provide ESL services to 96 eligible students in grades K-5. Since one full-time ESL teacher could not meet all the mandated hours for Beginner and Intermediate ELLS, a second part time teacher was needed to supplement service.

We then looked at the data. We reviewed the 2011 NYSESLAT results and ensured that all the mandated hours were met. We reviewed the NYSESLAT results to determine the level of service for the ELLS. Students are provided with the following mandated services: Beginners and Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week and one 45 minute period of ELA instruction per day at least four times a week. Native language support is provided by peer translators, content area glossaries and dictionaries.

P.S 128 provides standards-based instruction to ELLS through its Freestanding ESL program in grades K-5. Our Freestanding ESL program provides assistance to ELLS in a pull out program. The language of instruction is English. We have no Native Language programs in our school. We use differentiated instruction using the four skills of listening, speaking, reading and writing. These skills are included in instruction on a daily basis. Based upon the findings of the National Reading Panel, ELLS are taught reading through the Balanced Literacy Approach. The Balanced Literacy approach includes reading, writing and an explicit phonics component. Each classroom has an extensive library of appropriate and appealing choices for ELLS. In addition, content area ESL instruction is incorporated into the curriculum. Rigby "On Our Way to English" includes content area theme units as well as content area guided reading books by grade level. Charts, chants, graphic organizers, vocabulary cards, shared reading, and writing all help make content area curriculum comprehensible. ELLS also receive AIS services. Students deemed to have an "Extension of Service" will be offered

A. Programming and Scheduling Information

additional instruction during a Title III funded after school program. In addition, they will receive AIS during the 50 minute extended day and from our push in AIS teacher during the school day. The interventions will be based upon the Items Skills Analysis of the current NYSESLAT, in order to support the specific area in need. Students are further differentiated by guided reading levels and flexible skill groups.

At this time, none of our ELLS have been identified as SIFE and none as “long term” ELLS. Services and programs such as Extended Day, Title III Afterschool Program, and AIS intervention will be made available for SIFE students if appropriate. Students, with four to six years of service receive scaffolded instruction aligned to the curriculum whenever possible, to help students meet grade level standards. Leveled books are used in order to teach skills strategies and content area information. In order to ensure student growth, our plan for these students is to build on academic language and rigorous content based projects. Lessons are delivered to address the different modalities of learning. They receive Extended Day services and are invited to the test sophistication Title III After School program.

Our plan for newcomer students is to combine learning social English (BICS) along with content area vocabulary through theme instruction.

This is accomplished with pictures, native language support (dictionaries, buddy translators, glossaries) and Rigby theme units.

In order to differentiate instruction, newcomers have content area theme books and games on their level. Classroom teachers received a list of suggested newcomer activities. Students receive dictionaries, Rigby’s vocabulary computer program, alphabet and theme instruction. Students are afforded the opportunity to work on computers to build language acquisition and beginning literacy skills. They attend Extended Day where they receive small group instruction. Newcomers also receive an orientation tour of the school and are assigned a buddy. Since ELL students have to take the ELA test after one year of service an emphasis is put on reading and comprehension skills.

Students with 4-6 years of service attend the Extended Day program. They receive small group instruction targeted to their individual needs. They are given extended time on their state assessment exams and may attend FIAO SAPP program and Title III After School programs. The classroom teacher differentiates to meet the needs of the student.

There are no long term ELLS at this time. If there were long term ELL students our plan would be to further analyze academic weaknesses and provide differentiated instruction based upon all data available.

