



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : IS 123

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08/X/123

PRINCIPAL: TYRA WILLIAMS

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SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Tyra L. Williams	*Principal or Designee	
John McSorley	*UFT Chapter Designee/SLT Chair	
Monique Dennis-Farrington	*PA/PTA President or Designated Co-President	
Yazmin Dennis	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Lori Medina	CBO Representative, if applicable	
Joanne DiFrisco	Member/SLT – UFT	
Tawanna Smith	Member/SLT – UFT	
A Vivian Blake	Member/Parent	
Abena Roman	Member/Parent	
Francine Flanders	Member/Parent	
Stacey Pryor	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, there will be an increase in the number of students performing at levels 3 and 4 in the NYS ELA exam in grades 6-8 by 6%.

Comprehensive needs assessment

In May 2011, our students improved in performance by 2% on the NYS ELA test compared to May 2010 (an increase from 16% to 18%). We have not made AYP among all subgroups are currently identified as Improvement Year 1 – Comprehensive by the State. Our students typically make progress on all state assessments however testing has become more rigorous and we must prepare our students to demonstrate proficiency as the tests and standards require students to use higher ordered thinking skills as shown by the introduction of the Common Core State Standards and alignment to the National Assessment for Educational Progress. Based on informal and formal observations, the administration has identified that teacher's need training in planning, differentiation, and creating multiple points of entry for students, which would improve instruction therefore improving student performance.

Instructional strategies/activities

Activity #1

Professional development focused on teacher effectiveness. Year round training for teachers on the Danielson rubric of effective teaching; PD sessions on Questioning and Discussion to promote Higher Ordered Thinking; PD on Incorporating Depth of Knowledge into Lesson Planning

Target Population(s): All teachers and all students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist, ELA Department Leader

Implementation Timeline: September 2011 through May 2012

Activity #2

Strengthening Student Work: Teachers will meet in grade teams to look at Student Work using the Surfacing the Gap protocol to identify student gaps in learning to inform instruction. Students receive additional instruction during Extended Day in small groups and teams meet to create action plans, which they carry out with their small groups.

Target Population(s): All ELA teachers and all students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist, ELA Department Leader

Implementation Timeline: September 2011 through May 2012

Activity #3

Additional Direct Instruction: After school and Saturdays teachers will work with small groups of students with a focus on ELA skills such as author's purpose, non-fiction reading and short and extended writing responses.

Target Population(s): All ELA teachers and all students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist, ELA Department Leader

Implementation Timeline: September 2011 through May 2012

Activity #4

Alignment of Curriculum Maps: Grade level teacher teams will create higher ordered, rigorous tasks based on interdisciplinary units of study and meet to review task alignment to Common Core standards. All tasks are assessed on rubrics with students receiving formative assessments and feedback with chances to revise work for improvement.

Target Population(s): All ELA teachers and all students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist, ELA Department Leader

Implementation Timeline: September 2011 through May 2012

Activity #5

Recognizing Student Achievement: Students are recognized for gains made in performance in all major subjects at monthly grade level assemblies and quarterly at Honor's Breakfasts.

Target Population(s): All ELA teachers and all students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist, ELA Department Leader

Implementation Timeline: September 2011 through May 2012

Steps for Including teachers in the decision-making process:

- Teachers will meet in grade-level and cross-functional teams to review student data gathered from periodic assessments.
- Staff used the item analysis to determine students strengths and weaknesses in ELA skills.
- Periodic Assessment Dates: October 2011, January 2012

Strategies to increase parental involvement

- The Parent Coordinator will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook on student expectations under CCLS that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.
- Parent Coordinator workshop on CCLS and strategies for parents, list of websites parents can access from home
- Use of a web-based automatic phone calling system to notify parents of events in all dominant languages
- Honor's Breakfasts where parents are invited to attend as their children as recognized for making the Honor Roll.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA/ESL/Bilingual/Special Education teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Supervisors follow up to ensure mentor meetings are being held consistently.
- Supervisors meet with teachers to conduct data chats to identify struggling students and students expected to perform at levels 3-4.

Service and program coordination

- An ATR teacher was assigned to improve attendance
- Supplemental Educational Services will be provided to all eligible students under our Year 1 Improvement Status.
- Coherence of instruction along all student subgroups and teachers, which includes alignment of student tasks across all content areas. Teachers trained on a protocol to apply when looking at student work (surfacing the gap) on a regular basis to monitor and plan accordingly. Teachers meeting by grade and department teams to ensure horizontal and vertical alignment of curriculum maps and units of study.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as TL Fair Student Funding, Title I, Title III Funds, Contract for Excellence Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor Per Session (2-4 hours per week)

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during after-school programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, Limited English Proficient and Students with Disabilities student groups will demonstrate progress toward achievement of mastery of state standards as measured by a 2% increase in those subgroups scoring at Level 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

After conducting a three-year trend analysis of student performance data on state assessments, it is determined that all student groups showed increases in performance on the NYS English Language Arts assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

Activity #1

Professional Development for all teachers of ELL's and SWD's.

Target Population(s): All ELL/SWD teachers and all ELL/SWD students.

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist

Implementation Timeline: September 2011 through May 2012

Activity #2

Predictive Assessments for all students using Rally, which is closely aligned to the new State exam, and the ELL Predictive Assessment.

Target Population(s): All ELL/SWD teachers and all ELL/SWD students.

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist

Implementation Timeline: September 2011 through May 2012

Activity #3

Intervention Support: Achieve 3000

Target Population(s): All ELL/SWD teachers and all ELL/SWD students.

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist

Implementation Timeline: September 2011 through May 2012

Activity #4

After School Instruction: Direct instruction to provide remediation under Title III

Target Population(s): All ELL/Bil teachers and all ELL/Bil students.

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist

Implementation Timeline: September 2011 through May 2012

Steps for Including teachers in the decision-making process:

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff used the item analysis, student work, formative and predictive assessments to drive instruction.

Periodic Assessment Dates: October 2011, January 2012

Strategies to increase parental involvement

- ELL and SWD teachers will design training modules and host a workshop and information sessions and parents.
- Parent Association will host a Scholastic Book Fair
- Parents and students will be invited on trips to see cultural and educational plays through NY Stage Arts.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA/ESL/Bilingual/Special Education teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Supervisors follow up to ensure mentor meetings are being held consistently.

Service and program coordination

- Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal.
- Supplemental Educational Services will be provided to all eligible students under our Year 1 Improvement Status.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as TL Fair Student Funding, Title I, Title III Funds, Phase I funds for Special Education, Contract for Excellence Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor Per Session (2-4 hours per week)
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during after-school programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- 100% of teachers will participate in Collaborative Inquiry to improve academic success of our students performing in the lowest third on statewide assessments.

Comprehensive needs assessment

- Common Core Learning Standards require students to be able to perform well on rigorous tasks and activities. Teachers teach within grade teams to create the feel of a small learning community and ensure cohesiveness. In order to ensure 100% of teachers are participating in collaborative inquiry, grade teams are given time to meet once a week to work on inquiry using protocols from ARIS.

Instructional strategies/activities

Activity #1

Professional Development using tools from the ARIS library, teachers have received Collaborative Inquiry training. In addition, the District 8 Superintendent provided training during the PD day in September 2011.

