Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVEEDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PS 127Q AEROSPACE AND SCIENCE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER): 30Q127

PRINCIPAL: MS. EVITASANABRIA **EMAIL:** ESANABRIA@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP A. COMPOSTO

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
EvitaSanabria	*Principal or Designee	
Noel Warshaw	*UFT Chapter Leader or Designee	
MahmudaHoque	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Evelyn Maldonado	Teacher	
Susan Heinsohn	Teacher	
Victoria Farnum	Teacher	
Keri Willis	Teacher	
Angela Stewart	Parent	
Rosa Dutan	Parent	
Angelica Diaz	Parent	
Lissette Felipe	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1
Continuing to make gains in Math for our Special Education and English Language Learners as measured by performance on state assessments.

10% of our ELL sub-group in grades 3 through 8 will make 1+ year progress based on the results of the New York State Math Exams
10% of our SWDsub-group in grades 3 through 8 will make 1+ year progress based on the results of the New York State Math Exams

Comprehensive needs assessment
PS 127Q is in year one (1) of corrective action due to its standing with students with disabilities (SWD) and English Language Learners (ELLs). PS 127Q failed to make AYP using safe harbor for the two respective subgroups in ELA and Math. As a result, school-wide professional development and instructional expectations will center on the need to enhance teacher practice in developing multiple entry and exit points for our targeted subgroups. The average student proficiency level in math is 2.97. For our SWD subgroup, school data (Progress Report) shows that 22.1% of our SWD population scored a level 3 or 4 on the 2011 NYS ELA exam. Data for our ELLs shows that the percent at 75th growth percentile or higher is 41.8% which puts us within the top 40% cutoff of 41.1%. To be in the top 20% cutoff we need to grow to 50%.

Instructional strategies/activities

- Engage all students including students with disabilities and ELLs with at least one Math task aligned to the CCLS
- Develop entry points of instruction for all ELLs and students with disabilities to support student learning that is aligned to the CCLS
- Grade level meeting will focus on differentiated and small group instruction
- Teacher teams will develop a protocols to look at student work specifically for students with special needs and ELLs
- Teachers will receive professional development on various strategies for using and improving academic vocabulary in oral/written explanations.
- Students will self-assess their work using rubrics
- Provide PD on effective questioning techniques to promote student interaction.
- Teachers will model problem-solving strategies and processes for math
- Provide a Family Game Night centered on Math content
- Saturday program will focus on academic vocabulary to enhance content knowledge
- Strengthening teacher practice by examining and refining the feedback teachers receive
- Teachers will work together to develop an expertise in engaging students in rigorous tasks, embedded in well-crafted instructional units
- Teacher Teams look closely at resulting student work to continue the cycle of inquiry
- Use rich performance tasks as a vehicle for examining student work
- Develop and share understanding of success as defined by the new standards
- PD with the CFN to develop appropriate task aligned with CCLS for all students
- PD in January to roll out the CCLS Bundles in Literacy and Math to staff
- Secure tasks with benchmarks and assessments for students

Strategies to increase parental involvement

- 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;
- 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;
- Breakfast with Principal bi-monthly with set topics of discussions
- Workshops for parents held by the Parent Coordinator
- ESL and technology classes for the Parents
- Parent and children's activities funded through Title I Parent Involvement component
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Review the Open Hire and Excess list to review and interview for certified teachers with TESOL and SWDs license(s).
- Present an overview of the school and its programs for viable candidates.
- Attend hiring fairs presented by the NYC Department of Education.
- Post for vacancies with the Department of Education website.
- Canvass local colleges and universities for highly qualified candidates to fill positions in ESL and Special Education
- Partner with local colleges and universities to increase the number of student-teachers participating in our classrooms throughout the school year to increase our pool of candidates.

Service and program coordination

PS 127Q.has identified the subgroups of SWD and ELL as a top priority for our instructional focus for the 2011-2012 school year. As a Corrective Action School (Year 1), funds have been allocated to provide select staff members with added training in the areas of differentiation, assessment, data, and technology to better meet the needs of each subgroup. Additionally, funding has been allocated for such programs as Achieve 3000, System 44, and Read 180 to further develop the reading and language skills of our student population. Technology has been enhanced with the inclusion of SMART Boards, laptops, and iPads for both subgroups.

Budget and resources alignment

- Fair Student Funding
- Title I
- SINI Grant

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2
Continuing to make gains in ELA for our Special Education and English Language Learners as measured by performance on state assessments.

10% of our ELL sub-group in grades 3 through 8 will make 1+ year progress based on the results of the New York State ELA Exams
10% of our SWD sub-group in grades 3 through 8 will make 1+ year progress based on the results of the New York State ELA Exams

Comprehensive needs assessment
PS 127Q is in year one (1) of corrective action due to its standing with students with disabilities (SWD) and English Language Learners (ELLs). PS 127Q failed to make AYP using safe harbor for the two respective subgroups in ELA and Math. As a result, school-wide professional development and instructional expectations will center on the need to enhance teacher practice in developing multiple entry and exit points for our targeted subgroups. The average student proficiency level in ELA is 2.67. For our SWD subgroup, school data (Progress Report) shows that only 6.7% of our SWD population scored a level 3 or 4 on the 2011 NYS ELA exam. Data for our ELLs shows that the percent at 75th growth percentile or higher is 37.6% which puts us below the top 40% cutoff of 42.9%.

Instructional strategies/activities

- Engage all students including students with disabilities and ELLs with at least one ELA task aligned to the CCLS
- Develop entry points of instruction for all ELLs and students with disabilities to support student learning that is aligned to the CCLS
- Utilize intervention program (Achieve 3000 that provides enhanced differentiated learning for students via the use computers and leveled text.
- Grade level meeting will focus on differentiated and small group instruction
- Teacher teams will develop a protocols to look at student work specifically for students with special needs and ELLs
- Teachers will receive professional development on various strategies for using and improving academic vocabulary in oral/written explanations.
- Students will self-assess their work using rubrics
- Provide PD on effective questioning techniques to promote student interaction.
- Teachers will model problem-solving strategies and processes for math
- Provide a Family Game Night centered on ELA content
- Saturday program will focus on academic vocabulary to enhance content knowledge
- Strengthening teacher practice by examining and refining the feedback teachers receive
- Teachers will work together to develop an expertise in engaging students in rigorous tasks, embedded in well-crafted instructional units
- Teacher Teams look closely at resulting student work to continue the cycle of inquiry
- Use rich performance tasks as a vehicle for examining student work
- Develop and share understanding of success as defined by the new standards
- PD with the CFN to develop appropriate task aligned with CCLS for all students
- PD in January to roll out the CCLS Bundles in Literacy and Math to staff

Strategies to increase parental involvement

- 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;
- 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;
- Breakfast with Principal bi-monthly with set topics of discussions
- Workshops for parents held by the Parent Coordinator
- ESL and technology classes for the Parents
- Parent and children's activities funded through Title I Parent Involvement component
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Review the Open Hire and Excess list to review and interview for certified teachers with TESOL and SWDs license(s).
- Present an overview of the school and its programs for viable candidates.
- Attend hiring fairs presented by the NYC Department of Education.
- Post for vacancies with the Department of Education website.
- Canvass local colleges and universities for highly qualified candidates to fill positions in ESL and Special Education
- Partner with local colleges and universities to increase the number of student-teachers participating in our classrooms throughout the school year to increase our pool of candidates.

Service and program coordination

PS 127Q.has identified the subgroups of SWD and ELL as a top priority for our instructional focus for the 2011-2012 school year. As a Corrective Action School (Year 1), funds have been allocated to provide select staff members with added training in the areas of differentiation, assessment, data, and technology to better meet the needs of each subgroup. Additionally, funding has been allocated for such programs as Achieve 3000, System 44, and Read 180 to further develop the reading and language skills of our student population. Technology has been enhanced with the inclusion of SMART Boards, laptops, and iPads for both subgroups.

Budget and resources alignment

- Fair Student Funding
- Title I
- SINI Grant

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3
By June 2012 there will be an improvement in "student performance" as measured by the NYC DOE Progress Report Matrix from a score of "C" to "B."

Comprehensive needs assessment
PS 127Q is in year one (1) of corrective action due to its standing with students with disabilities (SWD) and English Language Learners (ELLs). PS 127Q failed to make AYP using safe harbor for the two respective subgroups in ELA and Math. According to the 2010-2011 School Progress Report, we received a score of a "B" in student progress (27.2 out of 60). Though we received a "B" in student progress, we still have significant work to do in the area of student performance. According to our Progress Report, we scored 8.0 out of 25.0 points (Grade C). The average student proficiency level in ELA is 2.67 and in math is 2.97. Both proficiency levels put us below grade level as NYS defines meeting grade level standards as scoring a 3.0 or greater. With only 34.8% students at or above grade level (Level 3 or 4) in ELA and 45.2% students at or above grade level in Math, it is evident that instructional practices within the school need to be refined. As such, the adoption of Charlotte Danielson's Framework for Teaching as an instructional lens for teachers and administrators will be part of our focus as we work on strengthening the rigor within our instruction.

Instructional strategies/activities
The school is working to improve practices and programs to close the achievement gap for these two subgroups (SWDs and ELLs).

