



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 123

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K123

PRINCIPAL: VERONICA GREENE **EMAIL:** VGREENE@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
V. Greene	*Principal or Designee	
R. Skibins	*UFT Chapter Leader or Designee	
Wendy DeJesus	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
C. Kennedy	Member/UFT teacher	
K. JeanJacques	Member/ UFT teacher	
A. Hutchinson	Member/ UFT teacher	
L. Morales	Member/Parent	
Erika Trujillo	Member/Parent	
Olga Sanchez	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, teachers will have created and administered two literacy tasks aligned to the CCS, resulting in an increase in proficiency by 70% of the students from the first task to the second, as evidenced in the ELA Performance Task Rubric

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The 2011-12 Progress Report indicated 45.9% of our students achieved proficiency on the NYS ELA. The average student proficiency in ELA is 2.81. A need exists to support and to continue developing the instructional practice of all teachers K-5.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) key personnel and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- Professional development provided by the Network achievement coach and school instructional team focusing on alignment of curriculum to common core standards
 - Professional development by Literacy Consultant (weekly) to develop CCS aligned units of instruction)
 - Professional development provided by JDL Horizons in accessing "Smartboard" resources and creating interactive lessons that are aligned to the Common Core standards.
 - Implementation of short cycles of classroom observations by administration
 - Strong emphasis on the development of higher order questioning skills by teachers.
 - Clear and concrete feedback to support teachers' professional growth and development will be a major focus of administration.
 - Common grade prep schedule to provide for collaborative efforts to strengthen teaching effectiveness
 - Weekly Inquiry schedule to focus on NYDOE common core aligned tasks, review of student work, and development of appropriate instructional strategies
 - Collaborative selection and/or creation of Base, Mid, Endline assessments, interim assessments by grade level classroom teachers and content area teachers.
 - Data meetings with teachers and administration focusing on ACUITY and assessment findings in relation to effectiveness of instruction.

 - Implementation of these instructional strategies and activities will be continuous throughout the school year, beginning September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Continued daily usage of “School Messenger” to notify parents of school activities, meetings, and report of attendance.
- Providing materials and training to help parents work with their children to improve their achievement level
- Providing assistance to parents in understanding City, State and Federal standards and assessments
- ESL classes for parents
- Saturday Technology workshops for parents

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our resident Studio In A School program reinforces literacy and math skills including vocabulary development and descriptive language usage geometry and measurement
- Community based Hispanic Coalition provides an Arts and Literacy after-school program which reinforces literacy skills
- Alignment of school schedule to provide common planning time for grade specific classroom teachers
- Alignment of school schedule to provide weekly cross grade leaders meetings
- Funding allocated for purchase of resources for instruction
- Funding allocated for per-session work for Lead Teachers team to develop strategies to drive instruction using Common Core standards

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, teachers will have created and administered two mathematics tasks aligned to the CCS, resulting in an increase in proficiency by 70% of the students from the first task to the second, as evidenced in the Math Performance Task Rubric

Comprehensive needs assessment

Describe the identified need that generated this goal.

The 2011-12 Progress Report indicated 58.2% of our students achieved proficiency on the NYS Math. The average student proficiency in Math is 3.10. A need exists to support and to continue developing the instructional practice of all teachers K-5.

Instructional strategies/activities

- Professional development provided by the Network achievement coach and school instructional team focusing on alignment of curriculum to common core standards
- Professional development by CFN math achievement coach to develop CCS aligned units of instruction
- Professional development provided by JDL Horizons in accessing “Smartboard” resources and creating interactive lessons that are aligned to the Common Core standards.
- Implementation of short cycles of classroom observations by administration
- Strong emphasis on the development of higher order questioning skills by teachers.
- Clear and concrete feedback to support teachers’ professional growth and development will be a major focus of administration.
- Common grade prep schedule to provide for collaborative efforts to strengthen teaching effectiveness
- Weekly Inquiry schedule to focus on NYDOE common core aligned tasks, review of student work, and development of appropriate instructional strategies
- Collaborative selection and/or creation of Base, Mid, Endline assessments, interim assessments by grade level classroom teachers
- Data meetings with teachers and administration focusing on ACUITY and assessment findings in relation to effectiveness of instruction.

- Implementation of these instructional strategies and activities will be continuous throughout the school year, beginning September 2012 through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the parents’ home languages.

- Providing materials and training to help parents work with their children to improve their achievement level
- Providing assistance to parents in understanding City, State and Federal standards and assessments

- ESL classes for parents
- Saturday Technology workshops for parents

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our resident Studio In A School program reinforces literacy and math skills including vocabulary development and descriptive language usage geometry and measurement
- Community based Hispanic Coalition provides an Arts and Literacy after-school program which reinforces literacy skills
- Alignment of school schedule to provide common planning time for grade specific classroom teachers
- Alignment of school schedule to provide weekly cross grade leaders meetings
- Funding allocated for purchase of resources for instruction
- Funding allocated for per-diem coverage enabling staff member to attend CFN math workshops

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, each teacher will participate in 3-6 formative feedback sessions with supervisors regarding selected Danielson Competencies. 85% of teachers will show evidence of implementation of next steps from formative feedback sessions.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The "Closing The Achievement Gap" section of the 2011-2012 Progress Report indicates a total score of 3.04. A need exists to create a culture for instruction and learning that supports and accelerates student performance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Professional Development will be provided to staff on a differentiated basis resulting in independent and shared reflection, and enabling teachers to continuously evaluate and revise classroom practices to improve learning outcomes for all students.
- Professional Development will be provided by Literacy Support Inc., network achievement coaches, JDL Horizons (tech)
 1. Tier I: all teachers will receive professional development focusing on text complexity – understanding the components of text complexity, and identifying what supports and strategies students need to independently read the range and complexity of specific grade level material
 2. Tier II: professional development will be provided to differentiated groups of teachers based on self-assessment survey indications. Professional Development sessions will focus on selected areas of need indicated by teachers to improve their instructional effectiveness
 3. Tier III: professional development as a means of providing continuous support of teacher's professional growth through actionable and timely feedback using a researched based framework rubric (Danielson)
- Administration will use a minimum of six short observations which will provide targeted, high quality feedback to teachers.
- Applicable feedback will be developmental, specific, timely, and evidence based, enabling increased rigor in questioning and student engagement.
- Professional Growth Plan (PGP) developed collaboratively by supervisor and teacher including an evaluation method to assess the impact of the teacher's growth on student performance
- Implementation of these instructional strategies and activities will be continuous throughout the school year, beginning September 2012 through June