Target Population(s): All ELA teachers and all students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist, ELA Department Leader

Implementation Timeline: September 2011 through May 2012

Activity #2

Inquiry Data Teams composed of teachers by grade team. Each teacher has chosen 5 students from the bottom third and is assessing students and monitoring their progress during Extended Day instruction.

Target Population(s): All ELA teachers and all students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist, ELA Department Leader

Implementation Timeline: September 2011 through May 2012

Activity #3

Use of ARIS to input data, monitor student progress and allow for another means for communication/discussion.

Target Population(s): All ELA teachers and all students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist, ELA Department Leader

Implementation Timeline: September 2011 through May 2012

Steps for Including teachers in the decision-making process:

- Teachers will meet in grade-level and cross functional teams to review student data gathered from extended day.
- Staff used the item analysis data to develop action plans.
- Staff is entering students and data into ARIS in their grade level Inquiry Groups.

Periodic Assessment Dates: October 2011, January 2012

Strategies to increase parental involvement

- Progress reports are sent to parents in writing and electronically between every marking period
- Results from Predictive Assessments are sent to parents to inform them of their child's reading level, performance in key skills and areas requiring remediation.
- Parent Coordinator will organize workshops to inform parents how to use progress monitoring and support their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA/ESL/Bilingual/Special Education teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Supervisors follow up to ensure mentor meetings are being held consistently.

Service and program coordination

- Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as TL Fair Student Funding, Title I, Title III Funds, Data Team funding, Contract for Excellence Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor Per Session (2-4 hours per week)
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during after-school programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, the School-wide Attendance Rate will improve by at least 2% as measured in the School's Annual Attendance Report.

Comprehensive needs assessment

- At the end of 2010-2011, our attendance was at 89%. Student attendance is vital to academic success and ensures students receive necessary instruction. Student attendance will not only improve student achievement but can help us receive additional points on our progress report.

Instructional strategies/activities

Activity #1

Attendance Team: Creation of bulletin board at a prominent location to recognize students and classes as well as outreach to parents.

Target Population(s): All students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Attendance team, Homeroom teachers

Implementation Timeline: September 2011 through May 2012

Activity #2

Positive Behavior Intervention System support: Letters and calls home in dominant languages regarding the school calendar

Events on days we expect low attendance to promote students (Twin Day, Pajama Day, Jersey Day) before holidays and half-days to encourage students to attend

School Dances – students are notified in advance that they must have good attendance in order to be able to attend the dance

Principal announces classes with perfect attendance during daily announcements leading to pizza parties for classes with best monthly attendance. Students showing improvement or perfect attendance receive ZONE dollars to use in our school run ZONE store.

Target Population(s): All students in all subgroups

Responsible Staff Members: School Principal, Assistant Principals, Data Specialist, ELA Department Leader

Implementation Timeline: September 2011 through May 2012

Steps for Including teachers in the decision-making process:

- Teachers will receive daily attendance reports
- Teachers will make regular, consistent outreach to at-risk students and log student attendance progress

Strategies to increase parental involvement

- Family workers will continue to reach out to parents including home visits.
- Calls and letters home to parents
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Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA/ESL/Bilingual/Special Education teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Supervisors follow up to ensure mentor meetings are being held consistently.

Service and program coordination

- Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as AIDP Funds, Title I and tax levy funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Family worker outreach activities
- Incentives for improved attendance
- Attendance bulletin board to highlight classes and students with exemplary attendance.
- Daily automated phone system calls home for absence/late students

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By June 2012, to increase the percentage of parents who actively engage in school activities with a focus on understanding expectations of the Common core Learning Standards and their role in promoting their children(s) success at school as measured by an increase in parents involved in all PA meetings.

Comprehensive needs assessment

- Research demonstrates that parent involvement is a key component in student achievement. In Spring 2011, 64% of parents responded which exceeded the citywide average. The majority of our parents attend Parent Teacher Conferences in the fall but that number tapers off in the Spring. Our Parent Association has had 5 members for the last two years and we would like to increase that number as well as the number of parents that attend school based workshops.

Instructional strategies/activities

Activity #1

Ensuring communication between the school and parents/guardians: Family workers will distribute flyers and school notices to nearby shelters that house our shelter population, teachers will reach out to parents through calls home and emails, use of an automated phone system to communicate with parents in dominant languages.

Target Population(s): All parents

Responsible Staff Members: School Principal, Assistant Principals, Parent Coordinator

Implementation Timeline: September 2011 through May 2012

Activity #2

Partnerships with community organizations: School partnership with NYCares which provides volunteers to support school beautification and remodeling activities. The school also partners with Per Scholas and in January 2012 will host an event that offers computer training to parents and students as well as free computers

Target Population(s): All parents

Responsible Staff Members: School Principal, Assistant Principals, Parent Coordinator

Implementation Timeline: September 2011 through May 2012

Activity #3

Activities for Families: With the assistance of the Parent Association we will hold Book Fairs, Raffles and other events where parents can participate in school activities.

Target Population(s): All parents

Responsible Staff Members: School Principal, Assistant Principals, Parent Coordinator

Implementation Timeline: September 2011 through May 2012

Steps for Including teachers in the decision-making process:

- Teachers will be encouraged to attend all Parent Association meetings
- UFT members regularly attend School Leadership Team meetings.
- Staff members are encouraged to reach out to parents to discuss concerns and progress.

Workshop dates: Monthly to be determined by Parent Coordinator.

Strategies to increase parental involvement

- a) Family workers will distribute flyers and school notices to nearby shelters that house our shelter population
- b) Parent Coordinator will hold monthly workshops
- c) Parent Coordinator will review attendance at PA and SLT meetings, Parent Coordinator will conduct outreach to parents to inform them of upcoming events.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA/ESL/Bilingual/Special Education teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Supervisors follow up to ensure mentor meetings are being held consistently.

Service and program coordination

- Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Title I 1% Set aside for parent involvement and TL Parent Coordinator OTPS and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Refreshment for parent workshop
- Supplies for Parent Association Meetings and activities

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	113	68	15	15	15	5	5	10
7	126	103	25	25	20	5	10	10
8	156	127	10	25	30	5	10	10
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	<p>Wilson Reading Program, Wilson Fluency, Schools Attuned, Great Leaps, Read 180, Focus on Fluency, Rewards, Rewards Plus, Soliloquy Learning and Read XL Teachers will use Study Island, Achieve 3000 and other computer-aided individualized instruction. Small group, and one to one tutoring, before and after school. Saturday Test Prep During the school day: 90 minute blocks, extended periods throughout week and reduced class size.</p>
Mathematics	<p>Great Leaps Math, Cognitive Tutor, Study Island and other computer-aided individualized instruction. Small group, and one to one tutoring, before and after school, Saturday Test Prep During the school day: 90 minute blocks, extended periods throughout week and reduced class size.</p>
Science	<p>Rewards Plus, as well as subject specific software for computer –aided instruction. Saturday Test Prep for 8th grade Performance and Written exam. Small group tutorial for those in need, as well as Advanced Work for Regents study (before and after school).</p>
Social Studies	<p>Rewards Plus, as well as subject specific software for computer-aided instruction. Saturday Test Prep for 8th grade exam. Small group tutorial for those in need, as well as Advanced Work for Regents study (before and after school).</p>
At-risk Services provided by the Guidance Counselor	<p>Advisory Program (15:1 ratio) coordination Mandated Counseling (one to one; small group) At risk counseling (one to one; small group) Crisis Intervention (one to one) Group Guidance (small group – central topics)</p>
At-risk Services provided by the School Psychologist	<p>At risk counseling (one to one; small group) Crisis Intervention and Assessment (one to one) Informal and Formal Observation and Assessment Functional Behavior Assessments and assistance with development of the Behavior Intervention Plan.</p>
At-risk Services provided by the Social Worker	<p>Advisory Program (15:1 ratio) coordination Mandated Counseling (one to one; small group) At risk counseling (one to one; small group) Crisis Intervention and Assessment (one to one)</p>

