



**Department of  
Education**

*2Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :**           P.S. 123Q          

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):**           27Q123          

**PRINCIPAL:**           CYNTHIA SUMAY-EATON                **EMAIL:**           CEATON@SCHOLS.NYC.GOV          

**SUPERINTENDENT:**           MICHELE LLOYD-BEY

**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
Cynthia Sumay-Eaton	*Principal or Designee	
Virginia Nunez	*UFT Chapter Leader or Designee	
Barbara Bennett	*PA/PTA President or Designated Co-President	
Clarissa Murray	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Jacqueline Freeman	Member/ Teacher	
Janine Savastano	Member/ Guidance	
Joseph Francaviglia	Member/ Title I Parent	
Altafia McKenzie	Member/ Parent	
Jasmine Mitchell	Member/ Parent	
Alisha Rahim	Member/ Parent	
	Member/	

## **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**

*By June 2012, student achievement in English Language Arts in grades 3 – 5 will improve by 3% as measured by the New York State ELA.*

### **Comprehensive needs assessment**

*After conducting a three-year trend analysis of student performance data on state assessments, it was determined that student performance has dropped by 20%. Analysis of student performance over a two-year trend on state assessments shows the number of three's and four's have risen by 10%. This goal is to ensure a continual increase in student performance beginning at the Kindergarten level.*

### **Instructional strategies/activities**

Target Population: Grades 3 - 5

- Three to four small groups will be established in each class based on the analysis of the results from Acuity, Fountas and Pinnell, and the most recent New York State ELA Benchmark assessment.
- The focus of instruction will be comprehension and writing skills. Content area materials will be used. All instruction will be aligned to the Common Core Learning Standards. Student deficiency skills will be addressed daily.
- Reading instruction takes place 100 minutes daily.
- Student reading levels using Fountas and Pinnell will be conducted by teachers three times per year.
- Set individual student goals upon the completion of student conferences. Use of data to set up focus groups from previous instruction.
- Reading intervention services are provided daily for 37 minutes focusing on specific skill deficiency areas.
- Struggling students will be pulled out for 30 minutes daily to work on the Achieve 3000 Program with the A.I.S. teacher.
- Content area material will be used. All instruction will be aligned to Common Core Learning Standards.
- Student deficiency skills will be addressed daily, using the Balanced Literacy Components.
- The 100 Book Challenge will be used by students offering a broad variety of reading materials in both fiction and nonfiction.
- Periodic Assessment data: Fall 2011 and Spring 2012

Responsible Staff Members: Programs will be implemented by the Literacy Coach, Classroom teachers, SETTS, and writing teacher.

Implementation Timeline: September 2011 through May 2012

**Strategies to increase parental involvement**

- To help improve our ELA instruction in the area of student progress, we will hold parent workshops on homework helper, accessing and understanding ARIS, how to use the Study Island web based program, and how to use the Reading Eggs web based program.
- Parents will be invited to class celebrations that showcase student work
- Class assembly presentations and class trips
- Our Parent Coordinator will work closely with our Parent Association and School Leadership Team to coordinate and plan parent activities which may include cultural trips

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The Principal will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines
- All first and second year teachers will receive a highly qualified mentor
- Teachers will meet in grade-level teams and cross-functional teams to review data gathered from periodic and unit assessments.
- Teacher teams will work collaboratively on the use of: assessments to monitor and revise data, rubrics with the language of the standards to provide specific feedback to student regarding their work, student data to plan and set goals, results on interim assessments to provide additional supports for students

**Service and program coordination**

Federal, State and local services, including programs supported under NCLB (Title I, Title IIA and Title III) are being coordinated with the instructional strategies/activities to achieve this goal:

- The school has reduced class size in both the lower elementary grades (Title IIA) and upper elementary grade (C4E)
- An AIDP funded attendance teacher provide counseling to students and outreach to families with the goal of attendance improvement.
- C4E funded coach provides professional development in literacy.

**Budget and resources alignment**

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 indicate below.