- Targeted professional development,
- Academic Intervention Services (Grades K-8)
- Enhanced use of technology (SMART Boards, laptops, iPads, netbooks)
- Inter/intra-visitations of staff members
- Three new Literacy Coaches (K-2, 3-5, 6-8) to better support teachers with enhancing instructional practice centered around the Common Core Learning Standards (CCLS).
- Teachers developed curriculum maps during the summer aligning current instructional programs to the CCLS and developing essential questions to foster greater rigor through questioning.
- Teachers meet weekly for common planning allowing for collaborative reflection on instructional practices and targeted data-analysis of student learning outcomes.
- Teacher Teams look closely at resulting student work to continue the cycle of inquiry
- Strengthening teacher practice by examining and refining the feedback teachers receive
- Engage teachers in the next stage of aligning curriculum and assessment to CCLS
- Use rich performance tasks as a vehicle for examining student work
- Develop and share understanding of success as defined by the new standards
- Adjust teacher practice through differentiated professional development to support student development
- PD with the CFN to develop appropriate task aligned with CCLS for all students
- PD in January to roll out the CCLS Bundles in Literacy and Math to staff
- Secure tasks with benchmarks and assessments for students
- Establish a school wide protocol for looking at student work during teacher team meetings

Strategies to increase parental involvement

- 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. Family Game Night, Parent-Teacher Conferences;

Strategies for attracting Highly Qualified Teachers (HQT)

- Review the Open Hire and Excess list to review and interview for certified teachers.
- Present an overview of the school and its programs for viable candidates.
- Attend hiring fairs presented by the NYC Department of Education.
- Post for vacancies with the Department of Education website.
- Canvass local colleges and universities for highly qualified candidates to fill positions in shortage areas

Service and program coordination

To support our initiative with increasing rigor of instruction to align practices to a research-based rubric, PS 127 is providing professional development to staff members to enhance understanding of curriculum mapping, essential questioning, lesson/unit planning, integrating technology, and student engagement in an effort to increase student performance. Partnerships include Network Support, Aussie, Teq Equipment, Standards Solution, Title IIB Math Grant, Urban Advantage Science, Scholastic, BETAC, and Capital One/Junior Achievement (Financial Literacy).

Budget and resources alignment

- Title I
- SINI Grant
- FSF

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	18	18	**N/A**	**N/A**	16	0	3	3
1	12	12	**N/A**	**N/A**	16	0	2	2
2	18	18	**N/A**	**N/A**	20	1	2	3
3	28	24	**N/A**	**N/A**	20	1	2	6
4	35	28	33	0	25	0	2	3
5	21	18	0	0	20	0	2	3
6	18	13	0	0	15	1	2	5
7	30	20	8	0	15	2	3	3
8	22	6	9	0	15	1	2	2
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA: -Achieve 3000 -Wilson(Fundations&Reading System) -System 44 -Read 180 -Fountas and Pinnell (Leveled Literacy Intervention)	**Achieve 3000**: Provides web-based, individualized learning to accelerate reading comprehension, vocabulary, writing proficiency by *motivating students* to develop an *intrinsic interest* in literacy and a true love of learning*(During and after-school hours)* **Wilson**: Fundations' research-based approach and extensive program materials allow K-3 teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multisensory techniques. It is implemented as a phonics and spelling supplement or the word study block to the core literacy program. Wilson Reading System is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. This step-by-step program gives teachers the tools and confidence they need to work with even the most challenged reader—and their confidence and expertise grows exponentially by attending classes, achieving certification, and taking advantage of Wilson Academy's extensive online resources and support.*(During school hours)* **System 44**: *System 44* is the breakthrough foundational reading and phonics intervention technology program for our most challenged readers in Grades 3–12+. *System 44* includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling.*(During school hours)* **Read 180**: *READ 180* is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, *READ 180* leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. *(During school hours)* **Fountas and Pinnell:**TheFountas&Pinnell Leveled Literacy Intervention (Blue System) provides systematically designed lessons to support both reading and writing development for struggling students. Lessons in this system provide specific instruction in phonics, word work, comprehension, and writing. Over the course of two lessons, children will read several books, write about reading, and receive explicit teaching in phonics and word study. LLI is designed for students who don't qualify for 1:1 instruction, but are still below grade level. This helps provide intervention while maintaining the least restrictive environment for the students. The goal of the intervention program is to bring the children to grade level competency in 12–18 weeks. *(During school hours)*

Mathematics: -Focus Math Intensive Intervention (Pearson) -Exemplars Math K-12	**Focus Math Intensive Intervention (Pearson):** Focus Math directly aligns with the curriculum focal points (NCTM) and is intended to address topics of emphasis at particular grade levels or core math topics. It is an early detection, prevention and ongoing support system that identifies students struggling in math, and provides them with the additional help they need before they fall behind. It allows the intervention teacher to focus and assist students in capturing understanding, proficiency, and problem solving success within particular mathematics topics. Focus Math provides assessments for screening and determining specific needs among mathematics topics aligned with the Curriculum Focal Points (NCTM).*(During school hours)* **Exemplars Math K-12:** Exemplars Math K-12 is a program that teaches students to become independent problem solvers and they learn to communicate their reasoning and mathematical thinking processes through open-ended Exemplars task.
Science	• Science teachers have been trained in methods of differentiating instruction • They collaborate with grade level teachers in order to identify students in need of AIS and their areas of need and strength • They facilitate small group instruction during the day and during our extended day program • Our AIS work in Science is evolving
Social Studies	• Social studies teachers have been trained on how to use data in order to differentiate instruction for our students in need of Academic Intervention based on NYS Social Studies standards • Teachers confer one on one with students in order to model skills and strategies • Technology (SMART Boards, document cameras, laptops, are often used to best meet the needs of all learners • Parents of our students in need of Academic Intervention receive letters and phone calls indicating areas of concerns with appropriate support strategies • They facilitate small group instruction during the day and during our extended day program • Our AIS work in Social Studies is evolving
At-risk Services provided by the Guidance Counselor	• Guidance Counselor providing mandated counseling services • Provide guidance and counseling services to students and parents in crisis. • As a member of the Pupil Personnel Team (PPT), provide consultation to teachers, observe classroom dynamics, and recommend strategies to support students socially in a rigorous academic setting. • Guidance Counselor providing at-risk counseling • Provide crisis intervention, conflict resolution for students in grades K-8. • Work with parents, students and staff to promote the student's academic, career, personal, social and emotional development. • Provide orientation sessions during the school day and after school, to parents of 8th grade students on the process of High School application and articulation.

	• Provide individual guidance in the process of High School application and articulation to all eight grade students. • Provide sessions for students in fifth grade on “Social Problem Solving Skills”.
At-risk Services provided by the School Psychologist	• Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems. • Help staff understand child development and how it affects learning and behavior. • Strengthen working relationships between teachers, parents, and service providers in the community. • Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance. • Work directly with children and their families to help resolve problems in adjustment and learning. • Conduct observations in the classroom to gain an understanding of the challenges and struggles children come across in the classroom environment and to make suggestions to teachers on how such challenges could be addressed in order to improve student functioning. • Help students develop social skills, anger management, and coping strategies. • Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health. • Develop partnerships with parents and teachers to promote healthy school environments. • Use evidence-based research to develop and/or recommend effective interventions for at-risk students. • Participate in Pupil Personnel Team meetings at the school to collaborate with other school personnel in the development and implementation of strategies to address educational and emotional needs and improve school performance. • Teach parents and educators skills to address behavior problems. • Screen for mental health and learning problems. • Assess the effectiveness of academic and behavior management programs. • Help teachers and parents understand and effectively address a child’s problems. • Provide crisis intervention with students in distress to offer support and develop strategies to prevent future occurrences. • Advocate for the needs of individual students both within and outside of the school setting
At-risk Services provided by the Social Worker	• Help staff and parents understand child development and how it affects learning and behavior. • Strengthen working relationships between teachers, parents, and service providers in the community. • Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance. • Work directly with children and their families to help resolve problems in adjustment and learning. • Conduct observations in the classroom to gain an understanding of the challenges and struggles children come across in the classroom environment and to make suggestions to teachers on how such challenges could be addressed in order to improve student functioning.

	• Help students develop social skills, anger management, and coping strategies. • Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health. • Develop partnerships with parents and teachers to promote healthy school environments. • Use evidence-based research to develop and/or recommend effective interventions for at-risk students. • Participate in Pupil Personnel Team meetings at the school to collaborate with other school personnel in the development and implementation of strategies to address educational and emotional needs and improve school performance. • Teach parents and educators skills to address behavior problems. • Screen for mental health and learning problems. • Assess the effectiveness of academic and behavior management programs. • Help teachers and parents understand and effectively address a child's problems. • Provide crisis intervention with students in distress to offer support and develop strategies to prevent future occurrences. • Advocate for the needs of individual students both within and outside of the school setting • Help families access mental health community resources
At-risk Health-related Services	• School nurse provides individual guidance and strategies to students identified at risk in personal and physical hygiene • Contacts parents and provides orientation on appropriate personal care and hygiene according to the students' development and age.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 30Q127 **School Name:** PS 127Q Aerospace and Science Academy

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 X Corrective Action Year 1 ☐ Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 ☐ Restructuring Advanced

Category: X Basic ☐ Focused ☐ Comprehensive

Intervention: ☐ School Quality Review (SQR) ☐ External School Curriculum Audit (ESCA)
☐ Joint Intervention Team visit (JIT) X 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.

   - **ELA – Students with Disabilities and Limited English Proficient**: Students within these two subgroups have not met the state required benchmark in English Language Arts for three consecutive years. As a result this has led to the school reaching Corrective Action- Year 1 status.

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.

   - ESL teacher instructs small groups of recent immigrant students and students scoring at Level 1 on the NYSESLAT in push-in/pull-out models to guarantee that each student is receiving a prescriptive response to accurately diagnosed needs.
   - Teachers use nySTART, NYSESLAT, Acuity, State and City Achievement tests, NCLB Accountability Reports, Annual School Report Card, teacher made tests and Item Skills Analysis to identify student strengths and weaknesses and to address literacy instructional needs.
   - PS127Q implements a push in/pull out program of AIS support in reading for all grades that utilizes small group instructional practices to improve student achievement.
   - An Academic Intervention Plan is developed and implemented for all ELL/ESL, and newly arrived immigrant students not attaining the standard benchmark established by the NYSESLAT
   - Professional development in the understanding and use of specialized instructional strategies to meet the needs of all students, students with special needs, ELL/ ESL populations.
   - Mainstreaming of subgroups (Bi-lingual, ELL/ESL, recent immigrant and special needs students) into general education classes
   - Teachers use data from Acuity, nySTART, NYSESLAT, State and City Achievement tests, NCLB Accountability Report, Annual School Report Card, teacher made tests, Item Skill Analysis and other assessments to provide instructional emphasis for all students, students with special needs, ELL, and ESL students strengths and weaknesses and to assist in the grouping of students.
   - Intensive professional development provided in best practices for sustaining and accelerating the achievement of all students, special needs students, and ELL/ESL learners.
   - NYSESLAT is administered to all identified students to determine entitlement of services and to analyze English language proficiency.