	Informal and Formal Observation and Assessment
At-risk Health-related Services	Crisis Intervention and Assessment (one to one) Health Prevention Practices (whole classes) School-wide Health Campaigns (Nutrition and Fitness Week, HIV/AIDs, Asthma Awareness, etc.) School based clinic run by the Institute for Family Health

Part A: School Parental Involvement Policy

I. General Expectations

IS 123 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the State Parental Information and Resource Center.

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

1. IS 123 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: The parents are actively involved through our School Leadership Team.
2. IS 123 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: The parents are actively involved through our School Leadership Team.
3. IS 123 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Through our Parent Coordinator and our Parents Association we will provide ESL and GED classes, workshops on curricular materials, state and city standardized tests and other matters related to the education of their children.

4. IS 123 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: We will encourage parents to join the Learning Leaders network which can expand the services we can coordinate with parents.
5. IS 123 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. We will conduct Parental Surveys on the “State of the School” in December and use the results of the Learning Environment Survey to evaluate the effectiveness of our parent involvement policy and our school improvement program.
6. IS 123 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i.the State’s academic content standards
 - ii.the State’s student academic achievement standards
 - iii.the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Through our Parent Coordinator and our Parents Association we will provide ESL and GED classes, workshops on curricular materials, state and city standardized tests and other matters related to the education of their children.
 - a. The school will provide a variety of strategies, materials and training to build capacity for more effective parental involvement with their children to improve their children’s academic achievement, such as literacy training, use of technology, as appropriate, to foster parental involvement, by the creation of our “Saturday Study Center” which will make literacy assistance and technology available for parents and students. Staff are also trained in ways to bring in more parents and how to approach parents. Positive reinforcements are utilized so that parents feel outreach is not limited to discussing negative behaviors. Teachers are also using an online grade book, www.teacherease.com, which they also use to email parents and send announcements. Teachers are also using Global Connect, an online program that instantly sends calls, texts and emails to parents regarding important announcements. These websites have been used to notify parents of meetings and the notices are sent in English and Spanish.
 - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Providing workshops to create a team of Learning Leaders in the building who will serve as volunteers in our classes, offices, lobby and other school areas. We will work especially

with those staff and volunteers who serve in the Main Lobby to create a positive, welcoming environment as parents enter our building. These Learning Leaders will also provide workshops to parents on curriculum and testing matters and concerns.

- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Providing workshops to create a team of Learning Leaders in the building who will serve as volunteers in our classes, offices, lobby and other school areas. We will work especially with those staff and volunteers who serve in the Main Lobby to create a positive, welcoming environment as parents enter our building. These Learning Leaders will also provide workshops to parents on curriculum and testing matters and concerns. Our Parent Coordinator, PA, SLT and Learning Leaders will provide workshops on Understanding State Standards, Knowing the Curriculum for All Subject Areas, How State and City Assessments Measure Student Progress, Using Technology to Support Student Achievement, Supporting the Home-School Partnership and a variety of workshops to assist with parenting skills that meet the needs of the developmental milestones our students are reaching.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All communiqués sent by the school will be provided in English and Spanish. Also, we have guidance and office personnel who provide immediate translation in Spanish to parents who come into school for any concern.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures of our parent members of the School Leadership Team. This policy was adopted by IS 123 on June 9, 2006 and is reviewed during June 1-15 every year. The plan will continue to be in effect for the period of the 2010-2011 school year. The school distributed this policy to all parents of participating Title I, Part A children on October 27, 2011.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

School-Parent Compact Provisions

School Responsibilities

IS 123 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: As is fully outlined in our narrative description, we have embarked upon a truly school-wide reform effort following the work of Doug Reeves in his research on "90-90-90" schools. This research focuses on five key areas: 1) school-wide focus on student achievement; 2) clear curricular choices (creating a core curriculum); 3) multiple opportunities for students to improve; 4) writing across all curricular areas, including vocabulary development; 5) external (shared) scoring of student work.
2. Hold parent-teacher conferences during the Fall and Spring Semesters during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and February.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Interim Progress reports, Teacher-generated and/or parent-requested contracts/reports and quarterly report cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Fall and Spring Parent-Teacher conferences, grade level open house events in October, including intermittent visits requested by parents and scheduled by the teacher through the Main Office.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Through contact with their child's teacher(s), parents may arrange to volunteer and/or observe classroom activities. Also, parents are welcome to stop by the school at any time, realizing that they may need to wait until a teacher has a free period to hold discussions. Parents may also volunteer through the activities sponsored by the Parents Association or the NYCDOE Learning Leaders program.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are

able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, which includes all students at IS 123, and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. Spanish translation and English are always provided.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed, including reading independently for 30 minutes every night.
- Monitoring amount of television their children watch.
- Ensuring that my child gets sufficient sleep and is making healthy choices for their nutrition.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities:

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

- Do my homework every day, ask for help when I need it, and give help when I can.
- Work with my teachers to achieve mastery on all of my coursework, including putting in extra time when I need it.
- Respect the rights and property of all others in my school community.
- Read at least 30 minutes every day outside of school time and update my Reading Log.
- Come on time and prepared for school each day with proper materials, my work, my independent reading book and my notebook binder

- Give of my time and talent for the benefit of my school community by volunteering for at least one activity or event.
- Make certain that I get appropriate nutrition by choosing healthy foods and that I get sufficient sleep each night.
- Know and adhere to all school rules, procedures and policies.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: IS 123 **School Name:** James M. Kieran

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: X Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused X Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

We used the data from the ELA and Math Item Analysis tool, NYStart Verification Reports, NYC Progress Report, student work and teacher feedback to conduct our research. Our findings indicate that our school has the following specific academic issues:

Our 6th grade class entered at 36% proficiency and students tend to slip between 5th and 6th grade and we are putting measures in place to avoid that slippage while working to raise the proficiency levels of our students.

Students with disabilities demonstrate reading weaknesses (specifically phonemic awareness, word attack skills and vocabulary which affects their comprehension) and delays that require support from specific reading programs (i.e. Wilson).

Our English Language Learners also demonstrate issues with reading comprehension and writing skills.

In addition, the test was longer and stamina is an issue. Many of our students were only a few points away from scoring a proficient (level 3) score.

Our students historically enter our school below proficiency and several of our feeder schools are at various phases of school improvement.