- Reduced class size across the grade
- Professional development in literacy and ESL aligned to the CCLS
- Teacher per session for after school programs and differentiated professional development.

## 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**

*By June 2012, student achievement in Grades 3-5 will improve by 3% as measured by the New York State Math assessment test.*

### **Comprehensive needs assessment**

*After conducting a three-year trend analysis of student performance data on the Math State Assessments, it was determined that student performance has dropped by 30%. Analysis of student performance over a two-year trend on the Math State Assessments shows student performance dropped by 3%. This goal is to ensure that student performance beginning at the Kindergarten level will begin to improve at the lowest grade level to ensure success by third grade.*

### **Instructional strategies/activities**

#### Instructional Activities:

- Introduction to “Go Math” new math program
- Math Review-warm up/do now problem
- Developmental lesson-guided practice
- Application of concept, independent group work
- Math literature activity sheet/entry in Math Reflective
- Study Island web based math instruction
- JiJi Mind Research web based math instruction
- Log/Math Portfolio Piece
- Enrichment or reinforcement piece
- Games/math software/math website-skills practice
- Periodic Assessment data: Fall 2011 and Spring 2012

Target Population(s): Teachers servicing students in grades 3-5.

Responsible Staff Members: Instructional coaching along with Professional Development for teachers will take place during and after school. The instructional cabinet develops the professional development plan for all teachers, ongoing staff development support, and all

day planning. The school will continue to commit itself to strong professional development and use ongoing professional assessment to drive instructional decisions in the classroom. Title I Math specialists, and classroom teachers will also provide support to decrease the amount of students not receiving a three or four on the New York State Math Test.

Implementation Timeline: September 2011 through May 2012

**Strategies to increase parental involvement**

- To help improve our math instruction in the area of student progress, we will hold parent workshops on homework helper, accessing and understanding ARIS, how to use the Study Island web based program.
- Parents will be invited to class celebrations that showcase student work
- Class assembly presentations and class trips
- Our Parent Coordinator will work closely with our Parent Association and School Leadership Team to coordinate and plan parent activities which may include cultural trips.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The Principal will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines
- All first and second year teachers will receive a highly qualified mentors
- Teachers will meet in grade-level teams and cross-functional teams to review data gathered from periodic and unit assessments.
- Teacher teams will work collaboratively on the use of: assessments to monitor and revise data, rubrics with the language of the standards to provide specific feedback to student regarding their work, student data to plan and set goals, results on interim assessments to provide additional supports for students

**Service and program coordination**

Federal, State and local services, including programs supported under NCLB (Title I, Title IIA and Title III) are being coordinated with the instructional strategies/activities to achieve this goal:

- The school has reduced class size in both the lower elementary grades (Title IIA) and upper elementary grade (C4E)
- An AIDP funded attendance teacher provide counseling to students and outreach to families with the goal of attendance improvement.
- C4E funded coach provides professional development in literacy.

**Budget and resources alignment**

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 indicate below.

- Reduced class size across the grade
- Professional development in literacy and ESL aligned to the CCLS
- Teacher per session for after school programs and differentiated professional development.

### 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**

*By June 2012, Student with Disabilities (SWD) will demonstrate progress towards meeting the states adequate yearly progress (AYP) as measured by a 5% increase in the category of SWD at Level 3 and 4 on the New York State ELA Assessment.*

#### **Comprehensive needs assessment**

*In the subgroup of Students With Disabilities on our New Your State Report card we did not make our Annual Measurable Objective of 109.*

#### **Instructional strategies/activities**

Instructional Activities: This school year all special education students are receiving academic intervention through Foundations, Reading Eggs, Imagine Learning, Study Island and Achieve 3000. These programs supplement the established balanced literacy in place. Self-contained special education classes on grades 3, 4, and 5 will use Literacy by Design as their balanced literacy program. These programs are aligned with the Common Core Standards. Periodic Assessment data: Fall 2011 and Spring 2012