2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress.
- Provide materials and training to help parents work with their children to improve their achievement levels
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- Maintain a positive home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Provide assistance to parents in understanding City, State and Federal standards and assessments

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Alignment of school schedule to provide common planning time for grade specific classroom teachers
- Alignment of school schedule to provide weekly cross grade leaders meetings
- Funding allocated for purchase of resources for instruction
- Funding allocated for per-session work for Lead Teachers team to develop strategies to drive instruction using Common Core standards
- Funding allocated for per-diem coverage enabling staff member to attend CFN math workshops

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	LLI (Leveled Literacy Program – Intensive small group guided reading	Small group, pull-out	During the school day, 5 days a week
Mathematics	Reteaching, problem solving, basic operations, fractions, geometry, measurement	Small group	Extended day, after-school
Science	Performance tasks and concepts are targeted using multiple entry points	Small group instruction is provided by the classroom teachers and content area specialists (literacy, library, technology)	Instruction is provided during the school day and extended afternoon.
Social Studies	Performance tasks and concepts are targeted using multiple entry points	Small group instruction is provided by the classroom teachers and content area specialists (literacy, library, technology)	Instruction is provided during the school day and extended afternoon
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social worker provides at risk counseling, and/or crisis intervention and translation services School Psychologist-	Social worker provides individual and/or group session held on an as needed basis. School Psychologist -small group, one to one, classroom	Social work services are provided during the school day. School Psychologist -during the school day

	counseling/social skills development Guidance Counselor: counseling, mediation, crisis intervention, behavior management, referrals to community based organizations	push in Guidance Counselor- small group/one-to-one	Guidance Counselor- during the school day
--	---	--	--

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- New teachers are mentored according to requirements of the state mentoring process
- Administration attends recruitment fairs
- Available positions are posted on open market
- Professional Development and clear and concrete feedback by administration provided to support professional growth
- Common Grade prep schedule to provide for collaborative efforts in designing instruction to meet the needs of all learners
- Weekly inquiry schedule to focus on NYDOE common core tasks, review of student work, and development of appropriate instructional strategies

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Ms. Foley	District 32	Borough Brooklyn	School Number 123
School Name Suydam School			

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

Principal Ms. Veronica Greene	Assistant Principal Ms. L. Hidalgo
Coach Christina Skarulis	Coach
ESL Teacher Ms. J. Leal, ESL	Guidance Counselor Ms. Analisa Lewis
Teacher/Subject Area Ms. L. Velez, Bilingual	Parent Ms. Trujillo
Teacher/Subject Area Ms. A. Cabrera-Castillo, IEP	Parent Coordinator Ms. Marisol Rivera
Related Service Provider Ms. Moschera	Other Ms. Henchy, AP
Network Leader Ms. Foley	Other Ms. Iburguen, AP

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	9	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	9	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	9		

D. School Demographics

Total number of students in school	890	Total Number of ELLs	197	ELLs as share of total student population (%)	22.13%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

When a student is admitted at P.S. 123, parents are actively involved in the decision-making process. There is a mult step process that ensures that students are properly identified, proper paper work such as entitlement letters, parent survey and program choice are distributed to parents. Each family is assisted by a licensed pedagogue, Ms. Lucy Velez, during the ELL identification process. This ensures appropriate placement and educational services for every child in the New York City educational system.

The first step in the ELL Identification Process is the screening/enrollment. At this time, the home language questionnaire is administered. If the home language is other than English or student's native language is other than English, the child is identified as an eligible candidate for Bilingual instructional service. At this time, an informal interview is administered. If student speaks a language other than English and students speaks little or not English step #2 - initial assesement is conducted. Candidates are administered the language Assessment Battery-Revised (LAB-R) by a Ms. L. Velez, pedagogue. First they take it in English, if they don't score a passing level. Students are administered the Spanish LABR. During the interview, parents are given the Parent Survey and walked through it. They are also given the Parent Option Form. Step #3 is program placment. If candidate is found to be an ELL, students are placed in an appropriate program. In order to enable parents to make sound educational decisions as to which program (Transitional Bilingual or Freestanding ESL) best meets the needs of their child, parents participate in several activities prior to making a placement student decision. Parents participate in an orientation that describes various programs for ELL students and visit classrooms to observe the various programs. Each family is assisted by the parent coordinator and a licensed pedagogue, Ms. Velez, during the ELL identification process. An entitlement letter is provided to parents to inform them of the child's language identification. The child is enrolled in the appropriate program within ten days of indentification. Parent Survey letters and Parent Option letters are given during the initial screening process. All letters must be returned to Ms. Velez by the conclusion of the ELL identification process. Both parent surveys and parental option letters are kept in students cumulative records. All other entitlement letters are distributed by the assistant prinicipal, or the coordinator and collected and kept in a binder in the AP's office.

If at any time, parents need translators, we use the parent coordinator or staff members if it is Spanish. If it is a language less common we call the translating services for assistance.

The steps taken to annually evaluate ELLs using the New York State English as a Second Lange Achievement Test (NYSESLAT). First, we determine eligibility by reviewing the following ATS reports: RLER, RLAT, REXH and the LABR. This is usually done by Ms. Hidalgo, the Assistant Principal. Ms. Hidalgo, provides teachers administering the NYSESLAT a schedule for the administration of the Listening, Speaking, Reading and Writing Components. Components of NYSESLAT test are administered by the classroom teachers during designated times and dates.