We have a transient population of students (those living in shelters, immigrating from other countries and some with interrupted formal education) that lead to disruptions to continuity of learning.

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.

We have identified the following school-wide interventions to improve student progress in grade 6-8 in ELA and Math:

School-wide collaborative inquiry grade teams with each teacher monitoring five students whom they work with weekly.
Alignment of the curriculum and unit plans for each grade and department.

Professional development for teachers on differentiation of instruction and Universal Design for Learning

Administration focusing on effective teaching using the Danielson Framework with a focus on Lesson Planning,

Classroom Management and Questioning and Discussion followed by short, frequent visits to classrooms to provide feedback.

Providing interventions for identified students by providing direct instruction during after-school and Saturday sessions.

Our Child Study Team attended Response to Intervention training, which they turn-keyed to all staff and will apply during their meetings when discussing referred students.

Professional development opportunities for all teachers, which will focus on new strategies to help struggling students;

Monitoring extended day sessions and ensuring all struggling students participate

New teaching strategies and smaller class sizes for struggling students;

Continued recruitment of highly-qualified and certified teachers to staff our classrooms;

More classroom time devoted to reading and math skills;

Strategies to increase daily attendance;

Expanded parental involvement programs to include training on CCLS and student expectations.

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.

We are providing time for teachers to meet and work together twice a week and after-school on our curriculum to align the maps, units and lessons to include Students with Disabilities and Limited English Proficient students.

In addition, we are planning to use the funds for the following PD:

1. Professional development for teachers of ELLs, Students with Disabilities using network, DOE and in school sources.
2. Professional development for teachers on differentiation of instruction and Universal Design for Learning to ensure multiple entry points for all learners.
3. Professional development for teachers on Depth of Knowledge and creating lesson plans with higher ordered questions that lead to rich discussion.
4. Partnerships with external organizations that include teacher training such as Arts Achieve, Urban Advantage, Ramapo and Teachers College.

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

We have 9 non-tenured teachers that are within 1 or 2 years of teaching service. All 1st year teachers are receiving mentoring with veteran teachers. Any continuing teachers that are struggling are being assigned peer-mentors as well. We also believe that creating structured time for teacher team meetings that are consistent, gives support for new and veteran teachers. They are able to plan together, discuss strategies and interventions as a team. The team does not change over the year and teachers are able to develop collegial, professional relationships.

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.

The school will use the letter provided by the NYC Department of Education that will also be provided in Spanish. Our Parent Coordinator has planned a workshop for January to explain our status and to discuss eligibility for SES as well as their options.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 8	Borough Bronx	School Number 123
School Name IS 123, James M. Kieran			

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

Principal Tyra L. Williams	Assistant Principal Virginia Figueroa
Coach type here	Coach type here
ESL Teacher Gloria Sancho	Guidance Counselor Glenys Guzman
Teacher/Subject Area Joanne Urena/ESL	Parent Abena Roman
Teacher/Subject Area Edgar Ramirez/Bil Math	Parent Coordinator Radames Robles
Related Service Provider Maxine Green	Other David Rodriguez/AP
Network Leader Elmer Myers	Other Anthony Parker/SW

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	18
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	515	Total Number of ELLs	118	ELLs as share of total student population (%)	22.91%
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Part II: ELL Identification Process

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

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

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by a pedagogue, with the student and parent in English and in the native language if possible. If the parent speaks a native language other than Spanish or Haitian we also use the DOE translation number to ensure parents understand what is being asked of them. The following teachers are called upon by the Pupil Accounting Secretary to administer the HLS, Ms. Gloria Sancho, ESL/Bilingual Coordinator, Ms. Joanne Urena, ESL Teacher and/or Ms. Figueroa, Assistant Principal (also a licensed Bilingual Teacher). If upon the completion of the HLIS the parent has identified the home language as English, the student then enters general education program. If the parent indicates the home language of the student is a native language other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). Our ESL Coordinator, Ms. Gloria Sancho administers all LAB/LAB-R's within 10 days. We check the Revised Lab/NYSESLAT eligibility roster (RLER) report on ATS and she tests students individually during her Professional Activity periods. If the parent indicated a home language of Spanish and scores were at or below LAB-R cut scores, the Spanish LAB must be administered as well within the 10 days. The LAB test paperwork is delivered to the BAID during designated monthly dates that have been determined by the DOE. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations. We also check the reports on ATS to ensure every ELL-eligible student was tested. ATS has several BESIS report functions including a Current ELL's (RELC) report which we monitor. Prior to when NYSESLAT testing begins, we check the pre-slugged bubble sheets against the list of students on the NYSESLAT Eligibility report, if a student is missing an answer sheet, one is created. Ms. Figueroa, who also serves as school Data Specialist and Testing Coordinator creates spreadsheets of students and testing rooms and scheduling of the NYSESLAT. The Speaking portion is administered by the ESL teachers over the testing period and the Reading, Listening and Writing portions are administered over three different days and absent students are sought out to complete make-ups. We check ATS reports and print outs to ensure every students has been tested for every component ensuring we are submitting the same number of scan sheets for each modality by grade band (5-6 and 7-8) of the NYSESLAT.

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the Spring during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment that determines if the students are eligible to continue receiving LEP/ELL services.

To follow is a description of the structures IS 123 has in place to ensure that parents understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, the ESL/Bilingual

Coordinator in collaboration with the Parent Coordinator, and the Family Worker, administrators and teachers distributes and discusses the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools, the Entitlement letter, the Parent Survey and Program Selection Form and invites the parent to the Orientation session. At the Orientation session, parents view a DVD that explains the program choices. They can also view the video at home through a weblink provided by the DOE. ESL (Ms. Sancho and Ms. Urena) and Bilingual (Ms. Figueroa) pedagogues are also at hand to describe the program options. Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. As a follow-up, we call parents informing them of their child's entitlement to ELL services and invite them to the Parent Orientation session. This information is sent via postal mail and email to the parents whom we have been unable to reach via the telephone.

The ESL/Bilingual Coordinator in collaboration with the Parent Coordinator, and the Family Worker, administrators and teachers conduct Parent Orientation sessions throughout the school year (September, October, January, February) where parents are informed on program choices for their child. We chose months when many students are typically admitted to the school, for all other admits, the sessions are conducted individually as they enroll. At these sessions, parents are once again informed about and/or given an Entitlement letter, and Parent Survey and Program Selection Form. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions a DVD further explaining and demonstrating the program choices is viewed by the parents and if need is provided in a translated version. IS 123 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will be advised to go to the nearest school offering their program choice. The Bilingual and ELL Coordinators, Ms. Sancho and Ms. Figueroa monitor the distribution and collection of Entitlement Letters and Parent Survey and Program Selection forms. Copies of the Entitlement/Continuation/Non-Entitlement and Discontinuation letters are maintained in a folder in the main office along. All originals of the Parent Survey and Selection form are placed in the students permanent record.