- All students including students with special needs, Bi-lingual/ELL/ESL students will have native language libraries and dictionaries for their classrooms.
- The need for AIS will be addressed through AIS Intervention program thus ensuring that all students in need of AIS intervention will receive the necessary support.

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.

Staff members will be provided with a professional development calendar delineating various activities on a monthly base. The professional development team will be responsible for the planning and implementation of the calendar. The professional development team along with the UFT Teacher Center will provide services to meet the teachers' individual needs. School administration will attend professional development sessions; review materials distributed at such meetings; conference with professional development providers prior to and after such sessions to discuss both content and feedback. Cohort groups will be formed so that new teachers are given the basic foundations they need, while experienced teachers are given the opportunity to hone their skills. Grades will work together utilizing common preps to address grade specific concerns and provide time for collaborative planning. Inter-visitations to schools within the network will allow teachers to observe successful practices that can positively impact on the instructional program at PS 127Q.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

For new teachers:
PS127Q will participate in the mentoring program for all new teachers. The mentoring programs' overarching goals are to increase teacher retention, deepen the practice of new teachers and make significant gains in student achievement. Most mentors have been paired with teachers in their subject area and spend their days helping teachers design their lessons, meet with teachers after class and discuss classroom management strategies. Overall, mentors have served to assist the teacher in addressing challenges that arise in the classroom and help them to hone their skills and become reflective about their teaching and student performance.

For experienced teachers:
Administrators at PS127Q, will participate in all school-based professional development activities to strengthen the following:
• Clinical supervision of instruction (Danielson's Framework for Teaching)
• Time management
• Launching instructional initiatives (Common Core Learning Standards)
• Uses of technology in carrying out administrative duties – e-mail, excel, etc.
• Data analysis and using data to plan and differentiate instruction.
• Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

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.

In accordance with NCLB requirements the school will send to all parents, written notification of the school's identification as a school in Corrective Action (Year 1). This letter, based on a sample parent notification letter provided by the Central DOE, describes:

- The meaning of this identification and the specific area(s) for which the school was identified
- The measures the school is taking to improve student achievement in the area(s) of identification
- The assistance the school will receive from the District
- The ways parents can become involved in the school's improvement, and parental options regarding School Choice and SES.

This correspondence, provided in English as well as in the prevalent home languages of students and their parents, will be disseminated to all parents during the school year, as well as to parents of new students during pre-registration counseling.

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader C. Amundsen/N. DiMaggio	District 30	Borough Queens	School Number 127
School Name Aerospace and Science Academy			

B. Language Allocation Policy Team Composition ⓘ

Principal Evita Sanabria	Assistant Principal Celina Senior
Coach April Saenz	Coach Mary Karipas
ESL Teacher Rosalind Macchio	Guidance Counselor Theresa Cruz
Teacher/Subject Area Kathy Smolinski, ESL	Parent Farhana Mobin
Teacher/Subject Area Odalys Perez, ESL	Parent Coordinator Lincia Hamilton
Related Service Provider Marisol Yascual, SETTS	Other Alejandro Rivera, AP
Network Leader N. DiMaggio/V. Selenikas	Other

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	14	Number of certified bilingual teachers	11	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	7		

D. School Demographics

Total number of students in school	1471	Total Number of ELLs	476	ELLs as share of total student population (%)	32.36%

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.

When parents of students who are new to the NYC school system come to P.S. 127Q they first begin the registration process with our ELL Coordinator and our pupil accounting secretary. In addition to supplying the parents with all of the necessary forms, the HLIS (home language identification survey) is administered to the parent or guardian by the ELL Coordinator. The New York State ESL certified ELL Coordinator interviews the parent during this process. During the informal oral interview the ELL Coordinator ensures that the parent or guardian completing the HLIS understands the questions and completes the form in its entirety. The ELL Coordinator also ensures that the responses to the questions are accurate. The ELL Coordinator also ensures that the parent states their language preference for both verbal and written forms of communication. Our ELL service providers are also present at registration. The ELL Provider for the lower grades speaks Chinese, and the ELL Provider for the upper grades speaks Spanish. Pedagogues who speak Bengali and Urdu are aslo available for the lower incidence languages. On occasion we encounter parents who speak lower incidence languages and there is no staff member available who speaks their language. In these cases we utilize the over the phone translation services offered by the translation and interpretation department of the New York City Department of Education. The HLIS form is available in many languages and we ensure that an adequate supply is available in all languages at all times. The ELL Coordinator looks at the responses on the HLIS and informs the pupil accounting secretary as to what the appropriate OTELE code will be. If a student has an OTELE code of “NO” the student is not a potential ELL. If a student has an OTELE code indicating a language other than English is spoken at home, the ELL Coordinator will administer the LAB-R test. Every effort is made to administer the LAB-R to the student within ten days of enrollment. If the student gets a passing score on the LAB-R test they are not entitled to ESL/Bil services. If the student scores at or below the cut score on the LAB-R they are entitled to ESL/Bil services. Students who score at or below the cut score on the LAB-R and have a home language of Spanish are administered the Spanish LAB to assess their Spanish language skills. The parents of entitled students are then invited to a parent orientation session where they receive information about the various types of programs available throughout the city. The parents then fill out a parent assurance form where they will select a transitional bilingual program, an ESL program or a dual language program.

When a student who has already been in the New York City school system comes to register in our school, an exam history report is run on the student by the secretary. If the exam report shows that the student has an entitled LAB-R or NYSESLAT score, the ELL Coordinator identifies the parent’s parental choice in order to place the child in the appropriate program. All students who have a score on the LAB-R or NYSESLAT that indicates entitlement are given the NYSESLAT exam in the Spring to monitor their progress and determine entitlement for the following school year. In order to ensure that all ELLs receive the NYSESLAT, our ELL Coordinator Rosalind Macchio runs the RLER ATS report by class for the LAB-R and NYSESLAT in adance of the exam, as well as on a weekly basis throughout the school year. The speaking component of the exam is given individually by the ELL service providers. The ELL Coordinator, ELL service providers and classroom teachers work collaboratively to communicate student absences, special events and class trips so that all students receive this test. The listening, reading and writing components are administered on three consecutive days at the beginning of the testing window so that there is ample time for make up exams. Daily ats attendance reports are run by the pupil accounting secretary to identify students who are absent for these components. Our ELL Coordinator, testing coordinator, ELL service providers and school aides call the parents of absent students to determine the reason for absence and the student's anticipated return date.

PS 127 conducts parent orientation sessions on a monthly basis, so that families of newly enrolled students are informed of the different programs offered. During the parent orientations, parents are able to view an informative DVD in their native language, and inquire about available services. We make every effort to ensure that translators are available during these sessions. Our bilingual teachers, ESL teachers, school aides and paraprofessionals have been instrumental in this process. During these orientations, the goal is that the parents understand all three program choices (Transitional Bilingual, Dual Language, and ESL) so they are able to make an informed decision about the best program for their child. The staff is also prepared to answer questions and assist parents in completing the Parent Survey and Program Selection Form.

There are a number of parents who choose not to attend our ELL Parent Orientations and request that the information be sent home to them. Our first step in the outreach process is to call the parents and offer them an orientation based on their individual availability. Our ELL Coordinator and ELL service providers make these calls in English, Spanish and Chinese. Our PTA secretary Farhana Mobin works with our ELL Coordinator and Parent Coordinator to make these calls in Bengali. Our Science teacher Ms. Kaur assists in contacting the parents in Bengali, Hindi and Punjabi. Phone logs are completed for these calls and stored in our CR Part 154 binder. If the parent still cannot come to the school, we will send the forms home and offer them telephone assistance in completing the form once they have received it. When a parent makes a program choice that is not available in our school the ELL Coordinator first determines if the program is available in the distrcit, borough, or in the city. If there is a space, the parent is offered a transfer through a meeting that is conducted in the parent's preferred spoken language by the ELL Coordinator and Parent Coordinator. If the parent rejects the transfer or the desired program is not available we file the assurance form in our yearly parent survey and program selection binder that is alphabetized by students' last names. We have a section for these forms in the binder so that they can be easily accessed. When the program becomes available we arrange a meeting with the parent in the parent's preferred language to inform them about the opening. Occasionally we encounter situations where we have difficulty getting back the signed and completed parent assurance form. While we are aware that the default program is transitional bilingual education, it is our school policy that we make contact with the parent before changing a child's class. Our ELL Coordinator will often accompany classes at dismissal in order to speak to parents about the parent assurance forms. The same process is also used in the distribution of all letters to parents of ELLs that require a signature. Our returned forms are stored in a yearly binder so that they can be easily accessed for review. Our ELL Coordinator also distributes entitlement letters, placement letters and continued entitlement letters in the parent's preferred language. A copy of each form is made and stored in a binder by letter type and student last name.

Approximately seventy five percent of the parents at PS 127 have selected ESL services for their children. We have noticed a trend that indicates that parents may be making these choices based on the programs that are currently being offered at the school. They are also making these choices based on the idea that ESL is a better program due to the "time on task" belief. We realize that we need to go beyond the information that is offered on the DVD. This year a substantial number of parents requested Spanish bilingual and Spanish dual language programs at the Kindergarten through second grade levels. As a result we have expanded our Spanish dual language program into the second grade. We plan on expanding our Spanish dual language and Spanish bilingual programs into the third grade next year . Occasionally, some parents request Dual Language or Bilingual Programs in the lower incidence languages and in the upper grades. Our first step in this outreach process is to determine if these programs are available in the district borough or city and inform the parent of the findings. If a desired program is not available we keep a log of these requests and enter the information into the BESIS survey so that the Department of Education will be aware of the demand for that service, and so that there can be an alignment between parent choice and program offerings.