At P.S. 123k, the trend in program choices over the last five years has been ESL and Bilingual classes. ESL has been the greater of the two. In grades K-2, we have two ESL freestanding classrooms in each grade and one bilingual classroom in order to aligne with parent request. In grades 3-5, we have one ESL freestanding classroom due to request and proficiency scores on NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)	0	2	1	1	1	1								6
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained	2	2	2	2	1	1								10
Push-In	0	0	0	0	0	0								0
Total	2	4	3	3	2	2	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	172	Special Education	68
SIFE	5	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	57	2	33	7	0	7				64
Dual Language	0									0
ESL	115	3	20	18	0	8				133

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	172	5	53	25	0	15	0	0	0	197
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
Spanish		29	12	12	8	3								64
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	29	12	12	8	3	0	64						

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

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

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	47	23	18	14	8	17								127
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	1										4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	49	25	19	15	8	17	0	133						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Currently, we have a Transitional Bilingual Program (TBE), and ESL Self-Contained classes. For our students in the TBE classes, instruction is provided in the students' native language with rigorous support in English. The native language is utilized to reinforce comprehension skills while developing fluency and comprehension in English. As per CR Part 154 policy guidelines, English instruction will increase from 60%/Spanish – 40%/English to 60%/English – 40%/Spanish (dependent upon student progress and linguistic needs). The goals of our TBE and ESL programs are:

- To achieve L2 (English) proficiency within three years.
- To utilize English as a Second Language techniques in all subject areas with the purpose of facilitating comprehension.
- To support the ELL students in acquiring English language proficiency and meeting state requirements for exiting the program successfully.
- To identify 'at risk' students, their needs and provide AIS services.

The Transitional Bilingual/ESL Programs at P.S. 123K are designed and implemented in accordance with CR part 154 Title III guidelines. Servicing approximately one-third of the student population, the programs are demonstrative of natural learning conditions. These environments reflect communities of learners who share common cultural and linguistic similarities. The bilingual classrooms emulate student cultural and linguistic backgrounds. (There are seven K-5 self-contained ESL classes.) Moreover, they are enriched with the learning experiences of the target language (English). Our vision is to create environments that promote successful academic careers, emotional solidity and strong positive social skills.

In addition, the TBE Program aims at utilizing the student's native language to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking in their native language with the purpose of embedding comprehension skills while they are learning English. This coupled with the ESL strategies will develop skills in understanding the cognitive areas (listening, speaking, reading and writing) in English. Content area instruction will be provided in the native language and English according to the student's language proficiency. This will enable the students to maintain an appreciation for their history and culture while developing effective communication skills. Teachers use linguistic summaries of all teaching points for the last 15 minutes of each lesson. Lessons include Independent work, group work or partnerships and ability-based activities that align with the language proficiency. The teachers encourage the use of the instructional language and discourage code switching. The acquisition of L2 (English) provides for an increase of English instruction and a decrease of L1 (Spanish) instruction. This gradual process is closely monitored by classroom teachers, AIS and the Administration. It will be monitored through conference observation, running records and continual assessment. As a result, differentiated instruction is applied and the groups are functional, flexible and temporary.

A. Programming and Scheduling Information

Beginners (60/40)

- 360 minutes per week (ESL)
- Native Language Arts = 45 minutes daily
- Social Studies/Science = 35 (NL)/ 10 (EL)
- Art/Music = 45 (EL)

Intermediate (50/50)

- 360 minutes per week (ESL)
- Native Language Arts = 45 minutes daily
- Social Studies/Science = 35 (NL) /10 (EL)
- Art/Music = 45 (EL)

Advanced (25/75)

- 180 minutes per week (ESL)
- 180 minutes per week (ELA) =as per CR Part 154)
- Social Studies/Science = 35 (EL) 10 / (NL)
- Art/Music = 45 (EL)

All students are appropriately grouped and instructed in accordance with CR Part 154 Regulation. The teachers are continuously assessing (Conference notes, running records, student observation and formal assessments) with the purpose of driving instruction that is conducive to their needs. The students are gradually moved (flexible grouping) as their needs change linguistically, academically, socially and emotionally.

Teachers instruct, assess, diagnose, and prescribe in a cyclical manner. No group ever remains stagnant. There is ongoing active engagement within the groups with the teacher serving as a facilitator. When children reach the level of proficiency, they are placed in a monolingual environment.

To lessen the burden of the transition, students are placed in an environment where the preponderance of the class is composed of children who have had similar experiences. The teacher in this class will have received the required ESL professional development and will have ongoing staff development in the area of ELL instruction.

TBE teachers are the linguistic role models. Strong efforts have been made to provide high quality teachers who have mastery over both languages (Spanish/English) with the aim of affording the students high quality instruction. The teachers design lesson plans based on the results of the NYSESLAT, ECLAS-2, EL SOL, State ELA /Math Exams, and other formal/informal assessments. The activities are designed to develop cognition, higher order thinking, introduce relatively novice language concepts, and develop vocabulary. To achieve this, teachers are utilizing challenging techniques that provoke the minds to link their processing skills to the new language. Rubrics are created and utilized so that the individual student goals are generated to motivate progress, challenges and needs. All activities are highly contextualized to encourage thinking, reading, speaking and writing.

Materials used in our Bilingual Program are:

Treasures

Envisions

Spanish Libraries consist of Science, Social Studies and Math books to compliment curriculum maps

ESL Program (Services)

At P.S. 123K self-Contained ESL classes. In our Self Contained ESL Program, we have licensed pedagogues who incorporate recognized and researched ESL instructional strategies across content subject areas. We have ESL Self Contained classes in grades K-5 with approximately 20-25 students in each class. Teachers used the natural approach to learning English.

The following denotes the manner of instruction.

- Instruction is delivered only in English, but supported by the use of ESL methodologies and techniques.
- The ESL teacher and the classroom teachers share ongoing articulation with the purpose of aligning instruction to student needs.
- Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, text representation and meta-cognition.

A. Programming and Scheduling Information

- The students are assisted during class lessons, individual conferencing with students to address specific needs.
- Prior to all state assessments, additional small group AIS sessions for each grade are provided to focus on literacy and academic language.
- All beginning and intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction. Intermediate and Advanced Proficiency levels all receive 360 minutes of ELA a week.
- Differentiated instruction is considered during planning to include students' cultures, language background, and academic status.
- Planning includes interdisciplinary instruction (content areas).
- ESL instruction includes the buddy system (shared pair) where one child can assist another child in the native language in order to avoid code switching.
- Instruction is delivered with comprehensible input; teachers utilize clear and unambiguous teaching points.
- Instruction promotes higher-order thinking; teachers utilize a variety of questioning techniques that include Bloom's Taxonomy.
- Teachers Implement and support the workshop model utilizing ESL strategies in all lessons.