Target Population(s): Teachers servicing Students With Disabilities

Responsible Staff Members: Instructional coaching along with Professional Development for teachers will take place during and after school. The instructional cabinet develops the professional development plan for all teachers, ongoing staff development support, and all day planning. The school will continue to commit itself to strong professional development and use ongoing professional assessment to drive instructional decisions in the classroom. Title I ELA and Math specialists, Language Specialists, and the ELL specialist will also provide support to decrease the amount of students not meeting the AYP in the area of students with disabilities. Differentiated professional development will be provided for each teacher in the testing grades with a focus on testing as a genre, reading strategies and skills, and using student data to plan for instruction.

Implementation Timeline: September 2011 through May 2012

#### **Strategies to increase parental involvement**

- To help improve our math instruction in the area of student progress, we will hold parent workshops on homework helper, accessing and understanding ARIS, how to use the Study Island web based program.
- Parents will be invited to class celebrations that showcase student work
- Class assembly presentations and class trips
- Our Parent Coordinator will work closely with our Parent Association and School Leadership Team to coordinate and plan parent activities which may include cultural trips.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The Principal will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines
- All first and second year teachers will receive a highly qualified mentor
- Teachers will meet in grade-level teams and cross-functional teams to review data gathered from periodic and unit assessments.
- Teacher teams will work collaboratively on the use of: assessments to monitor and revise data, rubrics with the language of the standards to provide specific feedback to student regarding their work, student data to plan and set goals, results on interim assessments to provide additional supports for students.

**Service and program coordination**

Federal, State and local services, including programs supported under NCLB (Title I, Title IIA and Title III) are being coordinated with the instructional strategies/activities to achieve this goal:

- The school has reduced class size in both the lower elementary grades (Title IIA) and upper elementary grade (C4E)
- An AIDP funded attendance teacher provide counseling to students and outreach to families with the goal of attendance improvement.
- C4E funded coach provides professional development in literacy.

**Budget and resources alignment**

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 indicate below.

- Reduced class size across the grade
- Professional development in literacy and ESL aligned to the CCLS
- Teacher per session for after school programs and differentiated professional development.

**ANNUAL GOAL #4 AND ACTION PLAN**

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

<b>Annual Goal #4</b>
<b>Comprehensive needs assessment</b>
<b>Instructional strategies/activities</b>
<b>Strategies to increase parental involvement</b>
<b>Strategies for attracting Highly Qualified Teachers (HQT)</b>
<b>Service and program coordination</b>
<b>Budget and resources alignment</b>

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	75	75	N/A	N/A	10	7	2	
<b>1</b>	95	95	N/A	N/A	15	2	2	
<b>2</b>	100	100	N/A	N/A	20	1	2	
<b>3</b>	100	100	N/A	N/A	10	5	5	
<b>4</b>	100	100	75	75	12	2	2	
<b>5</b>	100	100	40	60	20	3	3	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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	
<b>ELA</b>	<b>ELA:</b> Read 180 Achieve 3000 Foundations (double dose) Soaring Scores (after school) Extended Day	<input type="checkbox"/> Small group 5 periods per week Small group 3 periods per week Small group 4 periods per week Small group 2 hours per week
<b>Mathematics</b>	<b>Mathematics: Great Leaps</b> Math 180 (Kaplan) Soaring Scores (after school) Extended Day	<input type="checkbox"/> One-to-one tutoring 15 minutes per day (20 students grades 2-5) Small group 5 periods per week Small group 2 hours per week Small group 2½ hours per week
<b>Science</b>	<b>Science: Extended Day (grade 4)</b> Saturday Academy	<input type="checkbox"/> Small group 2 hours per week  Small group 3 hours per week
<b>Social Studies</b>	<b>Social Studies: Extended Day (grade 4)</b> Saturday Academy	<input type="checkbox"/> Small group 2 hours per week  Small group 3 hours per week
<b>At-risk Services provided by the Guidance Counselor</b>	Small group 4 days per week	
<b>At-risk Services provided by the School Psychologist</b>	Small Group/ one-to-one	
<b>At-risk Services provided by the Social Worker</b>	Small group/ one-to-one	

