



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K124

PRINCIPAL: ANNABELL MARTINEZ

EMAIL: AMARTINEZ4@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

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
Annabell Martinez	*Principal or Designee	
Marguerite Manos	*UFT Chapter Leader or Designee	
Jayda Lewis	*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	
Julian Marsano	Member/Teacher	
Angela Smith	Member/Teacher	
Karen Lane	Member/Teacher	
Vanitha Nair	Member/Parent	
Jamal Igle	Member/Parent	
Melissa Camacho	Member/Parent	
Judith Gannushkin	Member/Parent	

** 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.

- Improve the literacy achievement of grade 5 Level 2 girls as demonstrated on the results of the NYS English Language Arts Exam in Spring 2013.
- 55% of fifth grade Level 2 girls will increase their average scale score by 10 points as measured by the results of the Spring 2013 New York State English Language Arts Exam.

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.

After careful review of the Spring 2012 NYS English Language Arts Examination results and reading assessment of fifth grade girls in the Fountas and Pinnell Benchmark Assessment System of this cohort the past two school years, the targeted students were selected.

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,

Instructional Plan/Reader's Workshop-

- In small group reading instruction, students will record, in the reading notebook, new vocabulary and use the Frayer Model to improve vocabulary use and comprehension.
- In a small group book club, students will record the main idea/theme of texts and identify four or more supporting details in reading notebooks.
- During Tier II intervention, students will highlight important information, ask and answer questions of complex non-fiction text and use the features of non-fiction text to monitor comprehension.
- During independent reading, students will record the theme/main idea of sections of their texts with four or more supporting details.
During read aloud and shared reading experiences, students will participate in questioning by offering their own questions and answering the questions of others

- b) key personnel and other resources used to implement these strategies/activities,

Staffing-

- Classroom Teacher
- Literacy Coach
- Principal
- ESL Teacher
- Learning Leaders

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers participated in the selection of the key reading assessment pieces in the Fountas and Pinnell Assessment System that would be used to determine students growth the Fall and the Spring of the 2012-13 school year.

- d) timeline for implementation.

- Targeted group will participate in intervention strategies during the Fall and Spring of the 2012-13 school year through May 2013 during the regular school

day and during intervention periods once a week with the Literacy Coach.

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.

-Parents will receive progress reports in October, January and May that identify students' strengths and challenges.

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 X Title I _____ Title IIA X 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).
- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

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.
Improve the math achievement of Grade 4 Level 2 students as measured by the New York State Mathematics Assessment. 68% of Level 2 grade 4 math students will increase their math achievement by a minimum of 10 scale score points on the New York State Mathematics Assessment in Spring 2013.

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.

After careful review of the results on the 2012 Spring NYS Mathematics Examination for grade 4 students, 17 scored level 2. Students were challenged by number and operations.

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,
 - Students will complete a math pre-assessment (December 2012) on 50 basic math operations. 25% of math questions will focus on two-step problem solving that include the basic operations.
 - Students will work in small groups on math games focused on number sense from the Everyday Math Curriculum.
 - Students will engage in Number Corner lessons twice a week with the math coach in whole group.
 - Students will practice basic math operations (addition, subtraction, multiplication and division) through online math games.
 - b) key personnel and other resources used to implement these strategies/activities,
Math coach, classroom teacher, librarian
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers analyzed the results of the NYS Mathematics Examination, unit assessments from mathematics curriculum and the periodic assessment administered in November 2012 to identify classroom strategies and focus for further instruction.
 - d) timeline for implementation,
November 2012 – May 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.

-Parents will receive progress reports in October, January and May that identify students' strengths and challenges.
-Family math workshops will be offered in the Spring of 2013 that focus on grade 4 Common Core concepts

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 X Title I _____ Title IIA X 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).
- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

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.

Improve the writing skills of intermediate and advanced ELLs in grades 4 & 5.

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.

After review of the results of the NYS English as a Second Language Achievement Test, all grade 4 & 5 students had attained their lowest scores in the writing portion of the test. These students will also be eligible to take the NYS ELA Assessment in which writing skills will be assessed.