Materials used in our ESL Program are:

Treasure

Envisions

Spanish Libraries are available for students that need support in native language. All ESL classrooms have bilingual libraries in science, social studies and math.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT and other assessments (LAB-R, State Math, ELA, ECLAS, Teacher-made tests/observations). Adjustments and improvements to our program this year include:

- Academic Intervention Services (AIS) is provided to all our ELL students on a daily basis for 45 minutes during extended afternoon. At this time, students are provided small group instruction in reading, writing and/or math. The teacher assigned to the classroom collaborates with the classroom teacher to determine what the student needs after reviewing the various data (the running records, E-clas, benchmark tests).

All activities and additional support provided to our ELL population is based on their academic needs and language levels. Our goal for our students demonstrates progress in English language proficiency and academic achievement.

Implications for LAP in English Language Arts Area

We have designed and implemented a clear and present focus on the diversified needs of the ELL population with regard to linguistic, developmental, and emotional requirements. It further incorporates the use of learning styles and multiple intelligences with the purpose of creating meaningful, differentiated and enriching instruction.

The program seeks to provide ELL's complete accessibility to a standards based academic curriculum that parallels that of the monolingual settings.

ELA instruction is implemented during reading workshop, writing workshop and daily read aloud. When presenting read aloud to the ELL students, picture description and interpretations are emphasized. The children are taught how to use these tools to develop comprehension skills. Vocabulary is presented in advance of a new lesson to enable the ELL students to become familiar with the words and meanings. This approach helps the students to access prior knowledge. The vocabulary is used repeatedly during the ongoing instruction. Oral pre-reading and mid-reading activities including partner discussion, give the students opportunities to use their background information and to develop linguistic skills. The children are instructed in using graphic organizers, charts, maps and graphs as visual clues and aids. While teaching content, grammatical structures are emphasized. Cooperative learning experiences where the students are paired with a buddy or a small group enables the ELL students to work more efficiently.

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we have ensured. They include but are not limited to the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration and intentionality between content and ESL Teacher to create a learning community which is knowledgeable and experienced in researched based instructional strategies.

A. Programming and Scheduling Information

- Teachers analyze data of ELLs with the Data Specialist to become well-informed about the performance of each ELL student in order to make sound educational decisions.
- Teachers administer baseline, midline and end line tests to monitor progress to analyze data and identify strength and weakness. Their findings are used to drive and differentiate instruction.
- Make certain that our staff developer works closely with teachers (ELA, ESL and TBE) to support rigorous instruction.
- In the TBE classes, we make sure that the CR Part 154 and requirements are adhered to.
- Encourage teachers to participate in onsite/offsite professional development opportunities that focus on instructional strategies for ELLs.

Implications for LAP in Mathematics Content Area

In order to assist our student in both academic achievement and assessment, we have made certain to implement and monitor the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration and intentionality between class teachers and math coach and/or the AIS person to create a learning community which is knowledgeable and experienced in researched based instructional strategies.
- Provide opportunities for students to participate in with mathematical academic language via conversations, reading, solving word problems and using an interactive word wall.
- Incorporate writing as a component of the mathematics lessons i.e. journals.
- Provide opportunities for students to articulate problem solving techniques and strategies and the justification of their answer.
- Teachers analyze data on ELLs with the Data Specialist to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Teachers administer baseline, midline and end line tests to monitor progress and to analyze data and identify strength and weaknesses. Their findings are used to drive and differentiate instruction.
- Ensure that Math Coaches and AIS personnel work closely with teachers to support rigorous instruction.

VII. Plan For Newcomers

Newcomers are made to feel right at home when they come to P.S. 123. They are given a tour of the school and introduced to their teacher and classmates on the first day. Newcomers are assessed in language and academics and an individualized plan is immediately put in place. Goals and objectives are set for each student. Students are given formal and informal assessment regularly to monitor their growth in their basic interpersonal skills and cognitive academic language. We ensure that parents are well informed of their children's progress.

VIII. Plan for Sife

Students with Interrupted Formal Education (SIFE) are students whose formal education has been interrupted for an extended period of time and who enter an English language school system at age eight (grade 3) or older, and who are at least two years behind their peers in reading in their native language and in other academic areas. Currently, P.S. 123K only has 4 SIFE students. Upon arrival, SIFE students would be immediately placed in a program that provides Sheltered English for part of the day. This approach helps the student develop knowledge in specific subject area through the medium of their second language. Teachers modify their use of English to teach core subjects in order to ensure that the material is comprehensible to learners and that it promotes their second language development. Often students are placed in an early childhood classroom during reading and are exposed to phonemic awareness, phonics and reading and oral expression. This allows the student to become familiar with the English alphabet, letter sound recognition and the English language in a more controlled environment.

IX. Plan for Long Term ELL's

Currently, we don't have any long term ELLs. In the past we have targeted them by providing intensive and aggressive support. Instructional support is provided via push in and small group instruction. Intensive reading, writing and math support is given to these students to help them master their needs. Collaboration is ongoing between the classroom teacher and the support providers. Informal and formal assessments drive the instruction for the students. These students are mandated to participate in extended morning, and also attend after-school and Saturday Academy.

Teachers with newcomers, long-term or transitional students may use the following strategies:

A. Programming and Scheduling Information

- Focus on language use and language development in all areas of the curriculum.
- Identify and focus student language needs.
- Develop higher-level cognitive skills and critical thinking, rather than on simple recall.
- Provide good models of oral and written English used for a variety of purposes.
- Children are regularly involved in collaborative learning through group and pair work.
- Teachers regularly interact with children on an individual basis.
- Students are actively encouraged to be independent learners by having access to information sources such as word walls, dictionaries, learning centers, computers and library.
- Analyze patterns of proficiency level progress in the four modalities in order to increase meta-linguistic skills

X. Plan for Special Needs Students

At P.S. 123K our special need students plan ensures that teachers of students with IEP's are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. We make sure that there is constant collaboration between the ESL teacher, the classroom teacher and the IEP contact person. The data specialist works with all the teachers involved to promote and engage instruction to fit the needs of all the students.

When our students become proficient on the NYSESLAT, we monitor them for the next two years. If space allows we keep them in an ESL environment for at least one more year. Most of our Proficient students are mainstreamed. We informed present teacher of students prior status. Our data specialist monitors their growth on all test. If necessary, students are provided with AIS, Afterschool and Extended Afternoon. Our former ELLs are provided with testing accommodations during all State and City test.