<b>At-risk Health-related Services</b>	small group/ one-to-one
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

P.S. 123Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 27Q123      **School Name:** PS 123Q

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic                       Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                       External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                       Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - Based on formal and informal data our students with disabilities have made small but steady progress until school year 2009-2010. That was the first school year bridge-classes (classes with multiple grades) appeared on grades 2, 3, 4, and 5 for students with disabilities. This type of class structure caused an instructional problem for the teachers in those classes since these classes covered three grades. The Special Education Teachers were not able to provide the differentiation of instruction that was needed for the broad range of learning disabilities and maturation of the students. This type of class was present again for the school year 2010-2011 and once again the instructional challenge was not met.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - For the school year 2011-2012, there are no bridge-classes on grades 3,4, and 5 for students with disabilities. Students with disabilities are receiving academic intervention services using the Achieve 3000 program (web-based reading comprehension) and for those students who are not academically ready for Achieve 3000, services are provided using Imagine Learning software. Both of these programs are researched based and are aligned with the Common Core Learning Standards.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - Teachers of SWD will receive professional learning from the Assistant Principals concerning the use of data assessments to drive instruction. The Curriculum Coach and Principal will lead professional learning concerning the Common Core Learning Standards. The Special Education liaison from the CFN will provide professional learning in the area of Special Education. Professional learning concerning performance based assessments will be provided by the outside vendor Pearson Education.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

- New teachers and teachers who are struggling will be mentored by the Curriculum Coach, Assistant Principal, highly-qualified teachers, and the CFN support personnel.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- Parents will be notified using the official DOE parent notification letter customized in English and Spanish. A meeting addressing the status of the school will be held during school hours and again during the evening. For parents who still need further information, the Parent Coordinator will have individual meetings.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Debra Maldonado/W. Colavito</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>123</b>
School Name <b>P.S. 123Q</b>			

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

Principal <b>Cynthia Sumay-Eaton</b>	Assistant Principal <b>James Bart</b>
Coach <b>Cynthia Raber</b>	Coach <b>Cynthia Raber</b>
ESL Teacher <b>Ellen Konstantinopoulos</b>	Guidance Counselor <b>Janine Savastano</b>
Teacher/Subject Area <b>Annette Portolano - Writing</b>	Parent <b>Barbara Bennett</b>
Teacher/Subject Area <b>Yolanda Harvey - Math</b>	Parent Coordinator <b>Norma PauPaw</b>
Related Service Provider <b>Colleen McCabe - Speech</b>	Other
Network Leader <b>William Colavito/Joseph Blaize</b>	Other

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>49</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>686</b>	Total Number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>4.66%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here:

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

Steps taken to evaluate ELL performance are:

\* Computer program designed for ELLs to enhance their reading, writing, listening and speaking skills.

\* Daily writing journals

\* Drills, mini lessons and assessments on weekly skills

\*Sample NYSESLAT test given to students to show what is expected.

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

ATS reports RLAT and RLER are printed frequently to determine current student and new admit levels of proficiency in English. ESL teacher makes sure all eligible students are tested in all components with the NYSESLAT and administers the test in the spring of each school year. Students are administered the NYSESLAT by test level K-1, 2-4, 5-6 if group size permits. If not, students are administered the NYSESLAT test in grade level group sizes. The Speaking component is administered individually to each student, the Listening, Reading and Writing components are given in a timely matter to ensure all eligible ELL students take the NYSESLAT test every spring of the school year.