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,

-Students will engage in close reading of texts (fiction and non-fiction) to identify main idea and supporting details ,

-Students will be provided with details from familiar text and develop their own topic/main idea statements,

-Students will be provided with topic/main ideas sentences and design their own supporting details,

-Students will practice matching random topic/main idea statements with random supporting details in order to form a cohesive paragraph,

-Students will use these strategies to develop their own topic sentences/main ideas statements and supporting details to draft and publish essays.

b) key personnel and other resources used to implement these strategies/activities,

-ESL Teacher, Classroom Teacher, Librarian, Principal

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers analyzed the results of the NYS ELA Examination for ELLs, the results of the NYSESLAT and looked at student work.

d) timeline for implementation.

-January-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.

-Grade 4 & 5 families will receive a separate ELL progress report with the regular report card every semester.

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 X Title I _____ Title IIA X 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).

• As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) 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.

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.

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).
- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

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.

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).

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	Guided Reading, Reading Recovery, modeled & interactive writing, Wilson Reading Program,	Small group, 1:1	AM intervention, during school, after school hours
Mathematics	Number Corner, number sense math games	Small group	During school hours
Science	Repeated reading, hands-on manipulative support	Small group	AM intervention
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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.

A large, empty rectangular box with a thin black border, intended for the user to describe recruitment, retention, assignment, and support strategies for highly qualified teachers.

**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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 Jose Ruiz	District 15	Borough Brooklyn	School Number 124
School Name Silas B. Dutcher			

B. Language Allocation Policy Team Composition

Principal Annabell Martinez	Assistant Principal Maurina Welch
Coach Marguerite Manos/Math Coach	Coach Karen Lane/ELA Coach
ESL Teacher Marisa Cohen	Guidance Counselor Joanne Manna
Teacher/Subject Area Erika Toledo/Reading Teacher	Parent Melissa Camacho
Teacher/Subject Area Amy Caputo/Grade 3 Teacher	Parent Coordinator Donna Maxil
Related Service Provider Andrea Deliso/Speech Teacher	Other JVillavicencio/ESL-Test Coord.
Network Leader Margarita Nell	Other

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	350	Total Number of ELLs	66	ELLs as share of total student population (%)	18.86%
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Part II: ELL Identification Process

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

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

1. Parents complete the Home Language Identification Survey (HLIS) and are reviewed by the licensed ESL Teacher, Marisa Cohen and the Spanish-bilingual ESL/Testing Coordinator, Jeannie Villavicencio. The first step to the screening is the completion of the home language questionnaire. Parents are asked to complete all of the questions of the survey to determine the native language of the student. The questionnaire is reviewed and it is determined if the student's native language is English or another language other than English. Marisa Cohen the ESL teacher and/or the ESL/Testing Coordinator Jeannie Villavicencio are the designated ESL certified pedagogues in the building who will be reviewing the surveys and assisting parents/guardians in the completion of the surveys. Marisa Cohen is an ESL certified teacher with a provisional ESL license. Jeannie Villavicencio is an ESL certified teacher with a permanent ESL license. An informal oral interview is then conducted in the Native Language and English with the parent and the child to determine the dominant language. Once it is determined whether the student speaks any other language the certified ESL pedagogue(s) proceed to step two of the process-Initial Assessment. During the Initial Assessment the certified ESL pedagogue(s) administer the Language Assessment Battery-Revised (LAB-R), which must be administered within the first 10 days of the student's date of enrollment. The student's score will determine whether or not the certified ESL pedagogue(s) proceeds to step three which is informing the parents of the entitlement of bilingual education services. The program placement is determined on the parent's selection and on the level scored which include beginning, intermediate and advanced levels. Should the student score at a proficient level the process is stopped and no further determination is made and a letter stating that services are not needed will be sent home via backpack. Should the student score at a beginner, intermediate or advanced level, they are entitled for services and the parent/guardian will be informed through an entitlement letter and a meeting will be conducted at the school to explain all of the programs and models available to their child. The school uses results from the LAB-R to develop instructional programs for English Language Learners (ELLs).