At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year by offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis. IS 123 offers English as Second Language (ESL) and a Spanish Bilingual class. These programs are aligned with the parents request based on the Parent Survey and Program Selection forms. Parent options data is kept and updated twice yearly in the winter and spring BESIS and we strive to ensure the parent options match the offered services. Parents of newly enrolled and continuing English Language Learners (ELLs) are informed of all their program choices as described above and given Entitlement letters in their native language (if provided by the DOE). Parents of students placed in the bilingual program have met or spoken to Ms. Sancho and Mr. Ramirez. Students placed in the bilingual class are those that have recently enrolled in an English speaking school for the first time in their academic history unless their parents specifically opt for the freestanding ESL program. Most other students have come to us from elementary schools and prefer to continue to receive ESL services as they are content with the progress the children are making in acquiring English language skills. The majority of our parents choose ESL services for students. In 2009-2010, 90% of parents chose ESL, the others were students that we were unable to receive responses from. For 2011-2012, at this point, out of the 90 parents surveyed, 17 have opted for Spanish Bilingual instruction. Bilingual instruction has always been provided for Math, but the TBE class was not offered from 2007-2010 because there have not been enough parents asking to create a class. At this time, we believe we are aligned between parent choice and program offerings. The only ELL population large enough to create a bilingual class for is Spanish, which we provide.

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):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)								12	7					19
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							20							20
Push-In							32	23	24					79
Total	0	0	0	0	0	0	52	35	31	0	0	0	0	118

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	62	Special Education	28
SIFE	21	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	13

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	18	11	0	1	0	0			0	19
Dual Language										0
ESL	44	12	6	43		12	13	1	2	100
Total	62	23	6	44	0	12	13	1	2	119

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

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								12	7					19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	12	7	0	0	0	0	19						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							34	31	24					89
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian								1						1
French							2		2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	2					4
TOTAL	0	0	0	0	0	0	37	34	28	0	0	0	0	99

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).

A. Programming and Scheduling Information

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?

IS 123 is a vibrant learning community serving 523 6th, 7th and 8th grade students. The school is supported by the Gilder Lerhman Institute for American Studies. The academy offers the unique perspective of the American experience weaved through all subject areas but aligned and supported by NYS learning standards. The ESL program follows a comprehensive approach to language learning. The curriculum is aligned with the NYS learning standards in ESL and other subject areas. We offer differentiated levels of ESL classes to meet the needs of beginner, intermediate and advanced ESL students. Various software programs have been made available to students not only in English but in Spanish as well. The ESL teacher works with the target population to enhance their understanding of reading passages and to assist in the development of written language conventions. ESL students are also given additional time of direct instruction in AIS using a research based proven program to work on specific literacy and mathematic skills.

Our school is set up with Grade teams in a departmentalized model. Time is set up for each grade team and department to meet weekly. Homeroom classes are taught in a block for Social Studies and Science. We have 3 ELA and 1 ESL teacher split classes so no class has over 20 students in it for ELA/ESL. The ESL students are split by their NYSESLAT scores in their HR's allowing ESL teachers to pull their groups for their mandated ESL blocks. We also have interns from Teacher's College working with our ESL teachers 4 days a week who provide additional support as they are able to work with a small group of students or individual students during ESL class. Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with mandated units of instructional time in ESL. Our beginner and intermediate students are paired in heterogeneous groups by grade and they receive 8 periods or 360 minutes of ESL instruction per week. We prefer to offer block units for ESL and these classes travel together in a group to their other subject classes. We do this because we want our beginner students to learn from the experience of our intermediate level students. Our advanced students are scheduled for 405 minutes of ESL/ELA instruction of which they receive 180 minutes of ESL then we have an English Language Arts teacher for each grade push in to the classes to provide specific instruction in English Language Arts for an additional 225 minutes. To facilitate this, our ESL teacher is given common prep time to meet with the ELA department to plan, review student work and share strategies.

Our Spanish Bilingual class is ungraded with a beginner proficiency levels however, all of these students have two years or less in the United States and are beginner ELL's. They receive 60% of instruction (150 minutes) in their native language and 40% (125 minutes) in English. This class is taught by a licensed Bilingual teacher who emphasizes academic vocabulary, skills and develops cognition in the native language and focuses on teaching key terms, vocabulary and functions in English. The schedule was developed with these minute allocations in mind to ensure compliance with CR-154. Students in the bilingual program receive a minimum of 75 minutes of ESL in a day. The ESL teacher provides the instruction for ESL and coordinates with the bilingual teacher to ensure key terms are reviewed in both languages and that ESL skills and strategies are interwoven throughout the curriculum. The bilingual teacher provides 225 minutes of Native Language Arts instruction and utilizes higher ordered thinking strategies to for reading, writing, listening and speaking.

In the grades 6-8, the ESL teacher and bilingual teacher works with students in providing scaffolding, re-teaching, and embedding of vocabulary. These activities encompass all four language modalities. The ESL teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing

A. Programming and Scheduling Information

mechanics. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. We have two bilingual mathematics teachers who teach in English but can translate for those students who require it in order to demonstrate what they know. In Science and Social Studies, teachers are provided with rich libraries that are differentiated for various reading levels. They have audio CD's of the books for students to listen as they read the textbook. Teachers use collaborative learning techniques to pair students who need language support with peers who can assist the ELLs. Teachers also use translation software to assist students who are beginners so they can access the content while developing their English language skills. We disaggregate all our data and spend a lot of time reviewing how our ELLs are progressing throughout the school year as well as holding data chats with the ESL teachers and the administration. During these chats, ESL teachers are expected to provide evidence of ELL students showing progress in reading (through running records), writing (through Writer's Notebooks and published work), listening and speaking (videos), etc.

ELLs not only receive English as a Second Language classes but they also receive Academic Intervention Services and we also have a bilingual paraprofessional assist teachers. They are assessed using the Scholastic Reading Inventory from Read 180 and the Performance Series website. For mathematics They receive AIS at least four periods a week. Interventions are provided in English and Spanish.

All Spanish speaking ELL's initially receive the LAB which allows us to understand their proficiency level in Spanish. Since it is initially handscored we determine if a student is weak or strong in any particular modality. We also have use a reading assessment, WRAP by Orbit which allows us to take running records to determine phonemic awareness, fluency and word attack skills in Spanish. Once a student has read a leveled text, they are asked questions for comprehension and are tasked with a written response in Spanish. The Native Language Arts teacher uses formative assessments during instruction to provide students with feedback to improve comprehension and writing skills throughout the school year. In June, all ELL's receiving Native Language Arts take the ELE in Spanish.

Most of our SIFE students do not have IEPs. These students lack proficiency in their native language, Spanish. The students are placed in an English immersion program and receive 180 additional minutes of instructions during the extended day program.

ELL Students with IEPs follow the same continuum of services as do their non-ESL counterparts. We have Bilingual mandated Counselors, Alternate Placement paraprofessionals for students who cannot be placed in a bilingual program. Students in general education also receive SETSS and at-risk SETSS. These students are seen by our ESL teachers in accordance to the minimum number of minutes per their proficiency levels. The ESL teachers maintain attendance and call in these students using the IVR system. X-Coded students are not required to receive ESL but we ensure they receive NYSESLAT test prep.

Our ESL teachers use Readers and Writers Notebooks for all their students to monitor their responses to reading and their growth in writing. All ELL's are given usernames for Achieve 3000 and students can log on daily and receive instruction in language, vocabulary and reading, this program has bilingual components to provide support in a variety of languages besides Spanish.