Courses Taught in Languages Other than English ⓘ

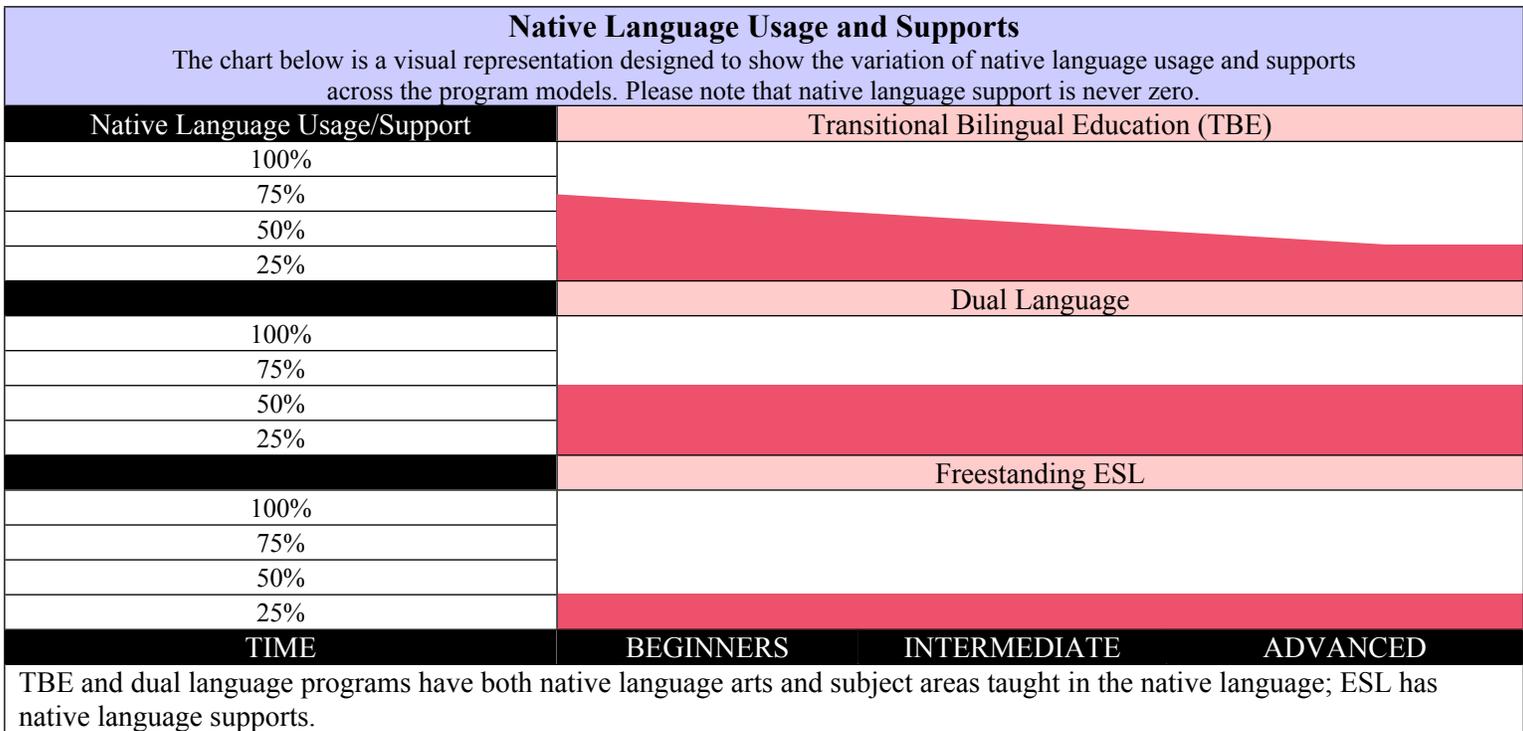
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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			

	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

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

Our targeted intervention programs at P.S. 123K include but are not limited to Extended Afternoon and After School Programs. Our ELL students are notified by teachers and encouraged to participate. Our ELL Parents are notified via letters, parent teacher conferences, parent teacher association meetings. During these times, our ELLs receive assistance and intervention in ELA, math, reading and/or writing. In addition, targeted intervention is provided for our ELLs based on the inquiry criteria in the classroom about 3 to 4 times a week. Students get guided practice in the class in reading, math and/or writing. Guided practice is provided via small group and/or differentiated instruction. Our ELLs are afforded equal access to all school programs. Some of the materials used are: Treasures ELL component, Envisions ELL component, RAZ Kids computer program.

ELLs who reach proficiency in 2 years get one year maintenance in a ESL class if there is room. If there is no room, the teacher is informed of their former ELL status and required to monitor progress.

In order to assist and track progress, we have implemented a periodic assessment using the NYSESLAT sampler. This assessment will allow us to monitor the students progress with a baseline, midline and endline. The data of this test will be used to monitor strengths and weaknesses. It will allow teachers to focus on specific modalities to help the students improve and show growth on the NYSESLAT.

Students are provided native language support with content area books in their native language in all ESL classroom. Students in the 4th grade and 5th grade are supported in their native language by having the assistance of a bilingual para for 1 period daily. Initially, she works with them in basic interpersonal skills. As their English improved, she will also increase their cognitive abilities in English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

All teachers at P.S. 123K receive professional development. All teachers service present ELLs or former ELLs. Therefore, every PD is based with that in mind. All teachers will receive PD in treasures, envisions, data analysis, ESL compliance, ESL techniques and strategies, extended afternoon and writing. Included in this is how ESL strategies and techniques can be incorporated in all content areas. All teachers at P.S. 123K get more than 7.5 hours of ELL training.

PROFESSIONAL DEVELOPMENT

MATHEMATICS Based on the results of the Spring'11 city/state mathematics test, teachers need a deeper understanding on writing and explaining problem solutions; raise the level of thinking; provide multiple ways to solving problems. Teachers will be knowledgeable about the variety of ways to present to problems solving.

Teachers will receive further information on rubrics in mathematics to assess student work.

Teachers will understand the impact of math in the Science Scope and Sequence.

ESSENTIAL ELEMENTS

OF INSTRUCTION To become knowledgeable about the Essential Elements of Instruction and understanding the connection between instruction, student learning and the impact on student achievement.