Our plan for Special Needs students is for the IEP teacher to review each initial IEP and subsequent annual reviews to ensure that all mandated services are provided. If ELL-SWDs have an IEP indicating Bilingual services are needed and no bilingual class is available, then an alternate placement para will be provided until the appropriate placement is found. Concepts will be taught in their native language while ESL services are provided. Teaching is provided through scaffolding, use of visual aids, and charts to aid comprehension. Students are grouped heterogeneously by grade. ELL-SWD's are always working with their non disabled peers. All students receive differentiated instruction, based on student need. Students with Disabilities attend Extended Day. The teachers use the Chancellor's Common Core Curriculum in science, social studies, and math. The students have access to technology and use a Balanced Literacy approach to ensure that reading and writing are differentiated and aligned to the State Standard for their grade. In addition concrete manipulatives, pictures, video clips and role playing provide support in all academic areas at all entry points

Courses Taught in Languages Other than English ⓘ

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

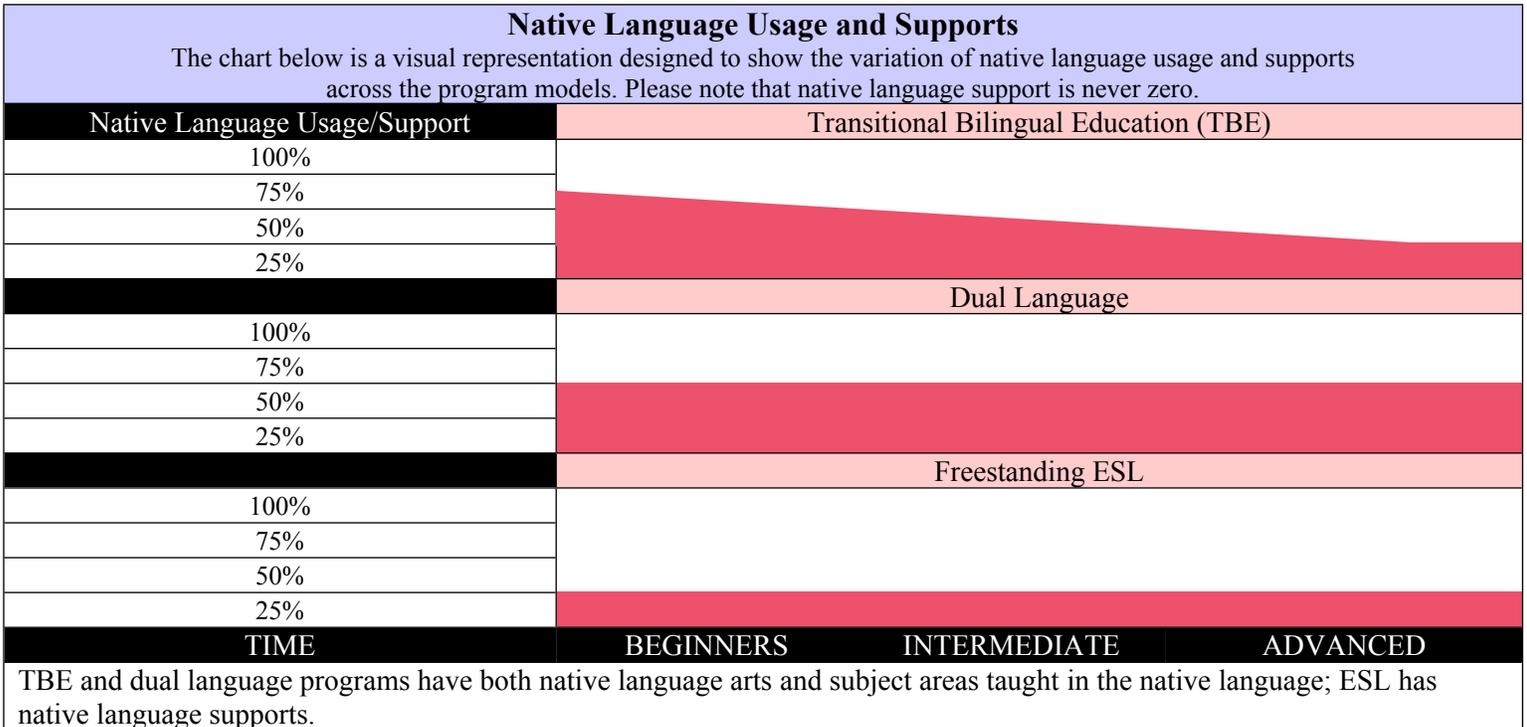
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



- B. Programming and Scheduling Information--Continued**
- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

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?