Our newcomers receive additional time for ESL and are given a variety of differentiated materials to assist them with language acquisition, transitioning to a new system and acquire strong comprehension skills. Our newcomers receive bilingual instruction focused on providing them with strong content based skills that could eventually transfer to English. Our newcomers are not excluded from any predictive testing and the teacher receives item skill based data to review and align instruction to help prepare students for the eventuality of taking the NYS ELA.

ELL's receiving 4-6 years of ESL if applicable receive an extension of services if they are not making progress because of their status as a SWD, difficulties in Reading, Writing or if they are at-risk and requiring intensive interventions.

Long-Term ELL's receive NYSESLAT test prep and data proves that the main weakness is in reading, writing so the ESL teachers are meeting with these students as a subgroup to offer two hours of additional instruction during after school hours every week.

All of our scheduling is done to be as least restrictive as possible for all of our student populations. Due to the nature of bilingual classes, our bilingual students are taught in a self-contained setting for the major subjects but for the rest of the day, they are immersed with the rest of their peers for all other classes/activities. Our free standing ESL students spend all of the day with their peers in heterogeneous classes with the exception of when they receive ESL services.

Courses Taught in Languages Other than English

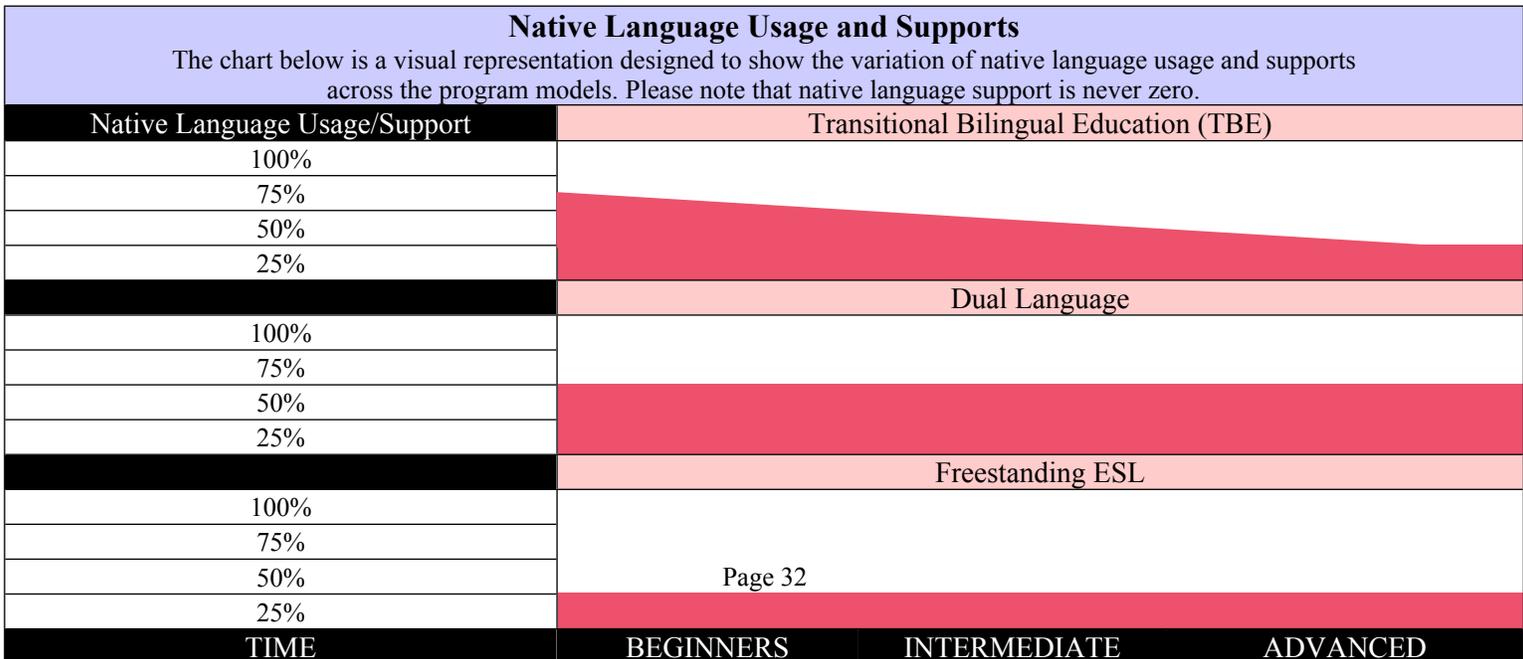
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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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?

Our ELL students not performing at proficiency on the NYS ELA exam receive an additional 4 periods of AIS every week in ELA and Math. In addition, they are invited to attend after-school programs and Saturday programs. ESL teachers also have TC interns that are obtaining ESL teaching licenses who can provide intervention in class. ESL teachers also have 5 PA periods a week to work with ELL's students and non-ELL licensed teachers of ELL's. In addition to receiving additional support during the school day and after-schools, ELL's receive access to Achieve 3000 which differentiates to meet them at their level. Achieve 3000 is a web-based program that students can use at school or at home. The program allows students to communicate with their teachers and even allows teachers to evaluate what students have written in activities on the site. The Academic Intervention Services offers services to all our students who are at risk. These students are served by a teacher skilled in providing support in ELA and Math and all the computers are also stocked with programs to help build skills in ELA and Math. We have set our AIS program up in a way to provide time for additional instruction and it serves many students in the ESL program, the special education students, and those at-risk of not meeting State standards. Math interventions are offered during the school day as well as after school and on Saturdays in English and Spanish. Science interventions – Our Science department teacher is HQ and a lead teacher for Urban Advantage. Mrs. Cruz also speaks Spanish and provides after-school and Saturday instruction to ELL's. Social studies interventions are provided by the Social Studies content teachers but the ESL and ELA teachers plan interdisciplinary units to expose students to non-fiction.

Once a student attains proficiency on the NYSESLAT, they are considered a Former ELL. Our Former ELL's receive support from the ESL teachers. The ESL teachers use the RMSR report from ATS to identify Former ELL's who are in the transitional stage. They reach out to these students and their teachers to access what areas still require remediation and instruction. They are given discontinuation letters to explain to parents that they are no longer entitled (or mandated) for ESL but that we will continue to support their needs. We meet with teachers to determine their needs and allow them to receive test accommodations for an additional two years. Our ESL teachers also monitor their progress and meet weekly with ELA teachers in department meetings where students are often discussed and interventions are planned.

In order to improve our delivery of services to ELL's, we plan to monitor the delivery of services to our students in the TBE program. Our data demonstrates that students in Free Standing ESL students outperform students in the TBE program. While most of our students in the Free Standing ESL program have been in the country longer, the data demonstrates students do better with strong content teachers. We find the same occurs with our Special Education population and are considering how to immerse students while providing the language support they need. We are also considering creating an after school civics program for new ELL's and immigrant students.

At this point, we do not plan to discontinue any programs/services for ELL's.