Teachers will be aware of the essential elements of instruction and use strategies as they plan and implement their lessons.

ESL COMPLIANCE Aligning language compliance for all ELL students in bilingual classes. Teachers will gain an understanding of how to move the class from Spanish to English in compliance CR-154 while addressing the needs of newcomers.

ESL TECHNIQUES AND STRATEGIES To become knowledgeable of ESL techniques. To develop methods of embedding ESL strategies in all content areas.

- Developing Centers that can have students use the modality that is their weakest. Teachers will become knowledgeable of ESL techniques and strategies and will be better able to instruct their students.

Extended Afternoon In an effort to prepare for the administration of the State ELA exam in January, the focus will be on effective AIS strategies and developing and understanding of differentiated supports for the students.

- Guided Reading

- Vocabulary introduction

- Instructional strategy groups Teachers will group students for needed strategies and skills to provide intensive intervention using a variety of materials and/or programs in addition to daily Reading and Writing workshop lessons.

WRITING To gain a better understanding of student progress by analyzing their writing.

To understand the impact of conventions in scoring student writing.

Developing rubrics. Focus on the Writing Units of Study implemented to this point.

Teachers will differentiate writing instruction based on analysis of student writing.

All our teachers are provided with a minimum of 7.5 hours of ELL training for all staff members. We keep agendas and sign in sheets as verification of attendance and compliance.

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?

Parent involvement at P.s. 123K is very high. We have:

- **Parent Classes:** We offer several classes weekly for parents in ESL, computer, literacy, math, nutrition, arts and crafts. We have special sessions that focus on HIV, and citizenship classes. In addition, we have parent workshops delivered in Spanish by school staff on various topics of interest, including curricular and technology. Our parent Association has a parent lending library. Parents have the opportunity to borrow books in a variety of languages. Books vary from specific genres to self help books.
 - **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, such as mother's day, father's day, family day, and various cultural events.
- All parent workshops have an agenda and sign in sheets as proof.

Translations services are provided on a request basis. All our parents know their rights and can exercise it at any time.

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)	7	16	2	2	5	5								37
Intermediate(I)	3	19	7	3	2	2								36
Advanced (A)	0	19	21	18	8	12								78
Total	10	54	30	23	15	19	0	0	0	0	0	0	0	151

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	3	0	0	0	0							
	I	3	11	4	1	3	2							
	A	5	18	23	7	6	10							
	P	1	18	3	15	6	6							
READING/ WRITING	B	7	13	2	2	5	1							
	I	2	14	5	3	2	5							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	1	14	9	18	8	9							
	P	0	9	13	1	0	3							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	10	19	0	36
4	11	12	1	0	24
5	2	11	5	0	18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			1		1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		8		20		1		37
4	3		1		22		3		29
5	1		9		12		1		23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					1				1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		10		14		2		31
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

- Early literacy assessment tools are Fountas and Pinnel, baseline, midlines and endlines in reading and writing. These assessments

provide us with the ability to see where our students stand in reading and writing. Thus, it allows teachers to see what skills students need to improve their skills. The data guides the instruction and flexible grouping in the classroom

2. Our Nyseslat scores for Spring 2011 demonstrated that many of our students are becoming proficient. The NYSESLAT data revealed that many of our students are progressing faster in reading and writing than in listening and speaking.
3. As a result, we teachers have been instructed to have students use accountable talk stems, turn and talks and sharing at the end of lessons so that students will have an opportunity to speak. Teachers are implementing the use of listening centers and read alouds on a daily basis to provide students with listening activities that will improve their listening skills.

Nyseslat 2011:

13% of our students scored on the Beginner level.
18% of our students scored on the Intermediate level.
33% of our students scored on the Advanced level.
36% of our students scored Proficient.

Math 2011 ELL Students meeting and exceeding proficiency levels 3 & 4:

3rd Grade 57%
4th Grade 12%
5th Grade 57%

ELA 2011 ELL students meeting and exceeding proficiency levels 3 & 4:

3rd Grade 53%
4th Grade 4%
5th Grade 28%

Our scores in the NYSESLAT 2011 demonstrated a positive trend. We had close to 100 students become proficient. The data shows that most of our students are at the Advanced level. Our Math state test showed that our focus this year has to be the 5th grade. According to the test, 4th grade ELLs (our 5th grade this year) did not do well in Math or ELA. As a result, we have assigned an educational assistant to work with the 5th graders to assist in all academic areas. Both the teacher and the educational assistant work with groups to differentiate the lessons for students.

Most of our students test in English because if they have been here since kindergarten they test out before 3rd grade. If they arrive to our school in a testing grade, they take the test in Spanish if this is their language of preference.

Our school leadership and teachers use the periodic assessment as a learning tool to monitor trends of weakness and strengths. It allows us to see where we need to strengthen teacher effectiveness and student growth. Thus, it provides leadership to see where professional development is needed, where funds need to be used for books, book clubs or various materials.

Periodic Assessments have proven to be a way to monitor growth and lack of growth. Periodic assessments allows teachers to see what skills keep recurring and need to be addressed immediately.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Veronica Greene	Principal		12/5/11
Lisa Hidalgo	Assistant Principal		12/5/11
Marisol Rivera	Parent Coordinator		12/5/11
Jennifer Leal	ESL Teacher		12/5/11
Erica Trujillo	Parent		12/5/11
Lucy Velez, Bilingual	Teacher/Subject Area		12/5/11
Aridia Cabrera-Castillo, IEP	Teacher/Subject Area		12/5/11
Christina Skarulis	Coach		12/5/11
	Coach		12/5/11
Analisa Lewis	Guidance Counselor		12/5/11
Diane Foley	Network Leader		12/5/11
Barbara Henchy	Other <u>AP</u>		12/5/11
Daisy Ibarguen	Other <u>AP</u>		12/5/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 32k123 **School Name:** 123

Cluster: 2 **Network:** 204

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.

•Translation and Interpretation Services: At P.S. 123K a form was created and given to parents to determine the language they prefer to receive school notices. Parents had to return the sheet. Once sheet was received a Parent Biography Screen was developed on ATS. Everytime a new student arrives at our school, parents are given the sheet and a biography of language preference is created on ATS. In addition, parents fill out a Blue Emergency Card which depicts language of preference as well.