All ELLs are part of the Extended Day program. These programs are offered in English. During this time teachers use data to identify specific needs in ELA, math, and other content areas. Instruction is then delivered in small groups. Students in grades 3-5 work on test sophistication strategies. A Title III After School instructional program for students in Grades 4 and 5 will provide support for ELLs in reading comprehension strategies and writing, as well as test sophistication.

Our ESL plan will continue our math focus, integrating vocabulary in ESL instruction. Our math scores have improved and we want to continue that success. There is a need for a focus on science vocabulary and hands-on science instruction. Many of our ESL students did not meet the standards in ELA. These students are in the extended day program. They will be invited to join SAPP, after school program, as well as the Title III after school program. They will receive small group AIS instruction.

The patterns across proficiency levels and grade levels on the NYSESLAT indicate that the students perform better in Listening and Speaking and show a deficiency in Reading and Writing. Of the four modalities, Writing is the weakest and must continue to be addressed. The school administration, School Leadership Team, and teaching staff use the Interim Assessments to drive and differentiate instruction. When the Instructional Team looked at the periodic assessments (ELL and Acuity), we saw that our ELLs performed poorly in inference skills and constructed response. We have made constructed response a school wide initiative. Inference skills are taught in every grade level as part of our reading program, as well.

Students who test out of ESL (transitional students) are given additional support. First, we ensure that they are part of our Extended Day program. During this period they receive small group instruction based on individual needs. These students also receive support from AIS teachers and differentiated instruction by the classroom teacher. Lastly, former ELLs are provided with test accommodations. They receive time and a half to complete the exams for the first two years after testing out.

Last year we partnered with Brooklyn Center for the Arts as well as American Ballet Theater for enrichment. We will be partnering with them again this year. We are using Brain pop jr in an attempt to infuse technology into the curriculum. It is a interactive website, with an ELL component. We hope to partner with " We Are New York" which would offer free English classes to our parents. Unfortunately, Imagine Learning was dropped because of budget constraints.

As a Title I/Schoolwide program school, it is our responsibility to service those students who are most in need first. Therefore, our ELL population is given priority to programs such as our SAPP After School program, Title III programs, and are invited to chorus and tap club. Invitations are sent to parents in their native language. Title III After School Instructional program for students in grades 4 and 5 will provide support for ELLs taking the state exams in ELA and Math. During the program we are focusing on comprehension strategies and writing skills. Our focus in math will be on computation as well as problem solving skills. This program will take place from December 2011 to April 2012. It will run two days a week for one and a half hours per day. The second Title III program is for newcomers. Beginner and Intermediate students in grades One to five. The data showed that this was a high risk group. The program will focus on building vocabulary and comprehension strategies. The SAAP After School program helps ELL students who need homework support. Our ELLs have been a targeted subgroup for improvement in all core areas. ELLs have great difficulty with written expression, math and science vocabulary, and number stories. The small class size in the After School program will lower the student to teacher ratio allowing for differentiated support. The small class size will allow for more student engagement and individualized instruction. During the school day, the push in teacher will provide a low student to teacher ratio.

The instructional materials used in our ELL program include the following:

- Rigby-On Our Way to English for grades K-5 (Beginner, Intermediate, Advanced)
- Scott Foresman- Accelerating English Language Learning (Intermediate, Advanced)
- Charts, pictures, and labels (Beginner, Intermediate)
- Audio and visual materials (Beginner, Intermediate, Advanced)
- Big Books with audio tapes (Beginner, Intermediate, Advanced)
- Hands-on-instruction - Theme units (Beginner, Intermediate, Advanced)

B. Programming and Scheduling Information--Continued

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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?