We seek to be inclusive to all students regardless of their language status or whatever the case can be. We want to see all students succeed and attempt to put in place all we can to support our students. We strive to be a place in the community that is warm and welcoming. To that end, we posted signs in several languages and have staff that can assist with some of the higher incidence languages (Spanish, Haitian, French, Arabic, etc). We hold Open House events and send out notices as well as calls in English and Spanish. We make it clear to all students, including ELLs, on what is expected from them and what services are available to them. ELL's are included in all parts of school programs and activities. We are also using Title III funds for culturally relevant trips for our ELL's and immigrant population.

B. Programming and Scheduling Information--Continued

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In addition, we offer Title III after-school and Saturday programming for ELL students to provide them with additional direct instruction. Title III funds are used for our ELL's with 1-5 years of ESL (including those with extensions of services) and Title I for our Long-Term ELL's. Teachers can provide after school programming after school or on Saturdays and are given Attanasio's English Now: Getting Ready

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E. Parental Involvement

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

We have been working to improve parent involvement and participation across the board. We have two bilingual family workers who constantly reach out to parents by phone or in person by conducting home visits. We constantly have parents in the school for a variety of reasons and work to meet their needs. They come in for school letters, to visit the Parent Coordinator, use the Parent Resource Center, to visit attendance, to meet with teachers or to meet with the Assistant Principals, Deans, Special Education Supervisor, School Psychologist, Social Workers and other support staff who are also bilingual. We also use an automated phone messaging service to send out important messages or reminders in English and Spanish.

Both ASPIRA and our School Based Mental Health Partner, The Promise Zone, are housed in the building and provide a variety of services to students and families. They have staff that speaks English and Spanish and they conduct family events and outreach services. Neither agency makes a distinction whether students are ELLs or not and provide services to all students in need. We have also partnered with Per Scholas for several years to offer computer training. In the Spring of 2011, we hosted the computer training and Per Scholas gave 75 free computers to our students and their families. We had two classrooms out of six, where the training was given in Spanish and ELL's and former ELL's were able to sit with their parents/guardians for this valuable training.

We had every student and parent sign for the Student Handbook which laid out all of our rules and expectations. The Declaration page asked every parent to sign saying they have read the manual and then asked if they would want to volunteer or become part of a committee. Our Parent Coordinator reviews parent responses and reaches out to interested parent. Our Parent Coordinator is bilingual and reaches out to non-English speaking parents to have them participate in our Parent Association and School Leadership Team meetings. His DOE provided cellphone number is posted on all school letterhead and his role is explained in the Parent Handbook and at Open House meetings in the beginning of the school year. We encourage parents to contact the Parent Coordinator for any concerns and questions they may have. The Parent Coordinator also works with the ESL Coordinator to plan the Program Selection meetings. We hold Open House Events for every grade at the beginning of the year and our Parent Coordinator holds monthly events based on topics that parents have an interest in. We have a Parent Resource room near the school entrance where parent volunteers can be found throughout the school day.

In order to evaluate the needs of parents, we use an automated phone service for informal surveys or bilingual notices with tear off sheets that parents can return with their children. When parents express questions or concerns to our Parent Coordinator, he brings those issues to light with the school administration to help forge solutions. We also have an Open Door policy and parents are able to meet with the school Principal or Assistant Principals as any time. We carefully review parent responses on the Learning Environment Survey. For the 2010-2011 school year, 64% of our parents responded, exceeding the city average. We work diligently to reach out to all students parents/guardians and believe our response rate emphasizes the rapport we have with parents and their belief that they have a voice in our school.

Findings reported that over 50% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand, we ensure all correspondence and automated calls are in English and Spanish. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to ensure that our school website (www.is123x.com) that provides information in Spanish, we also provide computer training to parents yearly to teach them ways to translate documents or websites using Google translate. We have many staff members on hand to provide for oral interpretation whenever the need arises. All communications between the school and our families will be provided in both Spanish and English. We provide all informal and formal reports of student progress in both Spanish and English to keep parents informed of their child's results on formative and summative assessments. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE). This underscores our desire to let parents know that we want them to be involved and that we have many translators available to allow all of our parents to have a voice in the school.

Our parental involvement activities are always bilingual and meet the needs of the parents because they are centered around their main concern, their children. We hold many events to celebrate student success and parents of ELL's are always in attendance during our Honor's Breakfasts held once every marking period, Senior Awards dinners and graduation. To promote greater involvement of parents of

E. Parental Involvement

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)?

N/A

messages or reminders in English and Spanish.

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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.

Professional development opportunities for all staff include a combination of in-house and contracted services targeting instruction practices and methodologies designed to meet the needs of the ESL student. We also have a Network ELL Support specialist who comes to provide training and guidance during and after-school. In addition, our ESL teachers, Special Education and Speech Teachers have attended and continue to attend a variety of conferences offered by BETAC and Teachers College throughout the year. Topics include multidisciplinary approaches, thematic units and differentiated instruction in the ESL classroom. Once they receive this training, they turnkey it to the rest of the staff.

Once NYS testing is complete in the spring, we plan use our weekly PD time which is built into every staff members schedule to discuss ELL's and the supports the teachers and students will need as they transition in grade and review strategies that all teachers of ELL's should use.

All teachers of ELLs are required to receive 7.5 hours of ELL training. We offer the training throughout various key points in the year to ensure that the importance of serving ELLs is never forgotten. The training is split during both Professional Development Staff days (November and June) and weaved in throughout our weekly Friday meetings so that all staff (Assistant Principal, bilingual/ESL coordinators, common branches teachers, subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teachers, psychologists, speech therapists, secretaries, parent coordinators) receive this required training. Our support network also offers specific training for our administration, school secretary and guidance staff on the intake of ELL eligible students, issues concerning ELL's, promotion criteria of ELL's, etc. All documentation of training (agendas, attendance sheets) is maintained by the Principal in the Main Office.

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?

We have been working to improve parent involvement and participation across the board. We have two bilingual family workers who constantly reach out to parents by phone or in person by conducting home visits. We constantly have parents in the school for a variety of reasons and work to meet their needs. They come in for school letters, to visit the Parent Coordinator, use the Parent Resource Center, to visit attendance, to meet with teachers or to meet with the Assistant Principals, Deans, Special Education Supervisor, School Psychologist, Social Workers and other support staff who are also bilingual. We also use an automated phone messaging service to send out important messages or reminders in English and Spanish.

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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)							2	14	10					26
Intermediate(I)							10	16	13					39
Advanced (A)							18	12	11					41
Total	0	0	0	0	0	0	30	42	34	0	0	0	0	106

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	8	3				
	I							1	9	4				
	A							15	20	11				
	P							14	2	14				
READING/ WRITING	B							4	10	6				
	I							10	14	12				
	A							16	11	12				
	P							2	4	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	11			36
7	16	12			28

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
8	16		13		1		30
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2	8	18	4	7	1		1	41
7	9	2	20		2				33
8	7	11	10		8				36
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	13	11	9	3	1				37
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	1		1	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	6						
Chinese Reading Test								

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

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

In order to assess the early literacy skills of our ELL's, we use the Scholastic Reading Inventory to determine their reading lexile. If a student scores in a low range, we use Fountas and Pinnell to evaluate students independent and instructional reading levels in English. We also use WRAP assessments in Spanish to assess native language skills. We have ELL's with skills ranging from pre-primer to grade level. Our beginner ELL's are given additional ESL support and native language support in the content areas. Our Intermediate and Advanced ELL's are in Freestanding ESL programs where they travel in a heterogenous homeroom and receive Social Studies, Science and Math with non-ELL's. All content teachers use ARIS to identify their ELL students and determine supports.