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.

•Most of our parents written translation and oral interpretation needs are in spanish. Everything we send home is sent in spanish and English. Our findings were reported in parent teacher association meetings and in letter form.

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 of our notifications are sent in Spanish and English. Whenever written translation services are required, we use in house staff and teachers to assist in translation. We used actual oral translations services once for our chinese parent.

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

Our oral interpretation services are provided by staff, teachers, and translation/interpretation services whenever necessary.

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>.

At P.S. 123K we have our notification requirements at the main entrance. The Bill of Rights and Responsibilities and Translation and Interpretation services for parents are posted in at the main entrance in 8 languages. Our safety plan contains procedures that specifically call for interpretative services if parents need or request it. In addition, our parent coordinator assist us in ensuring that parents are aware of their rights in their specific language. She makes certain that all parents are aware of the Translation and Interpretation Unit available.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: 123K

DBN: 32K123

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 275

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 14

of certified ESL/Bilingual teachers: 14

of content area teachers: 14

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:

In order to support learning and foster community involvement, we use a portion of our Title III, funding to create supplementary programs for ELLs and their families. These include:

- Saturday ELL Academy for 5th Grade: Our Saturday Academy offers both remediation and enrichment in Reading, Writing, Science, Mathematics, and ESL. Additionally, activity clubs in art, gym, and dance are offered.
- After School Program: Our students are given the opportunity to stay in school at 3:00 p.m. to 4:20 p.m. We assist students academically in reading, writing and math.
- Parent Classes: We offer several classes weekly for parents in ESL, computer, literacy, math, nutrition, arts and crafts. We have special sessions that focus on HIV, and citizenship classes. In addition, we have parent workshops delivered in Spanish by school staff on various topics of interest, including curricular and technology. Our Parent Association has a parent lending library. Parents have the opportunity to borrow books in a variety of languages. Books vary from specific genres to self-help books.
- Spring Institute- During our Spring Break we will have classes for all ELLs in grades K-5 to practice and give students extra support in Speaking, Listening, Reading and Writing.

Program/activities, including the data supporting the choice of program(s):

- ☐ Saturday Academy
- ☐ Target Population is 5th grade. Focus is on ELLs and Former ELLs.
- ☐ Every Saturday for 3 hours (9:00 a.m. – 12:00 a.m.)
- ☐ Approximately, ~20-25 students attend.
- ☐ Duration of Program will be 30 sessions
- ☐ Materials used will be Buckle Down Grade 5 and Raz Kids for reading and comprehension.
- ☐ 1 Teachers, 1 Group of 25 students.
- ☐ Teachers dually certified in Bilingual or ESL and Common Branches

Part B: Direct Instruction Supplemental Program Information

- ☐ After School Program
- ☐ Cycle I October 11, 2012 to December 19, 2012
- ☐ Target Population is all students of grades 2, 3, and 4. Target group is ELL and former ELL.
- ☐ Approximately, 75 students attend.
- ☐ Grades 2, 3 and 4 have classes Monday, Tuesday, and Wednesday from 3:00 p.m. – 4:20 p.m.
- ☐ Duration of Program will be 23 sessions.
- ☐ Treasures and Buckle Down for grades 2, 3, and 4, Supplemental Math Envisions and Teachers College Components in Writing.
- ☐ 4 Teachers, approximately 4 groups of 18 - 20 students
- ☐ Teachers dually certified in Bilingual or ESL and Common Branch

- ☐ After School Program
- ☐ Cycle II January 7, 2013 to March 20, 2013
- ☐ Target Population is all students of grades 2, 3, and 4. Target group is ELL and former ELL.
- ☐ Approximately, 75 students attend.
- ☐ Grades 2, 3 and 4 have classes Monday, Tuesday, and Wednesday from 3:00 p.m. – 4:20 p.m.
- ☐ Duration of Program will be 29 sessions.
- ☐ Literacy, Envisions and Writing
- ☐ 4 Teachers, approximately 4 groups of 18 - 20 students
- ☐ Teachers dually certified in Bilingual or ESL and Common Branch

- ☐ Spring Institute
- ☐ Target Population will be ELLs from grades K-5.
- ☐ Monday to Thursday for 3 hours 9:00 a.m. to 12 p.m.
- ☐ Approximate 150 students will attend.
- ☐ Duration of Program is from March 25, 2013-March 28, 2013 (4 sessions).

Part B: Direct Instruction Supplemental Program Information

☐ Practice for NYSESLAT, ELA and Math State Test

☐ 5 Teachers, 5 groups of 21

☐ Teachers dually certified in Bilingual or ESL and Common Branch

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our Title III, funding to create supplementary programs for ELLs and their families. These include:

- Saturday ELL Academy for 5th Grade: Our Saturday Academy offers both remediation and enrichment in Reading, Writing, Science, Mathematics, and ESL. Additionally, activity clubs in art, gym, and dance are offered.
- After School Program: Our students are given the opportunity to stay in school at 3:00 p.m. to 4:20 p.m. We assist students academically in reading, writing and math.
- Parent Classes: We offer several classes weekly for parents in ESL, computer, literacy, math, nutrition, arts and crafts. We have special sessions that focus on HIV, and citizenship classes. In addition, we have parent workshops delivered in Spanish by school staff on various topics of interest, including curricular and technology. Our Parent Association has a parent lending library. Parents have the opportunity to borrow books in a variety of languages. Books vary from specific genres to self- help books.
- Spring Institute- During our Spring Break we will have classes for all ELLs in grades K-5 to practice and give students extra support in Speaking, Listening, Reading and Writing.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, such as Mother's Day, Father's Day, Family Day, and various cultural events.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in our school. This Title III, funding is used to translate important policy documents, mainly in Spanish. The Parent Handbook is the document we have made available. Additionally, interpretation services are a daily help in communication between school staff and parents.

Program/activities, including the data supporting the choice of program(s):

☐ Saturday Academy

☐ Target Population is 5th grade. Focus is on ELLs and Former ELLs.

☐ Every Saturday for 3 hours (9:00 a.m. – 12:00 a.m.)

☐ Approximately, 20-25 students attend.