The New York State English as a Second Language Achievement Test (NYSESLAT) is a test developed to measure English Language Arts (ELA) proficiency levels of ELLs and is administered each spring. The New York State Department of Education defines the NYSESLAT proficiency levels as beginning, intermediate, advanced and proficient. Depending on the proficiency level the student acquires, the determination for the appropriate ratio of English to native language use in bilingual programs as well as for ESL instruction is made. Marisa Cohen ESL certified teacher with a provisional ESL license and Jeannie Villavicencio ESL certified teacher with a permanent ESL license are the designated pedagogues in the building administering the NYSESLAT. In order to ensure all students are tested and that all modalities have been administered, the ESL Coordinator/Testing Coordinator Jeannie Villavicencio uses ATS reports in conjunction with ongoing teacher-made lists outlining each student with levels and scores. ATS reports used include the RLAT, RMSR, RHLA, RPOB, RYOS and REXH which gives detailed information on each student's exam history, years of services, place of birth with home language code, and a detailed information on the student's level including raw score on each modality of the NYSESLAT if taken previously.

2. Entitlement letters are distributed to all students who are entitled for bilingual/ESL services and the notice is sent to parents with the date and time of the parent informational session held at P.S. 124. The first session was held at P.S. 124 and was facilitated by

the ESL pedagogues and ESL certified teachers Marisa Cohen (Provisional NYS license) and Jeannie Villavicencio (Permanent NYS license). There was a follow-up parent informational session held at P.S. 94 facilitated by Jeannie Villavicencio, due to the influx of ELLs that are P.S. 94 zoned students. We have approximately 39% of our ELL population that is zoned for P.S. 94 and held the session at their zone school to ensure all parents were given the opportunity to attend and make an informed selection. During all sessions, hand outs were provided in all of the languages available describing each program. The description for each program model was also reinforced through a powerpoint presentation in all of the available languages.

The parent orientation sessions focused on parent options for English Language Learner (ELL) programs is conducted within 10 days of admittance by the ESL Teacher and the Spanish bilingual ESL/Testing Coordinator. Parents receive Entitlement Letters in their native languages informing them of their child's score on the LAB-R and inviting them to participate in a parent orientation session. During the parent orientation session parents receive information regarding all of the educational programs and services available to English Language Learners. It is during the orientation session that parents receive brochures in their native languages and view the informational video that explains the benefits of each program. At the completion of the video, they are given the opportunity to ask questions about each program. Parents are informed of the current program availability at P.S. 124; ESL pull-out and push-in model. If parents selected a program not available at our school at the present time, we inform them that once requests warrant the program we will contact them to inform them that the program is available.

3. Program survey and selection forms are returned to the ESL teacher and reviewed by both of the ESL pedagogues Marisa Cohen and Jeannie Villavicencio. Parents who attend the orientation meeting complete them at that time. Forms are sent to parents via backpack to those who were unable to or did not attend the meetings. The ESL teachers maintain an ATS report/list of the students and follows up on missing forms via the classroom teacher and phone calls made by the Spanish-bilingual ESL/Testing Coordinator. Should parents choose programs not available in the school, they are informed that we do not have that program at the present time but will be contacted if the program should open up. The ESL teachers distribute the letters via backpack or in person and follow up daily with the classroom teacher and by making phone calls to the child's home. In addition, the ESL teachers maintain on-going lists and spreadsheets to ensure that all students have the necessary documentations and which ones need follow-ups.

4. LAB-R and Spanish LAB results are reviewed in order to determine eligibility and proficiency level. In addition to assessment results, all parent selection forms are reviewed to determine placement of instructional program. Parents are given Placement Letters available in their native languages indicating the program their child was placed in according to LAB-R results and their parent selection. Parents are informed that the program is for the entire academic year and that results from the New York State English as a Second Language Achievement Test (NYSESLAT) given in the spring will determine continued eligibility. Students are grouped according to grade and proficiency level in our ESL program. The ESL program is the only ELL program available at our site at this time.