Most of our students took the LAB-R in elementary school and have since progressed in their English skills. We have an average of 20 students who are taking the LAB-R as new enrollees. The majority of them are found eligible (scoring below 40%) and beginners across all four modalities. According to their Spanish LAB results, many display weakness in reading and writing in their native language so the Bilingual teacher is using that information to reinforce the NL skills while helping the ESL teacher is helping develop English skills. Our students receiving Native Language arts did not perform well on the ELE and our Native Language arts teacher used that information to plan instruction in the beginning of the school year.

Our NYSESLAT data reveals that we have that across the grades we have groups of students requiring interventions and support across the levels and modalities. Our students performed best in the Listening/Speaking portion. However, those numbers dropped when looking at the Reading/Writing portion. In order to address this issue, our ESL teachers were directed to create interventions for students. The school leadership is monitoring ELL progress in reading and writing and spending time observing teachers of ELL's. The school leadership is providing feedback to teachers and have tasked teachers with conducting classroom inter-visitations to ensure coherence and effectiveness.

Additional Information

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Part VI: LAP Assurances

School Name: <u>IS 123</u>		School DBN: <u>08X123</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tyra L. Williams	Principal		11/23/11
Virginia Figueroa	Assistant Principal		11/23/11
Radames Robles	Parent Coordinator		11/23/11
Gloria Sancho	ESL Teacher		11/23/11
	Parent		11/23/11
Joanne Urena	Teacher/Subject Area		11/23/11
John McSorley	Teacher/Subject Area		11/23/11
	Coach		11/23/11
	Coach		11/23/11
Glenys Guzman	Guidance Counselor		11/23/11
Elmer Myers	Network Leader		11/23/11
Edgar Ramirez	Other <u>Bil Teacher</u>		11/23/11
Anthony Parker	Other <u>Social Worker</u>		11/23/11
David Rodriguez	Other <u>Assistant Principal</u>		11/23/11
Maxine Green	Other <u>Speech Provider</u>		11/23/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X123 **School Name:** IS 123

Cluster: 06 **Network:** 607

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

Part A: Needs Assessment Findings

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

We did an assessment of our HILS and invited parents to several ELL Orientations. We also distribute the Preferred Language Form to each family and check it against the ATS Home Language indicator. We run reports on ATS regarding the Home Language to use when distributing paperwork to parents.

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.

Every September we distribute the DOE form asking parents what their preferred language is. According to the Home Language Report (RHLA on ATS), half of our parents speak another language. The numbers are as follows: 1 Amharic; 1 Arabic; 6 French; 3 Fulani; 1 Haitian Creole; 236 Spanish; 2 Twi and 1 Wolof). Staff is told during PD days in September and staff communications regarding communicating with parents. Findings reported that over 50% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to provide a portal on our school website (www.is123x.com) that provides information in Spanish. We have many staff members on hand to provide for oral interpretation whenever the need arises.

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.

All communications between the school and our families will be provided in both Spanish and English. In addition, we send special monthly newsletters, also provided in Spanish and English, sent home announcing important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, and always have bilingual staff on hand to interpret for all meetings. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE).

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 have numerous staff (school aides, family assistants, our Parent Coordinator and all guidance and social work staff) who are available daily to provide translation in Spanish.

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>.

As noted above, translation services are available daily in Spanish. All communications are sent out in Spanish and English to our families, together with the announcement given in several languages provided by the Chancellor's Office on where to go to get materials translated into a language other than Spanish. We also use DOE websites (intranet and <http://dfoforms.nycenet.edu/forms/>) to access forms in Spanish.

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: IS 123	DBN: 08X123
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 118 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # 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:

At IS 123, the majority of our LEP students are Spanish speakers although we have students with low incidence languages such as French, Twi, Amharic, Wolof and Fulani. The school has several bilingual certified teachers and support staff to meet the academic and social/emotional needs of our LEP students. We plan to use Title III funding for direct instruction to pay for per-session to provide after school instruction two times a week for our ELL's based on their NYSESLAT modality scores from grades 6-8. The majority of our ELLs scored at the Intermediate and Advance levels (81 students). A smaller number of ELLs scored at the Beginner level (30). Due to the the fact that we are a middle school, the majority of our ELLs come to us as Long Term ELLs and in the fourth to fifth year of service. They struggle in the area of ELA due to the challenges they face upon presented with the high cognitive demand of reading at the middle school level. Our goal is to build academic vocabulary, fluency and stamina through the direct instruction of reading comprehension strategies. The instruction will be in Spanish and English by 4 certified teachers (ESL, Bilingual) using a variety of materials such as Rosetta Stone for Beginner ELL's, i CORE and Achieve 3000. The program will run from January 10 through April 27 2012, the Saturday program will end on March 31. Ms. Sancho will teach the 6th grade Afterschool and Saturday program. The time schedule for the afterschool program: Tuesday & Thursday from 3:15 - 5:00pm. The time schedule for the Saturday program: 9:00am -1:00pm. In order to support our after school program for ELL's, we will purchase workbooks for students to use.

Part C: Professional Development

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

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

Begin description here: Our Assistant Principal, Virginia Figueroa also has a Bilingual certificate and has offered PD to our staff over the last 7 years. She will cover a variety of topics over a few months such as differentiation for ELL's, Support for ELLs in the Content Areas, and Multi-disciplinary approaches when teaching ELL's. A posting will be provided for all teachers of ELL's to apply to stay after-school for professional development.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Research demonstrates that parental involvement has a direct impact on student achievement. In order to ensure that parents of ELL's are involved the ESL teachers who are teaching in the Title III programs receive professional development training targeting instruction practices and methodologies designed to meet the needs of the ESL student.

To promote greater involvement of parents of our ELL population, our Parent Coordinator and Data Specialist, who are both bilingual, reach out to parents to attend training on Saturdays and during Parent Teacher Conferences. Topics include, but are not limited to, how to access our online grade book to monitor their child's progress, how to help your child succeed as readers and writers, and presentations of our curricula and materials. Workshops will be scheduled in tandem for parents who require support in Spanish.

Trip to celebrate ELL Family Night - Mr. Robles and Ms. Sancho will accompany parents on various trips scheduled to celebrate ELL student's culture. Parents are notified of all school activities thru the school's messenger phone service and also in newsletters sent out to parents. A monthly newsletter written in English and Spanish is distributed to students at the beginning of each month. The newsletter encourages parents to get involved with their children. The newsletter is informational and gives tid bits on relationship building with teenagers and how to assist with homework assignments and questions to ask at parent-teachers conference.

Parent Recognition Awards Night for parents of ELL's - At IS 123X we pride ourself on cultural awareness and we recognize students for work well done. We intend on having an awards night just for our english language learners. We understand the language barrier and want to reach out to parents as they embrace the cultural diversity.

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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		????
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		?