☐ Duration of Program will be 13 sessions

Part B: Direct Instruction Supplemental Program Information

- ☐ Materials used will be Buckle Down Grade 5 and Raz Kids for reading and comprehension.
- ☐ 1 Teachers, 1 Group of 25 students.
- ☐ Teachers dually licensed in Bilingual or ESL and Common Branch
- ☐ After School Program
- ☐ Cycle I October 11, 2012 to December 19, 2012
- ☐ Target Population is all students of grades 2, 3, and 4. Target group is ELL and former ELL.
- ☐ Approximately, 75 students attend.
- ☐ Grades 2, 3 and 4 have classes Monday, Tuesday, and Wednesday from 3:00 p.m. – 4:20 p.m.
- ☐ Duration of Program will be 30 sessions.
- ☐ For ELA - Buckle Down Grades 2,3, and 4 Supplemental/Treasures, Supplemental Math Envisions Programs Material and Teacher's College Writing Resources.
- ☐ 4 Teachers, approximately 4 groups of 18 - 20 students
- ☐ Teachers dually licensed in Bilingual or ESL and Common Branch
- ☐ After School Program
- ☐ Cycle II January 7, 2013 to March 20, 2013
- ☐ Target Population is all students of grades 2, 3, and 4. Target group is ELL and former ELL.
- ☐ Approximately, 75 students attend.
- ☐ Grades 2, 3 and 4 have classes Monday, Tuesday, and Wednesday from 3:00 p.m. – 4:20 p.m.
- ☐ Duration of Program will be 29 sessions.
- ☐ For ELA - Buckle Down Grades 2, 3, and 4 Supplemental/Treasures, Supplemental Math Envisions Program and Teacher's College Writing Resources.
- ☐ 4 Teachers, approximately 4 groups of 18 - 20 students
- ☐ Teachers dually licensed in Bilingual or ESL and Common Branch

Part B: Direct Instruction Supplemental Program Information

- ☐ Spring Institute
- ☐ Target Population will be ELLs from grades K-5.
- ☐ Monday to Thursday for 3 hours 9:00 a.m. to 12 p.m.
- ☐ Approximate 150 students will attend.
- ☐ Duration of Program is from March 25, 2013 to March 28, 2013 (4 sessions).
- ☐ Practice for NYSESLAT- Empire State Nyseslat Practice
- ☐ 5 Teachers, 5 groups of 21
- ☐ Teachers dually licensed in bilingual or ESL and Common Branch

All the teachers that work with our ELL population are Bilingually licensed, have an bilingual extension or an ESL license and common branch license.

Part C: Professional Development

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

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

Begin description here: The professional development program will highlight ESL strategies embedded in all content areas. Teachers of all grades, regardless of classroom assignments, are included in the Professional Development sessions. Professional Development sessions are conducted by the principal, assistant principal, CFN specialists, math coach, staff developers, ESL teachers, science teacher and other school staff who have attended offsite trainings. All professional development has a focus on the ELL learner.

Topics for professional development are but not limited to the topics mentioned below. Timelines on these topics will vary but will take place throughout the year 2012/2013. The target audience includes everyone at P.S. 123 from Special Ed. teachers, Bil./ESL teachers, monolingual teachers, coaches, staff developers, guidance counselors, and administration

PROFESSIONAL DEVELOPMENT 2012-2013

MATHEMATICS - Based on the results of the Spring'12 city/state mathematics test, teachers need a deeper understanding in writing and explaining problem solutions; raise the level of thinking; provide multiple ways to solving problems. Create and develop questions using the DOK model. Teachers will be knowledgeable about the variety of ways to present to problems solving.

Teachers will receive further information on rubrics in mathematics to assess student work. Teachers

Part C: Professional Development

will be able to modify and adjust lessons according to student work analysis.

READING - Teachers will be provided with strategies and suggestions for students struggling with text processing and text comprehension.

DATA ANALYSIS OF NYSESLAT - To become aware and knowledgeable In NYSESLAT scores and understand the implications of the data. Teachers will analyze data with data teacher and understand how the data must guide their lessons and their differentiated planning.

ESL TECHNIQUES AND STRATEGIES - To become knowledgeable of ESL techniques. To develop methods of embedding ESL strategies in all content areas.

- Developing Centers that can have students use the modality that is their weakest. Teachers will become knowledgeable of ESL techniques and strategies and will be better able to instruct their students.

Extended Afternoon In an effort to prepare for the administration of the State Test exam in Spring 2013, the focus will be on effective AIS strategies and developing and understanding of differentiated supports for the students.

- Guided Reading
- Vocabulary introduction
- Instructional strategy groups Teachers will group students for needed strategies and skills to provide intensive intervention using a variety of materials and/or programs in addition to daily Reading and Writing workshop lessons.

WRITING - To gain a better understanding of student progress by analyzing their writing.

To understand the impact of conventions in scoring student writing.

Developing rubrics. Focus on the Writing Units of Study in Reading and various curriculum topics to show students how to write cohesively and orderly.

Teachers will differentiate writing instruction based on analysis of student writing.

VTS: Visual Thinking Strategies Students need to development their language skills. VTS uses teaching and thinking through discussion of art. Students articulate ideas drawn from examining art, and respond to each other's comments. Verbalization is the key. To learn to facilitate open-ended discussions about sequenced works of art using developmentally based questions and a supportive method of responding to student participation

CFN support planned meetings as per CFN schedule.

This component will be at no cost to program.

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: In order to keep our parents informed and well engaged, we provide various activities to train and walk parents through the difficult task of understanding the State test (NYSESLAT, ELA, Math) and implications they have on their child.

We provide a NYSESLAT workshop:

Grade Band: K-1 Duration: 2 hours Topic: Listening, Speaking, Reading and Writing Provider: Ms. Velez/Ms. Vera

Grade Band: 2-4 Duration: 2 hours Topic: Listening, Speaking, Reading and Writing Provider: Ms. Leal/Ms. Inestroza

Grade Band: 5 Duration: 2 hours Topic: Listening, Speaking, Reading and Writing Provider: Ms. Konrad

After these meetings, we provide parents with refreshments and something to eat. This allows our parents to feel part of the school community.

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, such as Mother’s Day, Father’s Day, Family Day, and various cultural events.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in our school. This Title III, funding is used to translate important policy documents, mainly in Spanish. The Parent Handbook is the document we have made available. Additionally, interpretation services are a daily help in communication between school staff and parents.

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		