ELL Parent Orientation meetings are held in September and in January in order for parents to choose their program options. Other parent orientation meetings are held during the year when new students are admitted. Parent meetings and workshops, based on topics of interest and concern, are held on a regular basis. Parent surveys, written in the parents native language and English, are used to help choose topics for parent workshops. Parent workshops are held frequently and inform parents about such topics as school initiatives, health and nutrition, assessments, computer technology, math workshops, stress management, crafts, and how to help children at home. Translators, for the major languages of our Non-English speaking parents, are available for conferences, meetings, and workshops. "Buddy" parents assist at meetings and workshops. Notices for parents are translated into the appropriate native languages through the use of school personnel as translators and the NYC DOE on-line translation site. Translators are available for in-person and phone conferences. All parents are invited to parent meetings and workshops. Evaluation and feedback forms, written in the parents Native language and English, are filled out by all parents attending and are used for planning future workshops. The results of the Learning Environment Survey provides information to evaluate the needs of the parents.

Parent Teacher conferences are held twice a year and all parents are encouraged to attend through translated invitations. Book of the Month workshops are held monthly when parents are given the opportunity to read and perform hands on activities as their children would. The Parent Coordinator reaches out to the community by hosting special events and distributing translated correspondence.

We have a Parent Resource Center, with bilingual materials, available to all parents. There are adult bilingual dictionaries for parents to utilize. We provide materials for parents to help students at home. There is a Lending Library consisting of tape recorders and books on tapes so non-English speaking parents can read with their children at home. Everyday Math Family Backpack Games have been purchased. Parents may borrow these games from the Parent Coordinator to support their children in math at home.

Parents are apprised of all school activities and important information (displayed in the various languages) through the use of an up-to-date bulletin board in the main lobby, parent meetings and workshops, school newsletters, class newsletters, notices to parents in the appropriate languages, the NYS School Report Card, and Parent-Teacher Conferences. All of the above workshops, activities, and outreach address the needs of the parents of our school community.

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)?

P.S. 128 does not have a Dual Language program at this time.

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.

In order to support our General Education teachers and Special Education teachers ELL Lunch and Learns are provided.

During Lunch and Learn sessions, teachers receive professional development in Literacy and Math, with a focus on ESL strategies for differentiating instruction. At these professional development sessions, the ELA and ESL standards are stressed to help all students meet the standards and pass state exams. On a regular basis, the ESL teacher articulates and collaborates, both formally and informally, with the classroom and cluster teachers to support ESL instruction. New teachers receive additional specified training, 7 1/2 hours for General Education teachers and 10 hours for Special Education teachers. Records of the training are kept on file in the office and certificates are placed in the teachers file.

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The following is an example of our ELL Professional Development monthly schedule.

September	Supporting Newcomers-folders /glossaries
October	Summary of ESL data
November	Juicy Language for ELLS
December	Differentiating Instruction for ELLS
January	Critical Thinking Skills
February	Getting ready for the NYSESLAT
March	Differentiating poetry for ELLS
April	Content area theme units
May	ESL summer activities

The ELL coordinator is being trained in the new Common Core Standards. There is an emphasis on academic language through integrated Science and Social Studies units.

During a faculty conference the Fifth Grade teachers will be provided with professional development and strategies on helping their students transition from elementary school to middle school.

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Part V: Assessment Analysis

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

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

Many assessment tools are used in order to assess the early literacy skills of all students including our ELL students. Monitoring for Results which is based on Fountas and Pinnell levels are collected four times a year. This data is analyzed. We ensure that students who are at risk get extra support. Writing samples are also collected and analyzed to target deficiencies and plan for next steps.

In Kindergarten, 88% of the students who did not meet their benchmark were ELLs (8/9).

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.