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❄ No⭘	If yes, indicate language(s): Spanish

Dual language program	Yes❄ No⭘	If yes, indicate language(s): Spanish

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1			1						**6**
Dual Language (50%:50%)	1	1	1											**3**
Freestanding ESL														
Self-Contained	1	1	1	2	2	1	1		1					**10**
Push-In	2	4	2				4	4						**16**
Total	**5**	**7**	**5**	**3**	**3**	**1**	**5**	**5**	**1**	**0**	**0**	**0**	**0**	**35**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	476	**Newcomers (ELLs receiving service 0-3 years)**	386	**Special Education**	89
SIFE	4	**ELLs receiving service 4-6 years**	82	**Long-Term (completed 6 years)**	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	93		13	3		3	3		3	99
Dual Language	26									26
ESL	267	4	44	79		20	5		2	351
Total	**386**	**4**	**57**	**82**	**0**	**23**	**8**	**0**	**5**	476
Number of ELLs in a TBE program who are in alternate placement: 31										

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	28	30	22	7	5			7						**99**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**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**
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	28	30	22	7	5	0	0	7	0	0	0	0	0	99

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	13	14	7	16	6	15													26	45
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	13	14	7	16	6	15	0	0	0	0	0	0	0	0	0	0	0	0	26	45

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 25	Number of third language speakers: 5
Ethnic breakdown of EPs (Number):	

African-American: 5	Asian: 4	Hispanic/Latino: 36
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	37	32	38	57	44	33	15	9					293
Chinese	1	1							1					3
Russian														0
Bengali	3	5	1	2	2	3	4	2	2					24
Urdu		1				1								2
Arabic	1	1	1	2	1	1	3	3						13
Haitian				1	1				1					3
French					1	1		1	1					4
Korean														0
Punjabi		1	1			1								3
Polish														0
Albanian														0
Other	1	2	1	1					1					6
TOTAL	**34**	**48**	**36**	**44**	**62**	**51**	**40**	**21**	**15**	**0**	**0**	**0**	**0**	**351**

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?

A. Programming and Scheduling Information

Transitional Bilingual Education

In the kindergarten, first and second grades we offer bilingual Spanish classes for students whose parents chose transitional bilingual education during the parent orientation sessions. Our Spanish bilingual classes are taught by bilingually licensed early childhood teachers. Reading is taught in Spanish with English being introduced to intermediate and advanced level students as they progress in reading level through flexible grouping and differentiated instruction. The Santillana Amigos program is used in our bilingual program for reading and writing. The Fundations program is used to develop phonemic awareness in English. Spanish phonemic awareness is developed through the use of the Estrellita program. Mathematics is also taught in Spanish through the Spanish version of the Everyday Mathematics program. The Everyday Mathematics program develops student's critical thinking skills and has a strong parent component for at home practice. In the Spanish transitional bilingual education program Social Studies and Science are taught in English. We currently use the New York City Harcourt Science Program which includes a lab component and provides experiments to be performed by students.. Input is made comprehensible by using visuals, realia and hands-on activities to scaffold instruction. Social Studies is also taught in English through the use of the Houghton Mifflin New York City Social Studies curriculum. The Houghton Mifflin Social Studies program provides many text to self connections and is culturally sensitive. The students are instructed in English and Spanish according to the CR Part 154 regulations. The students in these classes are usually at the begining and intermediate levels based on the LAB-R. Students at the beginner and intermediate levels receive 360 minutes per week of ESL instruction, and advanced level students receive 180 minutes per week of ESL instruction in addition to 180 minutes per week of ELA. The curriculum includes 90 minutes a day of native language instruction for beginning students, sixty minutes for intermediate students and 45 minutes per day for advanced students. This is achieved through flexible grouping and differentiated instruction.

Dual Language

This year we have expanded the dual language program into the second grade. Our dual langauge classes are taught by permanently certified bilingual teachers. The students in these classes are both ELLs and English proficient with a balanced number of ELLs and English proficient students at the kindergarten level. The ELLs in these classes are at the beginner, intermediate and advanced levels according to their LAB-R or NYSESLAT scores. We have implemented a 50/50 model in which all students are instructed in English for 50% of the instructional time and in Spanish for 50% of the instructional time. This is achieved by teaching one day entirely in Spanish, and then entirely in English the following day. This pattern continues with the alternating languages on a daily basis. The Teachers College program is used in Spanish and English on alternating days during the literacy block for both reading and writing. The Fundations program is used to develop phonemic awareness in English and phonemic awareness in Spanish is developed with the Estrellita program. All content areas are delivered in both languages. Everyday Mathematics is used in English and in Spanish on alternating days. The NYC Harcourt Science program is used on English days and the NYC Harcourt Ciencias program is used on Spanish days. The NYC Houghton Mifflin Social Studies program is also used in English and Spanish on alternating days. The preview-review strategy is used to make input comprehensible. In the preview phase the teacher presents content in the native language on the first day and then in the second language on the second day. The content is then reviewed in the student's native language with an emphasis on comprehension.

Self-Contained ESL

On the Kindergarten, first, second, third, fourth, fifth and sixth grade levels we offer self-contained ESL classes taught by permanently certified ESL teachers. The students in these classes are at the beginning, intermediate, and advanced levels of ESL according to their LAB-R and/or NYSESLAT scores. They receive ESL and/or ELA instruction according to the CR Part 154 regulations. Beginner and Intermediate students receive 360 minutes per week of ESL instruction, and Advanced students receive 180 minutes of ESL instruction as well as 180 minutes per week of ELA instruction. The teachers of these classes also implement ESL methodologies into their lessons. They also modify the balanced literacy and everyday mathematics curriculum as needed to suit the various levels of their students. A great emphasis is placed on developing social language as well as academic language to meet the Common Core standards. This setting will help bridge the gap between the student’s English language proficiency level and the level of the curriculum.

Push-In ESL

Our special education ELLs in grades Kindergarten through seven who are in ICT or 12:1:1 classes receive ESL services by licensed ESL teachers. These students are serviced in a push-in setting. The students are served as per their IEPs. If an ELL student in an ICT or 12:1:1 class has an IEP that states bilingual instruction and the ICT teachers do not have a bilingual certification, we provide these students with a language paraprofessional. These students receive 360 minutes a week of ESL at the beginning and intermediate levels. The advanced level students receive 180 minutes of ESL in addition to 180 minutes of ELA instruction per week according to the CR Part 154 regulations.

Push-in ESL services are delivered by permanently licensed ESL teachers. The students receive ESL and/or ELA instruction according to their ESL levels as per the CR Part 154 regulations. Beginner and Intermediate students receive 360 minutes per week of ESL instruction, and Advanced students receive 180 minutes per week of ESL instruction in addition to 180 minutes per week of ELA instruction. By having these students in a mainstream class they can work side by side with native speakers of English. In grades Kindergarten through second the Fountas and Pinnel LLI (Leveled Literacy Instruction) Program is used by our ELL service provider to develop literacy skills such as reading comprehension, oral reading accuracy rate and writing. In grades three through five the On Our Way to English program by Rigby is used by push in ESL providers to develop language acquisition and academic vocabulary. In grades six through eight the Read 180 program is used to develop literacy and writing skills. At the sixth, seventh and eighth grade levels the ELL students travel as a block and a licensed ESL teacher provides push-in ESL services during ELA as well as the content areas. At the sixth, seventh, and eighth grade levels the students also receive ELA from a dually licensed middle school ESL teacher and mathematics

A. Programming and Scheduling Information

instruction from a licensed middle school mathematics teacher who has been trained in the QTEL methodology. This prepares the students for the mainstream class work, as well as the rigorous testing in the upper grades.

Transitional Spanish Bilingual Special Education

Our school also offers Spanish bilingual special education classes. One class services grades three and four and a second class services grade seven. These classes are taught by licensed bilingual special education teachers. The students in this class have entitled LAB-R or NYSESLAT scores and are placed according to their Individualized Education Plans. The Teachers College program is used to develop literacy and writing skills. The Fundations program is used to develop phonemic awareness in English and the Estrellita program is used to develop phonemic awareness in Spanish. These students receive instruction in English and Spanish according to their levels. Students at the beginner and intermediate levels receive 360 minutes per week of ESL instruction, and advanced level students receive 180 minutes per week of ESL instruction in addition to 180 minutes per week of ELA. The curriculum includes 90 minutes a day of native language instruction for beginning students, sixty minutes for intermediate students and 45 minutes per day for advanced students. This is achieved through flexible grouping and differentiated instruction. These students also receive assistance from bilingual paraprofessionals to help them meet the Common Core standards.

Organization of Staff

The organization of our staff ensures the mandated number of instructional minutes are provided according to the proficiency levels in our ESL, transitional bilingual education, and dual language programs. Our ELL population continues to grow each year and we take this into consideration during the hiring process by continuously seeking highly qualified ESL and bilingual teachers through partnerships with universities such as St. John's. We also utilize the New York City Department of Education open market hiring system that allows us to post vacancies by license area, and receive resumes from qualified applicants. We also encourage our current staff to obtain ESL and bilingual licenses through programs such as the Intensive Teaching Institute (ITI). Our self contained ESL classes are taught by dually licensed ESL/Common branch teachers. Our bilingual and dual language classes are taught by dually licensed bilingual/early childhood teachers. Bilingual special education classes are taught by licensed special education teachers with bilingual extensions. The schedules of these classes are designed by making it a priority to program the mandated minutes of ESL, ELA and NLA before anything else is programmed. The languages of instruction spoken by our cluster teachers such as art, music and physical education are also taken into consideration when making the schedules. ESL students in monolingual special education and ICT classes are provided with ESL push in services by a licensed ESL teacher. Students at the beginner and intermediate levels receive 360 minutes per week of ESL instruction, and advanced level students receive 180 minutes a week of ESL instruction as well as 180 minutes of ELA instruction. We create the schedules of our ESL push in teachers with priority placed on meeting the number of mandated minutes in ESL and in ELA.

Evaluation in the native language

Native Language Usage and Supports

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

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

	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL
100%	
75%	
50%	
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.

through AIS providers and ICT cluster teacher, native language support and priority in after-school and Saturday programs such as Title III and Title I.

A. Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

We provide targeted intervention to our ELLs in ELA through our classroom teachers, ELL service providers, AIS ELA teachers and ICT cluster teacher. Our ICT cluster teacher is a trainer of the Fundations phonics program. This teacher provides in-house training to teachers on how to properly implement Fundations. Our ICT cluster teacher is also a certified Wilson program teacher. In addition to using Fundations with the lower grade ELLs the ICT cluster teacher also provides the WIlson program to SIFE students who need basic decoding skills. Our K-2 AIS reading teacher and K-2 ELL service provider provide targeted intervention in English to students in grades K through 2 who are having difficulty in phonemic awareness and fluency through the Fountas and Pinnell LLI program. Our 3-5 AIS ELA teacher also uses the Fountas and Pinnell LLI program with ELLs that have difficulty in comprehending text and writing responses. Our 6-8 ELL service provider uses Read 180 with special education ELLs and ELLs that are not making gains in acuity and in their reading level.

Targeted interventions for math are provided by our AIS mathematics teachers in English. In grades K-2 our AIS mathematics teacher is using the Exemplar Mathematics program with students who need additional support in mathematics based on the Everyday Mathematics Assessments. Exemplar Mathematics is aligned to the Common Core Standards and provides students with hands on activities in the areas of problem solving, and reasoning while providing differentiated instruction. In grades 3-5 our AIS mathematics teacher is targeting the students who scored at the bottom third on the New York State Mathematics Exams. Focus Math by Pearson is a prevention and ongoing intervention program that provides students with support so they do not fall behind in the foundation of math. It is a structured, prescribed and topic specific intensive program designed to meet the needs of students struggling with math. Our 3-5 mathematics AIS teacher is also using the Do The Math Program by Scholastic which helps at risk and struggling students succeed in math through explicit, intentional teaching of multiple strategies. The program has a similar structure to the workshop model in which the teacher models, students work in pairs and then students work independently.

Targeted interventions for social studies are provided in English by our ESL service providers, classroom teachers, and middle school social studies teachers to ELLs who are below grade level in social studies based on their assignments, exams and conferencing. The social studies middle school teachers and ESL service providers use pictures, images and short films to support and enhance the New York Holt Mc Dougal social studies curriculum . They provide hands on activities and incorporate artifacts into the curriculum. Students are also provided with a copy of the NYSTROM Atlas of United States History. Group activities such as debates are arranged and beginner and intermediate students are paired with advanced and proficient students to develop speaking and listening skills. A New York State bilingual social studies glossary is provided to ELL students who require it in their native language. The ESL service provider and social studies teacher scaffold the vocabulary of each unit and provide students with cognates in the native language.

Targeted interventions for science are provided by classroom teachers, ESL service providers and by our four science teachers in our two science labs. The similarities in the scientific method and the steps for language learning are emphasized for our ELL students by our teachers of science. Through experiments in the science lab, students are provided with hands on activities to help them understand scientific concepts. Beginner and intermediate students are paired with advanced and proficient students during the experiments and assist each other in reading directions and recording the findings. This process targets all four language modalities. Native language academic vocabulary is introduced and scaffolded throughout the lessons through the use of New York State bilingual science glossaries and copies of the Glencoe Science and McGraw Hill Science texts in the native langauge. Our science lab teacher has also downloaded a voice recognition translation software that is used by students and teachers in the classroom for translation of science terms. The New York State Science test samplers and previous New York State Science exams are downloaded and used with grades 4 and 8 in English and the native language, and are used as practice in preparation for the actual exams. Our classroom libraries also have a large amount of non-fiction texts available in science which is in alignment with the common core standards.

We have strategically planned the preparation periods of these teachers to coincide with the preparation periods of the classroom teachers so that they can plan collaboratively for instruction. The push-in teachers then plan for instruction by selecting strategies to use during the lessons to make them more comprehensible such as native language support through spoken language and written text (in all program models), explicit instruction in the unique grammatical features of a particular text, as well as explicit instruction on idioms, figurative language, and content-area terminology. Our ELLs in all grades and organizational models are grouped heterogeneously with mixed proficiency levels in the same block or class. This allows the students to work with native speakers of English as well as advanced level students. Our ESL and bilingual teachers provide the students with opportunities to develop their speaking and listening skills during the lessons. (ex. turn-and-talk) They also provide scaffolding techniques during the lessons so that the students can receive comprehensible input.

B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English

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)?

In the 2009-2010 and 2010-2011 school years we applied for and received bilingual programming grants through the Office of English Language Learners. These grants enabled us to launch and expand our dual language and bilingual programs successfully. This school year PS 127 expanded the dual language program into the second grade. In our Kindergarten, first and second grade dual langauge classes the English proficent students as well as the ELLs spend 50% of their instructional time in English and 50% of their instructional time in Spanish. The langauges are separated by time, subject and theme and are not used simultaneously. Teachers alternate the language of instruction on a daily basis in all subject areas such as reading, writing, math, science and social studies. The Teacher's College program is used for both reading and writing in English and Spanish on alternating days. Everyday Mathematics is used in English and Spanish according to the language of the day. The NYC Harcourt Science and Ciencias programs are used in English and Spanish. Social Studies is also taught in both languages using the NYC Houghton Mifflin Social Studies curriculum on alternating days. The English proficient students and the ELLs are integrated for the entire school day. The dual language model being used is the self-contained model. There is one highly qualified bilingual teacher per class. Emergent literacy is taught simultaneously and students learn initial literacy in both languages. The Estrellita Spanish phonics program is used to develop phonemic awareness in Spanish, and the Fundations program is used to develop phonemic awareness in English. A typical student schedule includes literacy, writing and word study in the language of the day (English or Spanish) for a minimum of one hundred and thrirty five minutes daily. Mathematics instruction is delivered for ninety minutes in the language of the day (English or Spanish) on a daily basis. Social studies is provided twice a week for forty five minutes and science is provided three times a week for forty five minutes in the language of the day. Students also receive special subjects such as music, writng and movement which are delivered by cluster teachers for forty-five minutes. These activities are strategically programmed into the schedule to ensure that they are delivered in the language of the day.

D. Professional Development and Support for School Staff

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

In 2011-2012 PS 127 will offer several staff-development sessions for our ESL/Bilingual teachers as well as our monolingual staff. These sessions will take place on staff-development days as well as during the common preparation periods. There will be a series of ongoing workshops which will include the following:

1. Introduction to the NYSESLAT
2. NYSESLAT data analysis to drive instruction
3. Using ARIS to access student data to drive instruction
4. Santillana Amigos Program Training for Bilingual Teachers
5. Fountas and Pinnell Benchmark Assessment System Training
6. Understanding and Implementing the Common Core Standards

We have also formed a professional development committee which consists of the administrative team, teacher center representative and literacy coaches. The team meets regularly and collaborates to provide support to all teachers with an emphasis on ELL and special education strategies. The team streamlines and organizes all of the professional development activities that take place inside and outside of the school so that they suit teachers' needs. The PD committee also distributes surveys to staff so that they can determine the areas that teachers in require professional development in. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered by the Department of Education, OELL, BETAC as well as universities such as Fordham. A system has been put into place to ensure that teachers who attend these workshops have the opportunity to turn-key the information to the rest of the staff. The PD committee works with teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues by literacy coaches in the form of model lessons targeting specific teacher needs. Demonstration lessons in the classroom are followed up by a debriefing session, highlighting best practices observed in the lesson, teacher feedback, possible follow-up classroom visits, and further coaching opportunities. Debriefing sessions are designed to create a foundation for

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The professional development committee also coordinates the workshop offerings for the administrative team and support staff to suit their needs. Our principal and assisatant principals, along with a group of lead teachers that included literacy coaches, subject area teachers and special education teachers, attended staff development provided by Standards Solutions in November 2011. This workshop, Aligning Practices with the Common Core Standards, addressed curriculum, instruction and assessment implications of the Common Core Standards. The particpants of the workshop along with network support personnel then turnkeyed the information to the entire staff on the November 8th professional development day which included our ELL Coordinator, ESL teachers, paraprofessionals, subject area teachers, special education teachers, psychologist, as well as our occupational, physical and speech therapists. Our Parent Coordinator has attended professional development offered by Cool Culture. Cool Culture is a non profit organization that provides families with free cultural activities such as museum trips, theatre trips and cultural resources. Our Parent Coordinator also attended an October conference presented by New York City School Chancellor Wolcott which addressed improving parental involvement. This workshop has enabled our parent coordinator to increase the parental involvement of ELLs as well as the general education population. Our pupil accounting secretary has attended a workshop in October to enhance her knowledge of the ATS computer system in the areas of registration and attendance. This workshop has assisted her in streamlining the registration process for new admits as well as provide detailed and timely attendance data to the attendance team.

Plan for ELLs transitioning to middle school and high school

Since PS 127 serves grades pre-kindergarten through eight, students can make a seamless transition from elementary school to middle school. Our middle school guidance counselor provides support to both staff and students to assist ELLs as they transition from middle school to high school. The guidance counselor provides the teachers with all relevant materials and documents pertaining to the high school

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6. Understanding and Implementing the Common Core Standards

We have also formed a professional development committee which consists of the administrative team, teacher center representative and literacy coaches. The team meets regularly and collaborates to provide support to all teachers with an emphasis on ELL and special education strategies. The team streamlines and organizes all of the professional development activities that take place inside and outside of the school so that they suit teachers' needs. The PD committee also distributes surveys to staff so that they can determine the areas that teachers in require professional development in. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered by the Department of Education, OELL, BETAC as well as universities such as Fordham. A system has been put into place to ensure that teachers who attend these workshops have the opportunity to turn-key the information to the rest of the staff. The PD committee works with teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues by literacy coaches in the form of model lessons targeting specific teacher needs. Demonstration lessons in the classroom are followed up by a debriefing session, highlighting best practices observed in the lesson, teacher feedback, possible follow-up classroom visits, and further coaching opportunities. Debriefing sessions are designed to create a foundation for collaborative teaching discussions that allow for pedagogues to connect the P.D. sessions offered to daily classroom practices. Open periods are also offered as an opportunity for teachers to request any additional resources, assistance, or support that may still be required. In addition to ELL staff development, our staff will receive further training through our literacy coaches and teacher mentors. Monolingual teachers receive the mandated 7.5 hours as per Jose P. through workshops offered by BETAC, OELL, Fordham University, PS 127 New Teacher Network, as well as through the New York City Department of Education. Our professional development committee along with the administration keep a record of these workshops. A secretary also registers the teachers for the workshops and prints a confirmation which is kept in a binder as well. The teachers file the agendas of the ELL workshops they have attended in their tenure portfolio binders. They also log in these professional development hours into the New York State Office of Teaching Website, so that they will count towards the mandated hours of professional development required to maintain their license.