2. Parents/Guardians of ELLs that are new to the country (newcomers) are given orientation workshops by Ellen Konstantinopoulos the ESL teacher at P.S 123 Q. All program models for ELLs that exist in the NYC schools are explained to parents. Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-Language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. Parents view a video of the programs and are given pamphlets to take home. For TBE/DL program choices, PS 123 Q is equipped with materials such as Bilingual libraries that includes books on literacy, science and social studies and is available to students to enhance their learning needs. Finally, parents fill out a survey about a program choice that fits their children's needs. All materials that are presented to the parents are available in many languages. Translators are always available to provide assistance to the parents as needed. Our school provides workshops for parents, to give additional help and understanding of the

programs available to their children. Parents are given a list of neighboring schools that offer programs that are not available at P.S. 123Q. Parents/guardians are sent letters and notices in their home language in order to respond to the surveys. Parents who do not respond to the orientation workshop invitation are contacted in the appropriate language by letter, phonecall, teacher contact or parent coordinator.

3. Teacher of ELLs is responsible for all Entitlement letters that are sent home to the parents/guardians with the students and surveys provided at the orientation meetings. Letters are translated in various languages whenever possible with the assistance of the parent coordinator translation services. To ensure the return of the letters a deadline is provided. A follow-up letter is sent if no response and finally a phone call is made to emphasize the importance of these letters and surveys. Teacher of ELLs provides the letters and surveys and is responsible of collecting them in a timely fashion. Documents are stored at the teacher of ELLs office and in the student cumulative folders and are available for review.

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

### 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	11
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	

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
Dual Language										0
ESL	13	1	5	19		6				32
<b>Total</b>	<b>13</b>	<b>1</b>	<b>5</b>	<b>19</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	4	10	3	3								27
Chinese														0
Russian														0
Bengali					1									1
Urdu					2									2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi		1												1
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>32</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic 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?

Paste response to questions 1-7 here:

1a) ESL instruction is provided in the pull out model and is the only program available at this time in our school due to parent preference. P.S. 123Q uses the Balanced Literacy program and the Common Core standards to provide a coherent approach in student learning. Materials used include Reading Series by Options publishing, Read & Understand by Evan Moore. Students practice basic and reading

## A. Programming and Scheduling Information

skills in workbooks. ESL methodologies are practiced (e.g., scaffolding, TPR, partner-reading activities). Content areas are also covered throughout the series (i.e., math, social studies, and science). Instruction is delivered in 45 minute periods (am and pm sessions) or in a 90 minute block.

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

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

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

4) Students are evaluated in their native language with the Spanish LAB when they test in the ESL program.

5a-d)

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

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

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

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

6) Instructional strategies and grade-level materials that teachers of ELL-SWDs use include Literacy by Design, Achieve3000, and Imagine learning to accommodate their needs as well as to teach them to become proficient in areas they are most weak in. Bilingual leveled libraries are also available to the Spanish-speaking students. Classroom teachers and service providers work together and collaboratively plan their lessons to allow time for students to receive their mandated services as per their IEP. Push in sessions in ESL, Speech and OT are provided by the services providers whenever necessary to accommodate student needs.

## A. Programming and Scheduling Information

7) Content areas within the common core standards are included in the planning of weekly lessons. Teachers of ELLs and ESL teacher collaborate and plan lessons to fit the needs of their students. Flexible programming with teacher collaboration allows ELL -SWDs to actively participate in all activities including grouping with their non-disabled peers. SWD work at their own pace and are not excluded from activities and teachers are able to work with non-disabled students. Teachers are able to move from group to group and be able to

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	instructed through scaffolding, chunking strategies, total physical response approaches, hands on activities, graphic organizers and vocabulary activities. Instructional materials are provided to the students to learn how to use them to enhance their language skills.			
75%	Computer programs such as Imagine Learning English (directions available in several languages), leveled Language Proficiency Intervention Kits, and Just Right Reading series are used to support students.			
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## Courses Taught in Languages Other than English

### 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.
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8****Beginning****Intermediate****Advanced****C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

N/A

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12****D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here:

1. The ESL teacher is responsible for organizing professional development training sessions for all teachers of ELLs. ELL instructional models and how to differentiate instruction in their classrooms are discussed to include ELL needs. Discussions on resources and materials that are available for ELLs are also demonstrated to the teachers. The following is a description of the professional development plan for all personell working with ELLs for the school year 2011-2012:

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

1. September 15<sup>th</sup> - Introduction to the ESL program
2. September 22<sup>nd</sup> - Professional resources for teachers that teach ELLs
3. October 6<sup>th</sup> – Q-TELL - Quality Teaching of ELLs
4. October 13<sup>th</sup> - Using ESL methodologies - Types of Scaffolding techniques (Modeling, Bridging)
5. October 20<sup>th</sup> - Continuation of Scaffolding techniques (contextualization, schema building)
6. October 27<sup>th</sup> - Analyzing ELL student work ELAandMath Common Core Standards (Findings and Discussion)
7. November 3<sup>rd</sup> - Analyzing ELL student work Common Core Standards cont'd
8. November 10<sup>th</sup> –ELA and Math NYS testing changes
9. November 17<sup>th</sup> - Testing Accommodations of ELLs
10. December 1<sup>st</sup> - Teaching Reading to ELLs K-2
11. December 8<sup>th</sup> – Teaching Reading to ELLs 3-5
12. December 15<sup>th</sup> - Teaching Writing to ELLs K-2
13. January 5<sup>th</sup> - Teaching Writing to ELLs 3-5
14. January 12<sup>th</sup> -NYSESLAT FORMAT – Discussion on test modalities
15. January 19<sup>th</sup> - Sample NYSESLAT test

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

3. New teachers are provided with information on where professional development on ESL methodologies they can use in their classrooms sights are available. The ESL teacher is available for support and resources needed by the teachers. Network professional development meetings are provided for teachers of ELLs. Grade teacher teams are created and meet to analyze student work, analyze findings, discuss ways to help students master skills they are weak in and create activities aligned with the Common Core Standards.

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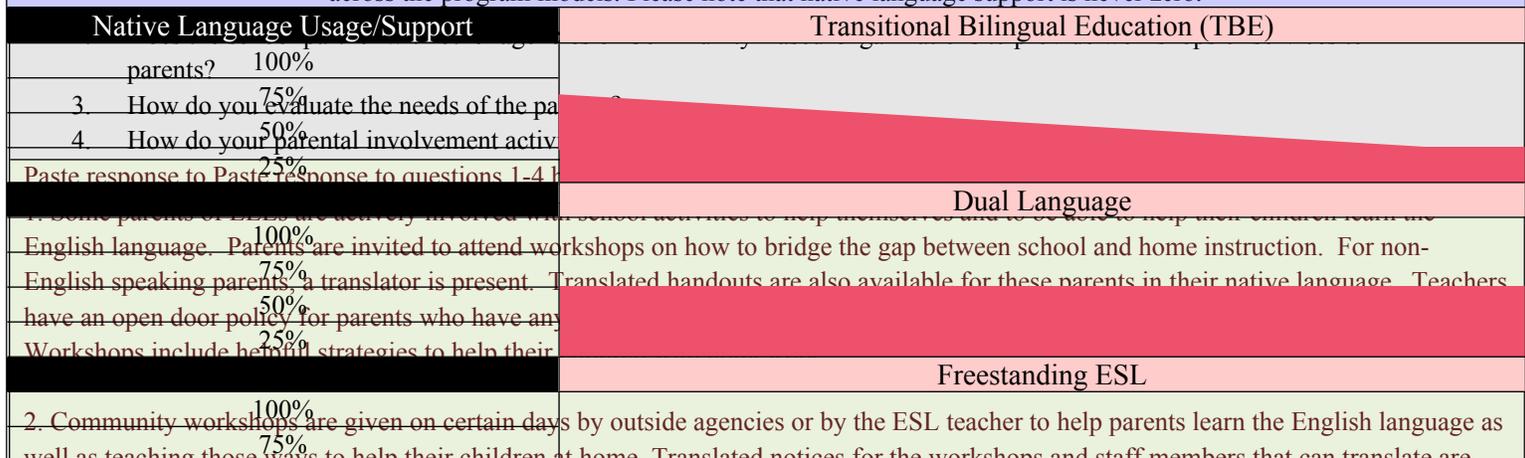
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## Native Language Usage and Supports