Paste additional information here

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)	7	4	5	0	2	1								19
Intermediate(I)	6	5	5	4	1	5								26
Advanced (A)	4	10	2	5	7	4								32
Total	17	19	12	9	10	10	0	0	0	0	0	0	0	77

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	0	0	0	0							
	I	1	3	4	0	2	0							
	A	7	8	7	1	1	3							
	P	6	11	5	8	9	7							
READING/ WRITING	B	7	4	5	0	3	1							
	I	5	3	5	4	3	5							
	A	4	6	2	4	7	4							
	P	0	6	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	6	0	0	10
4	3	8	1	0	12
5	6	7	0	0	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	5	0	3	0	0	0	10
4	0	0	5	0	5	0	2	0	12
5	1	0	4	0	7	1	1	0	14
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	2	0	6	0	3	0	3	0	14
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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Many assessment tools are used in order to assess the early literacy skills of all students including our ELL students. Monitoring for Results which is based on Fountas and Pinnell levels are collected four times a year. This data is analyzed. We ensure that students who are at risk get extra support. Writing samples are also collected and analyzed to target deficiencies and plan for next steps.

In Kindergarten 88% of the students who did not meet their benchmarks were ELLS (8/9).

In Grade 1 42% of the students who did not meet their benchmarks were ELLS (16/38).

In Grade 2 11% of the students who did not meet their benchmarks were ELLS (5/46).

A review of the Spring 2011 Reading 3D results for Grades k-2 indicates a need for academic intervention and support for ELLS .

An analysis of the Lab R shows that the majority of the students who took the Lab R were in Kindergarten and those who were ESL scored on the Beginner level. These students will need scaffolding for comprehension, vocabulary development and hands on instruction to aid comprehension.

Analysis of 2011 NYSESLAT scores in Grades 1-5 for All Students shows:

Grade 1 – 1 student tested out

7 beginners

3 Intermediate

4 advanced

Summary: Grade 1 took the NYSESLAT for the first time in May 2011. Most students are on the beginner or intermediate level and need academic and social language development. They need reading strategies and phonics instruction. An analysis of the four modalities shows that this group also needs writing instruction.

Grade 2 - 4 students tested out

6 students were tested for the first time

10 students went up at least 1 level

4 students remained on the same level

Summary: 10/20 students made their AMOs for ESL. They need comprehension strategies, writing instruction and vocabulary development.

Grade 3 –

3 students took the NYSESLAT for the first time

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.

Paste additional information here

Part VI: LAP Assurances

School Name: The Bensonhurst School

School DBN: 21K128

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcia Robins	Principal		11/14/11
	Assistant Principal		
Rose Ann Montemurro	Parent Coordinator		12/16/11
Susan Carey	ESL Teacher		11/14/11
Mary Guirguis	Parent		11/14/11
Andrea Gutterman/AIS Teacher	Teacher/Subject Area		11/14/11
Diane Savino/IEP Teacher	Teacher/Subject Area		11/14/11
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K128** School Name: **The Bensonhurst School**

Cluster: **6** Network: **605**

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.

We use the Home Language Identification Survey form to determine the various languages of our school population. We created an Interpretation Needs survey to be sent home to the parents in their native languages. This survey informs us of their interpretation needs, i.e., written, oral, or both. We also assess translation needs through the use of in-house translators on an ongoing basis.

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 Interpretation Needs Survey, we found that most of our parents needed both oral and written translations. Findings were reported to the school community at Parent Orientation Meetings, Parent workshops, School Leadership Team meetings and PTA 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.

In order to communicate effectively with the parents of ELLS, we will continue to send home notices to parents in their native languages, when available. Full translations or attached blurbs on parent communiques are used to keep parents informed. Written translation is provided by our in-house school staff and the Translation Unit of the DOE to ensure timely provision of documents. These staff members are paid per session. We hope to partner with "We Are New York" to bring free English classes to our ELL parents. Parents are appraised of all school activities and important information through translated take-home leaflets and through the use of a current bulletin board in the main lobby (where translated leaflets are displayed.) There are always free ESL classes available on the Bulletin board. The Parent Coordinator organized these efforts for all parents, including our non-English speaking parents. We will continue the use of our bilingual resources in our Parent Resource Room. Outreach efforts are also made by our Parent Coordinator.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided by in-house personnel. We have both teachers and paraprofessionals who speak the native languages that are needed. These staff members will continue to be available for conferences (both in-person and phone), workshops, meetings and Open School Nights to enable parents to be effective in their children's education. If a translator for a specific language is not available the translation unit is called. In addition, our Parent Coordinator will continue to reach out to community-based translators and will continue to secure buddy parents for the purpose of translation.