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Plan for ELLs transitioning to middle school and high school

Since PS 127 serves grades pre-kindergarten through eight, students can make a seamless transition from elementary school to middle school. Our middle school guidance counselor provides support to both staff and students to assist ELLs as they transition from middle school to high school. The guidance counselor provides the teachers with all relevant materials and documents pertaining to the high school process such as high school directories, exam preparation books, and specialized high school results. The staff, students, and parents are

E. Parental Involvement

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

Our parent involvement begins with the parent orientation sessions and continues to extend much further. Many of the parents of our ELL students participate as volunteers in our school through the Learning Leaders Program. We also have a full-time Parent Coordinator. The Parent Coordinator and the ELL Coordinator work collaboratively throughout the year organizing and conducting the workshops for parents of newly enrolled ELLs. The Parent Coordinator and ELL Coordinator also work collaboratively in scheduling workshops for ARIS parent link throughout the school year. During these workshops parents are given individualized attention on how to log on to ARIS and view their child's data. Parents are also provided with basic computer skills at this time if needed such as e-mailing and web surfing. P.S. 127 also collaborates with several community based organizations such as Vaughn College, LaGuardia Kiwanis and LaGuardia Community Outreach. Our Parent Coordinator in collaboration with LaGuardia Community Outreach will hold a job fair for parents of the community in January. Community groups offer their services to help our students socially and academically. Elmcor provides recreational as well as educational activities for the students in the community.

PS 127Q's Title III program will provide ELL parents with family literacy and language acquisition workshops so they can assist their children in learning English at home. This year we are offering workshops to provide information to parents to help them acquire a greater understanding of the Common Core Standards, promotional criteria and state assessments. The Title III parent workshops are given by members of our staff who are bilingual so the native language can be used if needed. A series of three two-hour workshops will be held on different topics to accommodate the schedules of the parents. The topics of the workshops will be as follows: The NYSESLAT Exam and its components: How to help your children make gains in listening, speaking, reading and writing; The NYS Assessment Calendar and how to help your children do their best; Using ARIS parent link to improve your child's progress. Parent workshops will be facilitated by our Bilingual / ESL teachers and Parent Coordinator. The sessions will be held after school on Saturdays and in the evenings to accommodate parental need, and will run from October 2011 through March 2012.

The staff at P.S. 127 makes a great effort to evaluate the needs of the parents so that we may understand trends within the community, as well as offer workshops and classes based on their needs. During registration our ELL Coordinator administers the home language survey to parents of all newly enrolled students. These surveys let us know which students are potential ELLs, what home languages are represented in our community as well as the preferred written and spoken languages of our parents. Our ELL Coordinator shares this information with the pupil accounting secretary who enters it into ATS. During our parent orientation sessions our ELL Coordinator administers the program selection form which allows parents to choose the program they want their child in (ESL, bilingual or dual language). Our ELL Coordinator also administers an interest survey for Parent ESL classes. Interested parents are interviewed and given a level-appropriate class placement for adult ESL classes. Our Parent Coordinator also consistently evaluates the needs of the parents. Every year Our Parent Coordinator assists in distributing the New York City Department of Education Learning Environment Survey to parents and addresses any questions or concerns they have. The Parent Coordinator and staff members encourage parents to complete the survey and provide computer access to do so, should a parent request it. The results of the school Learning Environment Survey are then analyzed and used to plan workshops for parents and implement new systems based on parent's needs. The ARIS participation report is also used in evaluating the needs of the parents. Each year our network support staff provide us with the percentage of parents that are utilizing the ARIS system to view their child's attendance and performance data. The Parent Coordinator, ELL Coordinator and network support staff work together to provide parents with ARIS workshops in the computer lab to raise the percentage of parents who are utilizing ARIS. Through individual meetings and and conferences, our Parent Coordinator and support staff work together to create a series of workshops to address parent needs such as the Title I parent meeting where parents can familiarize themselves with the New York State Exams and help their children succeed on these tests.

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

We provide targeted intervention to our ELLs in ELA through our classroom teachers, ELL service providers, AIS ELA teachers and ICT cluster teacher. Our ICT cluster teacher is a trainer of the Fundations phonics program. This teacher provides in-house training to teachers on how to properly implement Fundations. Our ICT cluster teacher is also a certified Wilson program teacher. In addition to using Fundations with the lower grade ELLs the ICT cluster teacher also provides the WIlson program to SIFE students who need basic decoding skills. Our K-2 AIS reading teacher and K-2 ELL service provider provide targeted intervention in English to students in grades K through 2 who are having difficulty in phonemic awareness and fluency through the Fountas and Pinnell LLI program. Our 3-5 AIS ELA teacher also uses the Fountas and Pinnell LLI program with ELLs that have difficulty in comprehending text and writing responses. Our 6-8 ELL service provider uses Read 180 with special education ELLs and ELLs that are not making gains in acuity and in their reading level.

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Targeted interventions for social studies are provided in English by our ESL service providers, classroom teachers, and middle school social studies teachers to ELLs who are below grade level in social studies based on their assignments, exams and conferencing. The social studies middle school teachers and ESL service providers use pictures, images and short films to support and enhance the New York Holt Mc Dougal social studies curriculum . They provide hands on activities and incorporate artifacts into the curriculum. Students are also provided with a copy of the NYSTROM Atlas of United States History. Group activities such as debates are arranged and beginner and intermediate students are paired with advanced and proficient students to develop speaking and listening skills. A New York State bilingual social studies glossary is provided to ELL students who require it in their native language. The ESL service provider and social studies teacher scaffold the vocabulary of each unit and provide students with cognates in the native language.

Targeted interventions for science are provided by classroom teachers, ESL service providers and by our four science teachers in our two science labs. The similarities in the scientific method and the steps for language learning are emphasized for our ELL students by our teachers of science. Through experiments in the science lab, students are provided with hands on activities to help them understand scientific concepts. Beginner and intermediate students are paired with advanced and proficient students during the experiments and assist each other in reading directions and recording the findings. This process targets all four language modalities. Native language academic vocabulary is introduced and scaffolded throughout the lessons through the use of New York State bilingual science glossaries and copies of the Glencoe Science and McGraw Hill Science texts in the native langauge. Our science lab teacher has also downloaded a voice recognition translation software that is used by students and teachers in the classroom for translation of science terms. The New York State Science test samplers and previous New York State Science exams are downloaded and used with grades 4 and 8 in English and the native language, and are used as practice in preparation for the actual exams. Our classroom libraries also have a large amount of non-fiction texts available in science which is in alignment with the common core standards.

We have strategically planned the preparation periods of these teachers to coincide with the preparation periods of the classroom teachers so that they can plan collaboratively for instruction. The push-in teachers then plan for instruction by selecting strategies to use during the lessons to make them more comprehensible such as native language support through spoken language and written text (in all program models), explicit instruction in the unique grammatical features of a particular text, as well as explicit instruction on idioms, figurative language, and content-area terminology. Our ELLs in all grades and organizational models are grouped heterogeneously with mixed proficiency levels in the same block or class. This allows the students to work with native speakers of English as well as advanced level students. Our ESL and bilingual teachers provide the students with opportunities to develop their speaking and listening skills during the lessons. (ex. turn-and-talk) They also provide scaffolding techniques during the lessons so that the students can receive comprehensible input.

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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.

P.S. 127 continues to experience a rapid growth in enrollment as well as an increase in our number of English Language Learners. The majority of our ELLs have a home language of Spanish and the number of lower-incidence languages is increasing. We have seen an increase in the number of Asian languages spoken and our Bengali-speaking population has doubled continuously for the past two years. We are also noticing an influx of Arabic speaking students from Yemen, Egypt and Lybia. Our Parent Coordinator, ELL Coordinator and parent volunteers work together to ensure that we are meeting the needs and interests of these students and their parents. We have also developed a student mentoring program in which middle school students support newly enrolled ELLs. The demographics of our community are changing and we are making every effort to ensure that our programs reflect these changes. We have continued to expand our Spanish dual language program to meet the needs of the community based on parental choice. Our dual language programs allow our Spanish-speaking students as well as our English proficient students opportunities to become truly bilingual, biliterate and bicultural. Our school community will continue to ensure that the programs we offer reflect the needs of the students and community.

C. Schools with Dual Language Programs

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

In the 2009-2010 and 2010-2011 school years we applied for and received bilingual programming grants through the Office of English Language Learners. These grants enabled us to launch and expand our dual language and bilingual programs successfully. This school year PS 127 expanded the dual language program into the second grade. In our Kindergarten, first and second grade dual langauge classes the English proficent students as well as the ELLs spend 50% of their instructional time in English and 50% of their instructional time in Spanish. The langauges are separated by time, subject and theme and are not used simultaneously. Teachers alternate the language of instruction on a daily basis in all subject areas such as reading, writing, math, science and social studies. The Teacher's College program is used for both reading and writing in English and Spanish on alternating days. Everyday Mathematics is used in English and Spanish according to the language of the day. The NYC Harcourt Science and Ciencias programs are used in English and Spanish. Social Studies is also taught in both languages using the NYC Houghton Mifflin Social Studies curriculum on alternating days. The English proficient students and the ELLs are integrated for the entire school day. The dual language model being used is the self-contained model. There is one highly qualified bilingual teacher per class. Emergent literacy is taught simultaneously and students learn initial literacy in both languages. The Estrellita Spanish phonics program is used to develop phonemic awareness in Spanish, and the Fundations program is used to develop phonemic awareness in English. A typical student schedule includes literacy, writing and word study in the language of the day (English or Spanish) for a minimum of one hundred and thrirty five minutes daily. Mathematics instruction is delivered for ninety minutes in the language of the day (English or Spanish) on a daily basis. Social studies is provided twice a week for forty five minutes and science is provided three times a week for forty five minutes in the language of the day. Students also receive special subjects such as music, writng and movement which are delivered by cluster teachers for forty-five minutes. These activities are strategically programmed into the schedule to ensure that they are delivered in the language of the day.