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



## E. Parental Involvement

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

Paste response to questions 1-4 here:

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

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

3. Parent coordinator is responsible to provide workshops that can help parents communicate with their children and have a home /school connection. Parent needs are evaluated by a survey that the school hands out to the parents/guardians. Parents are asked to answer questions on things about our school to improve home/school communication and student needs. After all workshops are completed, informal evaluations are used for feedback, questions or any special requests. Parent coordinator collects feedback for future workshops. Translations of letters and informational pamphlets are available whenever possible.

4. Parental involvement is very important for our school. Workshops from Learning Leaders, UFT, and Sylvan Learning Centers are available for parents. These workshops include language skills drills, art activities, parenting tips on homework help. These are essential for a good home/school relationship. Translations of letters, staff member translators and informational pamphlets are available whenever possible.

## B. Programming and Scheduling Information--Continued

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## 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

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here:.

1. The ESL teacher is responsible for organizing professional development training sessions for all teachers of ELLs. ELL instructional models and how to differentiate instruction in their classrooms are discussed to include ELL needs. Discussions on resources and materials that are available for ELLs are also demonstrated to the teachers. The following is a description of the professional development plan for all personell working with ELLs for the school year 2011-2012:

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

1. September 15<sup>th</sup> - Introduction to the ESL program
2. September 22<sup>nd</sup> - Professional resources for teachers that teach ELLs
3. October 6<sup>th</sup> – Q-TELL - Quality Teaching of ELLs
4. October 13<sup>th</sup> - Using ESL methodologies - Types of Scaffolding techniques (Modeling, Bridging)
5. October 20<sup>th</sup> - Continuation of Scaffolding techniques (contextualization, schema building)
6. October 27<sup>th</sup> - Analyzing ELL student work ELAandMath Common Core Standards (Findings and Discussion)
7. November 3<sup>rd</sup> - Analyzing ELL student work Common Core Standards cont'd
8. November 10<sup>th</sup> –ELA and Math NYS testing changes
9. November 17<sup>th</sup> - Testing Accommodations of ELLs
10. December 1<sup>st</sup> - Teaching Reading to ELLs K-2
11. December 8<sup>th</sup> – Teaching Reading to ELLs 3-5
12. December 15<sup>th</sup> - Teaching Writing to ELLs K-2
13. January 5<sup>th</sup> - Teaching Writing to ELLs 3-5
14. January 12<sup>th</sup> -NYSESLAT FORMAT – Discussion on test modalities
15. January 19<sup>th</sup> - Sample NYSESLAT test

2. AIS services are available to support ELLs transitioning to junior high school. With the support and organization of the guidance counselor, students attend an assembly where advisors from neighboring Junior high schools speak to and answer any questions they may

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

3. New teachers are provided with information on where professional development on ESL methodologies they can use in their classrooms sights are available. The ESL teacher is available for support and resources needed by the teachers. Network professional development meetings are provided for teachers of ELLs. Grade teacher teams are created and meet to analyze student work, analyze findings, discuss ways to help students master skills they are weak in and create activities aligned with the Common Core Standards.

## E. Parental Involvement

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

Paste response to Paste response to questions 1-4 here:

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

2. Community workshops are given on certain days by outside agencies or by the ESL teacher to help parents learn the English language as well as teaching those ways to help their children at home. Translated notices for the workshops and staff members that can translate are

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

3. Parent coordinator is responsible to provide workshops that can help parents communicate with their children and have a home /school connection. Parent needs are evaluated by a survey that the school hands out to the parents/guardians. Parents are asked to answer questions on things about our school to improve home/school communication and student needs. After all workshops are completed, informal evaluations are used for feedback, questions or any special requests. Parent coordinator collects feedback for future workshops. Translations of letters and informational pamphlets are available whenever possible.