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. 128 will fulfill Section VII of the Chancellor's Regulations A-663 by determining within 30 days of a student's enrollment the primary language spoken by the parent of each student. If such language is not English, it is determined whether the parent requires language assistance in order to communicate effectively with the school. We will maintain current records of the primary language in ATS, as well as on the student's Emergency Card. We will provide timely provision of translated documents through our existing translating services. During one on one meetings, translation services will be provided. In our school's main entrance we display notices of importance, which are translated into all in our primary parent languages.

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:

An after school instructional program for Grades 4 and 5 will provide test sophistication in the content areas of ELA and math to target deficiencies in these subject areas. There will be a focus on writing and higher order thinking. Instruction will take place in a small group setting (the class size will not exceed 15 students). This program will run for 16 weeks, from December 2011, to April 2012. The data showed that ELL students often score lower on standardized tests. They do not do well in inference and other higher order thinking skills in periodic assessments.

There will be a second ESL class to provide support to our newcomer students (B and I) in grades One to five. The data showed that we have many newcomers in need of extra instruction. Both classes will meet twice a week on Mondays and Fridays from 2:35 until 4:05. The newcomer class will focus on social and academic language. It will include early literacy skills. The teachers will be chosen based upon qualifications. Certified ESL teachers will provide instruction. In addition the principal is needed to supervise the instructional program because Title III is the only program running in the building. The supervisor will ensure that the Title III program is rigorous, that the teacher uses data to differentiate instruction, and that the program is standards based.

An F status teacher will provide additional support for ESL in grades 3-5 in test taking, content and strategies, prior to the New York State ELA and Math tests. The duration of the program will be 8 weeks from February 2012 to April 2012. The teacher will meet two times a week during the school day. The instruction will be given in English by three certified ESL teachers.

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: New teachers receive 7.5 to 10 hours of ESL training. Common Core Standards are stressed to help all the students meet the standards and pass state exams. On a regular basis the ESL teacher articulates and collaborates, both formally and informally, with the classroom teachers to support ESL students. We will be offering monthly lunch and learns. The ESL coordinator has attended seminars to keep up to date with ESL strategies. The ESL coordinator will lead the workshops.

Part C: Professional Development

September: Supporting Newcomers - folders, dictionaries, suggestions.

October - Summary of Nyseslat 2011 data

November - Juicy Language for ELLS

December - Differentiating Instruction for ELLS

January - Critical Thinking Skills

February Getting Ready for the NYSESLAT

March Differentiating Poetry for ELLS

April Content Area Theme Units

May ESL Summer 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: The Parent Coordinator, Ms Montemurro, sends home a survey to elicit topics of interest to the parents. There will be parent meetings on the ELA and Math state assessments, so that parents can support their children's learning. The Book of the Month is shared by the entire school community. Most of the books that are chosen have multicultural themes and are written on about a second grade level so that the entire school community is able to enjoy them. These monthly workshops give parents ways to enjoy the book with their children. This fosters language development and literacy. These workshops are hosted by Ms Montemurro. Parents are notified by translated flyers.

P.S. 128 hopes to partner with "We Are New York" to give ESL parents free English classes at the school. If the parents English literacy skills are improved, it will have a positive impact on the ELL students.

There is a parent's bulletin board in the main lobby which gives the location of free ESL classes.

Part E: Budget

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

Allocation Amount: \$0		
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 <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		