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?
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Plan for ELLs transitioning to middle school and high school

Since PS 127 serves grades pre-kindergarten through eight, students can make a seamless transition from elementary school to middle school. Our middle school guidance counselor provides support to both staff and students to assist ELLs as they transition from middle school to high school. The guidance counselor provides the teachers with all relevant materials and documents pertaining to the high school

D. Professional Development and Support for School Staff

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

In 2011-2012 PS 127 will offer several staff-development sessions for our ESL/Bilingual teachers as well as our monolingual staff. These sessions will take place on staff-development days as well as during the common preparation periods. There will be a series of ongoing workshops which will include the following:

1. Introduction to the NYSESLAT
2. NYSESLAT data analysis to drive instruction
3. Using ARIS to access student data to drive instruction
4. Santillana Amigos Program Training for Bilingual Teachers
5. Fountas and Pinnell Benchmark Assessment System Training
6. Understanding and Implementing the Common Core Standards

We have also formed a professional development committee which consists of the administrative team, teacher center representative and literacy coaches. The team meets regularly and collaborates to provide support to all teachers with an emphasis on ELL and special education strategies. The team streamlines and organizes all of the professional development activities that take place inside and outside of the school so that they suit teachers' needs. The PD committee also distributes surveys to staff so that they can determine the areas that teachers in require professional development in. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered by the Department of Education, OELL, BETAC as well as universities such as Fordham. A system has been put into place to ensure that teachers who attend these workshops have the opportunity to turn-key the information to the rest of the staff. The PD committee works with teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues by literacy coaches in the form of model lessons targeting specific teacher needs. Demonstration lessons in the classroom are followed up by a debriefing session, highlighting best practices observed in the lesson, teacher feedback, possible follow-up classroom visits, and further coaching opportunities. Debriefing sessions are designed to create a foundation for collaborative teaching discussions that allow for pedagogues to connect the P.D. sessions offered to daily classroom practices. Open periods are also offered as an opportunity for teachers to request any additional resources, assistance, or support that may still be required. In addition to ELL staff development, our staff will receive further training through our literacy coaches and teacher mentors. Monolingual teachers receive the mandated 7.5 hours as per Jose P. through workshops offered by BETAC, OELL, Fordham University, PS 127 New Teacher Network, as well as through the New York City Department of Education. Our professional development committee along with the administration keep a record of these workshops. A secretary also registers the teachers for the workshops and prints a confirmation which is kept in a binder as well. The teachers file the agendas of the ELL workshops they have attended in their tenure portfolio binders. They also log in these professional development hours into the New York State Office of Teaching Website, so that they will count towards the mandated hours of professional development required to maintain their license.

The professional development committee also coordinates the workshop offerings for the administrative team and support staff to suit their needs. Our principal and assisatant principals, along with a group of lead teachers that included literacy coaches, subject area teachers and special education teachers, attended staff development provided by Standards Solutions in November 2011. This workshop, Aligning Practices with the Common Core Standards, addressed curriculum, instruction and assessment implications of the Common Core Standards. The particpants of the workshop along with network support personnel then turnkeyed the information to the entire staff on the November 8th professional development day which included our ELL Coordinator, ESL teachers, paraprofessionals, subject area teachers, special education teachers, psychologist, as well as our occupational, physical and speech therapists. Our Parent Coordinator has attended professional development offered by Cool Culture. Cool Culture is a non profit organization that provides families with free cultural activities such as museum trips, theatre trips and cultural resources. Our Parent Coordinator also attended an October conference presented by New York City School Chancellor Wolcott which addressed improving parental involvement. This workshop has enabled our parent coordinator to increase the parental involvement of ELLs as well as the general education population. Our pupil accounting secretary has attended a workshop in October to enhance her knowledge of the ATS computer system in the areas of registration and attendance. This workshop has assisted her in streamlining the registration process for new admits as well as provide detailed and timely attendance data to the attendance team.

Plan for ELLs transitioning to middle school and high school

Since PS 127 serves grades pre-kindergarten through eight, students can make a seamless transition from elementary school to middle school. Our middle school guidance counselor provides support to both staff and students to assist ELLs as they transition from middle school to high school. The guidance counselor provides the teachers with all relevant materials and documents pertaining to the high school process such as high school directories, exam preparation books, and specialized high school results. The staff, students, and parents are

E. Parental Involvement

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

Our parent involvement begins with the parent orientation sessions and continues to extend much further. Many of the parents of our ELL students participate as volunteers in our school through the Learning Leaders Program. We also have a full-time Parent Coordinator. The Parent Coordinator and the ELL Coordinator work collaboratively throughout the year organizing and conducting the workshops for parents of newly enrolled ELLs. The Parent Coordinator and ELL Coordinator also work collaboratively in scheduling workshops for ARIS parent link throughout the school year. During these workshops parents are given individualized attention on how to log on to ARIS and view their child's data. Parents are also provided with basic computer skills at this time if needed such as e-mailing and web surfing. P.S. 127 also collaborates with several community based organizations such as Vaughn College, LaGuardia Kiwanis and LaGuardia Community Outreach. Our Parent Coordinator in collaboration with LaGuardia Community Outreach will hold a job fair for parents of the community in January. Community groups offer their services to help our students socially and academically. Elmcor provides recreational as well as educational activities for the students in the community.

PS 127Q's Title III program will provide ELL parents with family literacy and language acquisition workshops so they can assist their children in learning English at home. This year we are offering workshops to provide information to parents to help them acquire a greater understanding of the Common Core Standards, promotional criteria and state assessments. The Title III parent workshops are given by members of our staff who are bilingual so the native language can be used if needed. A series of three two-hour workshops will be held on different topics to accommodate the schedules of the parents. The topics of the workshops will be as follows: The NYSESLAT Exam and its components: How to help your children make gains in listening, speaking, reading and writing; The NYS Assessment Calendar and how to help your children do their best; Using ARIS parent link to improve your child's progress. Parent workshops will be facilitated by our Bilingual / ESL teachers and Parent Coordinator. The sessions will be held after school on Saturdays and in the evenings to accommodate parental need, and will run from October 2011 through March 2012.

The staff at P.S. 127 makes a great effort to evaluate the needs of the parents so that we may understand trends within the community, as well as offer workshops and classes based on their needs. During registration our ELL Coordinator administers the home language survey to parents of all newly enrolled students. These surveys let us know which students are potential ELLs, what home languages are represented in our community as well as the preferred written and spoken languages of our parents. Our ELL Coordinator shares this information with the pupil accounting secretary who enters it into ATS. During our parent orientation sessions our ELL Coordinator administers the program selection form which allows parents to choose the program they want their child in (ESL, bilingual or dual language). Our ELL Coordinator also administers an interest survey for Parent ESL classes. Interested parents are interviewed and given a level-appropriate class placement for adult ESL classes. Our Parent Coordinator also consistently evaluates the needs of the parents. Every year Our Parent Coordinator assists in distributing the New York City Department of Education Learning Environment Survey to parents and addresses any questions or concerns they have. The Parent Coordinator and staff members encourage parents to complete the survey and provide computer access to do so, should a parent request it. The results of the school Learning Environment Survey are then analyzed and used to plan workshops for parents and implement new systems based on parent's needs. The ARIS participation report is also used in evaluating the needs of the parents. Each year our network support staff provide us with the percentage of parents that are utilizing the ARIS system to view their child's attendance and performance data. The Parent Coordinator, ELL Coordinator and network support staff work together to provide parents with ARIS workshops in the computer lab to raise the percentage of parents who are utilizing ARIS. Through individual meetings and and conferences, our Parent Coordinator and support staff work together to create a series of workshops to address parent needs such as the Title I parent meeting where parents can familiarize themselves with the New York State Exams and help their children succeed on these tests.

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)	39	42	25	13	12	11	6	7	3					158
Intermediate(I)	4	30	23	24	19	15	11	8	5					139
Advanced (A)	32	13	16	14	36	25	23	13	7					179
Total	75	85	64	51	67	51	40	28	15	0	0	0	0	476

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	3	0	4	0	0	0	1					
	I	30	7	10	3	6	6	6	3					
	A	28	36	21	28	12	12	10	5					
	P	16	21	16	30	22	22	14	5					
READING/ WRITING	B	35	20	12	7	6	6	5	3					
	I	27	22	14	16	9	9	7	3					
	A	11	17	20	34	24	24	8	5					
	P	6	9	1	8	1	1	10	3					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	33	22	8		63
4	11	22	2		35
5	12	24	5		41
6	14	9			23
7	4	6	1		11
8	7	9			16
NYSAA Bilingual Spe Ed				2	2

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	17	7	35	1	12	1			73
4	7	1	21	9	5	1	3		47
5	4	2	21	2	13	2	1		45
6	9	1	9	1	6				26
7	2	1	6	1	2	1			13

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
8	2		7		7				16
NYSAA Bilingual Spe Ed							2		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	1	12	1	18		5		41
8	3		10		2				15
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading	5	3	4					

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

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

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

Fountas and Pinnell Benchmark Assessment

This year we launched the Fountas and Pinnell Benchmark Assessment in grades Kingergarten through eight. Fountas and Pinnell Assessment is administered at least twice a year. Our teachers have participated in the Fountas and Pinnell Benchmark Assessment System training and will continue to receive ongoing support. The initial assessment at the beginning of the school year, helps teachers determine student's independent as well as instructional reading levels. At mid-year students will be assessed again, so that teachers can can monitor each individual's progress as well as modify their instructional objectives. The benchmark assessment gauges a student's reading accuracy, self-correction ratio, levels of fluency, comprehension, and writing. This system also provides the optional assessment such as phonics, word analysis, and vocabulary assessments.

Upon analyzing the initial benchmark assessment data, we have noticed that most of our ELL students are not reading on grade level in English. For example in our first grade ICT class the fifty percent of the ELL students are reading at level B which is the remedial level for grade one. In the upper grades we noticed that many of our ELLs were two or three grades below grade level. The reason for this is due to the limited years in an English Language School System (ELSS), and insufficient amount of prior knowledge and vocabulary. To help our students reach grade level capacity, the teachers are creating differentiated lessons based on each individual student's needs and scaffolding academic vocabulary so that each student can progress to the next reading level. In order to encourage more parental involvement in their children's English language learning, we offer adult English lessons to the parents of the ELL students, as well as workshops that provide information and advice on how to assist their children in academic learning.