4. Parental involvement is very important for our school. Workshops from Learning Leaders, UFT, and Sylvan Learning Centers are available for parents. These workshops include language skills drills, art activities, parenting tips on homework help. These are essential for a good home/school relationship. Translations of letters, staff member translators and informational pamphlets are available whenever possible.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							2		2
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.

Paste response to questions 1-6 here

## 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:** P.S. 123Q

**School DBN:** 27Q123

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Sumay-Eaton	Principal		12/15/11
James Bart	Assistant Principal		12/15/11
Norma PauPaw	Parent Coordinator		12/15/11
Ellen Konstantinopoulos	ESL Teacher		12/15/11
Barbara Bennett	Parent		12/15/11
Annette Portolano/Witing	Teacher/Subject Area		12/15/11
Yolanda Harvey/Math	Teacher/Subject Area		12/15/11
Cynthia Raber	Coach		12/15/11
	Coach		
Janine Savastano	Guidance Counselor		12/15/11
William Colavito/Joseph Blaize	Network Leader		12/15/11
Colleen McCabe	Other <u>Speech Teacher</u>		12/15/11
	Other		12/15/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: 27Q123 School Name: P.S. 123Q

Cluster: 5 Network: 531

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

**Part A: Needs Assessment Findings**

---

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

The ESL teacher provides home language data indicating the number of non-English speaking parents/guardians  
School registration data indicates the home language data which is given to the ESL teacher.  
The School Progress Report provides the demographic data percentages of enrollment for various ethnic groups.  
Oral and written feedback from parents attending various workshops.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parents indicated that more non-English speaking parents would attend the various workshops and trainings with written communication sent in Spanish informing of upcoming workshops and school business.  
The entire School Progress Report was discussed during the October 2011 Parents' Association meeting with Spanish interpretation.  
The Parent Coordinator meets with parents providing information about school findings and school business.

## Part B: Strategies and Activities

---

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

In-house staff provides written translation services for parents and/or guardians. All written communication to parents/guardians is provided in both English and Spanish. When time permits, the DOE translation service will be used for some documents.

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.

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

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

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

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 123Q	DBN: 27Q123
Cluster Leader: Deborah Maldonado	Network Leader: Joseph Blaize
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Saturday Academy

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

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

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

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

The Saturday ELL Program will provide 3-hours of small group instruction for eighteen (18) students that will include reading, math, technology, and science. Two teachers, one certified ESL and one certified CB teacher will provide instruction for 14 sessions of 3 hours each. The principal will be overseeing the program and be paid at principal per-session rate, as there is no other operating activities on Saturdays in the building. She will be paid one extra hour to open the building (30 minutes prior to the start of the program to receive students and greet parents and 30 minutes after the program to ensure that all students are picked up and secure the building).

## Part C: Professional Development

### 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:

The Saturday Academy ELL/Common Branch teachers are a part of the BETLA Program at Bank Street College. They receive professional development through this program on a weekly basis. They then turnkey this information to the entire staff to insure that all teachers who work with ELL students are familiar with the latest ELL strategies.

### 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 Saturday Academy ELL Teachers in conjunction with the ELL teacher provide workshops for parents three times a year. At the beginning of the year the ELL teacher holds a workshop to explain Lab-R testing to the parents. Mid-year a workshop on NYSELAT study skills is held for the parents/guardians. Also, a workshop on the NYS ELA and Math assessments will be held for ELL parents/guardians. Parents/Guardians will receive progress reports using Imagine Learning Data.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	Per Session: \$5117.20	Per session rate for 2 teachers \$50.36 @ 42 hours x 2= \$4231.00 Per session rate for 1 principal \$52.39 @ 40 hours = \$2934.00
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>	n/a	

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)	Imagine Learning English Language software program:  \$4035.00	Saturday Academy students will spend 60 minutes each session using the Imagine Learning Program.
Travel		
Other		
<b>TOTAL</b>		