LAB-R Results

Within ten school days upon entering the New York City Public School System our school administers the LAB-R to those students who are eligible for testing based on their HLIS (Home Language Identification Survey). An analysis of the test results has shown that 52% of ELLs in grade Kindergarten are beginners, while 4% scored intermediate and 43% scored advanced. Of the newly enrolled ELLs in grades one through eight nineteen scored a zero and two scored advanced. The implication for instruction is that in Kindergarten intensive early literacy intervention should be implemented so that they will be ready for grade level literacy instruction. Enrichment opportunities should be expanded to the advanced subgroup through academic intervention services so that they can make adequate yearly progress on the NYSESLAT and achieve proficiency. The fact that almost all newcomers in grades one through eight scored a zero indicates that teachers of content areas should adapt their instructional methodologies to accommodate and facilitate these newcomers in mastering content area domain knowledge while acquiring the English language.

NYSESLAT RESULTS

Upon examination of the test results, we see a similar pattern compared to last year's data across proficiency and grade levels. While 33% of the students scored as beginners, 29% scored as intermediate and 38% as advanced. There is an 8% increase in students who scored as beginners. Furthermore, nearly 50% of the ESL program beginners are in the first grade and kindergarten. This concentration is

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.
P.S. 127 continues to experience a rapid growth in enrollment as well as an increase in our number of English Language Learners. The majority of our ELLs have a home language of Spanish and the number of lower-incidence languages is increasing. We have seen an increase in the number of Asian languages spoken and our Bengali-speaking population has doubled continuously for the past two years. We are also noticing an influx of Arabic speaking students from Yemen, Egypt and Lybia. Our Parent Coordinator, ELL Coordinator and parent volunteers work together to ensure that we are meeting the needs and interests of these students and their parents. We have also developed a student mentoring program in which middle school students support newly enrolled ELLs. The demographics of our community are changing and we are making every effort to ensure that our programs reflect these changes. We have continued to expand our Spanish dual language program to meet the needs of the community based on parental choice. Our dual language programs allow our Spanish-speaking students as well as our English proficient students opportunities to become truly bilingual, biliterate and bicultural. Our school community will continue to ensure that the programs we offer reflect the needs of the students and community.

Part VI: LAP Assurances

School Name: 127		**School DBN:** 30Q127	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evita Sanabria	Principal		1/1/01
Celina Senior	Assistant Principal		1/1/01
Lincia Hamilton	Parent Coordinator		1/1/01
Rosalind Macchio	ESL Teacher		1/1/01
Farhana Mobin	Parent		1/1/01
Kathy Smolinski, ESL	Teacher/Subject Area		1/1/01
Odalys Perez, ESL	Teacher/Subject Area		1/1/01
April Saenz	Coach		1/1/01
Mary Karipas	Coach		1/1/01
Theresa Cruz	Guidance Counselor		1/1/01
Nancy DiMaggio	Network Leader		1/1/01
Alejandro Rivera	Other Assistant Principal		1/1/01
	Other		1/1/01
	Other		1/1/01

School Name: 127		School DBN: 30Q127	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q127 **School Name:** Aerospace and Science Academy

Cluster: 2 **Network:** 202

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.

During registration at PS 127, parents or guardians complete a HLIS (Home Language Identification Survey) which is part of the student's cumulative folder. The ELL Coordinator interviews the parent during this process to make sure that the form is completed properly and accurately. The survey requests information as to the languages that are spoken in the home and how frequently these languages are spoken. It also asks the parents to identify their preferred language that they wish to receive verbal and written communication from the school. This information is then entered into ATS by the pupil accounting secretary. A RAPL report is run on ATS by class Our administrative team and our ELL Coordinator often receive
requests from staff members regarding translation needs. They then identify a staff member or community member that speaks the target language. The school uses this information to make every effort in providing notices and information in other languages so that parents are informed of school events and policies.

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.

PS 127 has a steadily growing ELL population. There are 9 different languages represented with 90% of the ELL population having a home language of Spanish. The next largest represented languages are Bengali, Haitian and Punjabi, while Urdu, Arabic, French, Hindi and Pushto speakers are represented in small numbers. We encourage Spanish speaking parents as well as parents who speak lower incidence languages to become PTA members and take on an active role within the school. We share the findings of the different languages spoken within the community during our staff conferences. The findings are also shared with the Parent Coordinator and our office staff.

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.

a. We plan to provide written translation of all parent letters. Posted messages such as mission statements, Discipline Codes, parent workshop schedules and flyers will be written in languages other than English. At PS 127Q, we utilize various staff members and the Translation and Interpretation Unit to translate for our Spanish speaking students and parents.
b. Online translation websites like Google Translation will be used to translate written communication home.We plan to provide in-house personnel to assist parents during Parent-Teacher meetings, conferences. Parent-orientations, PTA meetings and workshops provided by the PTA and/or Staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel are accessible in the school. There will be personnel assisting in the main office. Personnel will also be available before and after school to assist parents and answer questions. During parent teacher conferences bilingual staff members are assigned to various classrooms throughout the building. We inform all staff members about oral translation services available through the translation and interpretation unit in our weekly newsletter and during faculty conferences.

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

We plan to provide in-house personnel to assist parents during Parent-Teacher meetings, conferences. Parent-orientations, PTA meetings and workshops provided by the PTA and/or Staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel are accessible in the school. There will be personnel assisting in the main office. Personnel will also be available before and after school to assist parents and answer questions. During parent teacher conferences bilingual staff members are assigned to various classrooms throughout the building. We inform all staff members about oral translation services available through the translation and interpretation unit in our weekly newsletter and during faculty conferences.

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.

The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions are available on the DOE website.

• Parents who do not have a command of the English language will receive school notices in their native language. Where possible, the school will engage the services of local translators to assist in the translation of materials. All parents have and will continue to have full access to all necessary information via the appropriate translation/interpretation services.

• All staff members will be reminded on a regular basis through the school newsletter that parental contact through translation is a must. It is the key to ensuring the success of our ELLs, as well as our non ELLs whose parents speak a language other than English.

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: 127	DBN: 30Q127
Cluster Leader: Charles Amundsen	Network Leader: Nancy DiMaggio
This school is (check one): ❄conceptually consolidated (skip part E below) ⭘NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ⭘Before school ❄After school ❄Saturday academy ⭘Other:
Total # of ELLs to be served: 476 Grades to be served by this program (check all that apply): ❄K ❄1 ❄2 ❄3 ❄4 ❄5 ❄6 ❄7 ❄8 ⭘9 ⭘10 ⭘11 ⭘12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # 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: PS 127Q's Title III program provides ELLs with supplemental instruction in an ELL After School Program and an ELL Saturday Academy. Our instructional program will service students in grades K-8 who have entitled LAB-R or NYSESLAT scores. The ELL After School Program will meet for a total of 50 sessions throughout the months of December 2011 through May 2012 on Tuesdays and Thursdays from 3:15 pm to 5:15 pm. Group size will be maintained at 12-15 students per teacher. There will be a total of three classes servicing approximately 45 ELLs. The teachers providing this supplemental instruction will be fully ESL or bilingual state certified. The program will focus on ESL and literacy specifically for newcomers. Instruction will be delivered in English through the English Now program. Materials such as student textbooks will be purchased for this program. General instructional supplies such as paper, notebooks, pens and pencils will be purchased for this program. The ELL Saturday Academy will meet for 15 sessions beginning in December 2011 until May 2012 from 9:00am to 1:00pm. This program will service 12-15 students per group. There will be a total of four classes servicing approximately 60 ELLs. The ELL Saturday Academy will specifically address the NYSESLAT standards. Instruction will be provided on test taking strategies addressing the 4 components of the NYSESLAT including listening, speaking, reading, and writing. The teachers providing this instruction will be ESL or bilingual certified. Instruction will be delievred in English through the Empire State NYSESLAT program. Supplementary materials will be provided to augment instruction. Materials such as student workbooks and textbooks will be purchased for this program. General instructional supplies such as paper, pencils, pens and markers will also be purchased.

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: PS 127Q's Professional Development Program will focus on providing teachers with instructional strategies to be used with ELLs in the classroom. This year we will focus on a target audience of new teachers as well as bilingual and dual language teachers. The sessions will provide our teachers with knowledge about second language acquisition to help them understand the challenges ELLs have in the classroom. The sessions will also address bilingualism and strengthening our bilingual and dual language programs which have recently expanded. The professional development sessions will also provide teachers with a deeper understanding of the curriculum, as well as the various programs utilized such as Estrellita, Everyday Mathematics, and balanced literacy. Workshops will include Strategies to Improve

Part C: Professional Development
Student Achievement on the NYSESLAT, Assessment of Students in the Native Language, as well as Strategies to Develop English Literacy Skills and Spanish Literacy Skills in Dual Language and Bilingual Programs. These sessions will take place once a month after school for two hours and will run from January 2012 to May 2012 for a total of ten sessions. There will be one ESL/ Bilingual licensed teacher who will serve as a facilitator and will be selected from candidates who apply to a posting.

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: PS 127Q's Title III program will provide ELL parents with family literacy and language acquisition classes to improve their listening, speaking, reading and writing skills in English. There will be an emphasis on the use of technology, mock job interviews, developing resumes, and English in the workplace. Parents will be notified about these activities through interest surveys, flyers, telephone calls, e mail, and through our parent coordinator. These classes will be taught by bilingual/ESL teachers. There will be a total of three classes serving approximately 60 parents. There will be a morning class, an afternoon class and a Saturday class to accommodate the schedules of the parents.The morning class will be held on Wednesdays and Firdays from 7:15 to 8:15, the afternoon class will be held on Tuesdays and Thursdays from 3:15 to 5:15 and the Saturday class will be held from 9:00 to 12:00pm. The providers for these programs are Mr. Mejia, Ms. Kaur and Ms. Macchio. There will be a morning class, an afternoon class and a Saturday class to accommodate the schedules of the parents. Computer based ESL programs, general supplies as well as textbooks such as World English will be purchased for the programs.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		