All entitlement letter records are kept in a file cabinet designated as ELL Program Mandates. Records are also kept on spreadsheets developed by the ESL/Testing Coordinator Jeannie Villavicencio that is updated frequently and on an on-going basis and is shared with the other ESL licensed and certified teacher Marisa Cohen. While the parent program selection at P.S. 124 is currently ESL services, parents/guardians are informed that should the requests warrant any other program; they will be informed and will be contacted. Communication to parents/guardians is available to them in their native language through the use of over the phone translation and interpretation services. Oral interviews and assistance is offered to parents/guardians in Spanish and all parents are offered the opportunity to and viewed the powerpoint presentation and program selection video in their native language.

5. After reviewing the Parent Survey and Program Selection Forms from the past few years, the trend in program choices has been the ESL program. Data shows one hundred percent of ELL parents choose the ESL program and this is the program that has been continually offered.

6. The program models are consistently aligned with parent requests

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	55	0	9	11	0	4	0	0	0	66
Total	55	0	9	11	0	4	0	0	0	66

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	6	5	7	5	5								36
Chinese	17	5	0	0	0	1								23
Russian														0
Bengali	0	1	0	1	0	0								2
Urdu														0
Arabic	1	2	0	0	1	1								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	26	14	5	8	6	7	0	66						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

1. In order to meet the linguistic needs of our English Language Learners, as well as comply with parental choice and CR Part 154, P.S. 124 provides English as a Second Language instruction through push-in and pull-out models to all eligible students.

2. Students are grouped according to their level of language proficiency and grade. Students in the beginner and intermediate language proficiency level are provided with three hundred and sixty (360) minutes of ESL instruction a week. Students in the advanced language proficiency level are provided with one hundred and eighty (180) minutes of ESL instruction a week. In addition to receiving 180 minutes of ESL instruction, advanced students also receive 180 minutes of ELA instruction a week.

3. Science and Social Studies are incorporated through English Language Arts (ELA) instruction for all levels. The scope and sequence is followed in each grade for these content areas. Teachers are also aligning Common Core Standards with New York State ESL Standards. Math is addressed through literature and practical scenarios such as using money to purchase ingredients in cooking projects in addition to learning to measure while following recipes. In addition, P.S. 124 is a pilot site aligned with Common Core State Standards in Mathematics. As a school-wide initiative, mathematics is addressed through practical scenarios by designing tasks following a protocol of higher order level thinking in mathematics through problem solving while also building vocabulary. For our ELLs this has proven to be most beneficial since vocabulary building and practical scenarios builds on prior knowledge and affords them the opportunity to express themselves in multiple ways.

Native Language Arts instructional minutes are delivered through the use of multilingual dictionaries, books, translation computer programs and the use of a buddy system. For newcomers, we provide an environment that encourages oral development and social interaction. Students are encouraged to use their native language to further support their language development and to express understanding or to ask for clarification. Furthermore, books in various native languages are available to support instruction.

4. ELLs who have a Home Language Identification Survey indicating Spanish are assessed with the Spanish LAB if they are determined as eligible for services according to the LAB-R results. The Spanish LAB is only administered once for those students identified and is used to simply assess the student in their native language.

5. The ESL program provides students with the opportunity to acquire English through ESL methodologies and serves as a focal point of reinforcement for English Language Learners. In all proficiency levels and ELL subgroups, the ESL teachers use ESL methodologies, which include Total Physical Response (TPR), Cognitive Academic Language Learning Approach (CALLA), and Cooperative Learning while incorporating them into a balanced literacy workshop model. Materials used include books in English and in various native languages (including varied genres), visual imagery props, CDs and audiocassettes. The aforementioned methodologies, techniques and approaches help the English Language Learner develop their basic interpersonal skills in the beginning of their language

A. Programming and Scheduling Information

development and as they progress in their language acquisition.

The cornerstone of our curriculum is a commitment to literature. We are committed to immersing children in books that illuminate their experiences, enrich their language and learning and enable them to have high expectations of books as sources of enjoyment and information. In addition to complying with the Chancellors regulations, the Language Allocation Policy will serve to assure the development of a quality, uniform ESL instructional program that meets the needs of English Language Learners as they move toward high expectations and learning strategies set for all children.

For Students with Interrupted Formal Education (SIFE), we offer early morning or Sunrise Academy sessions, after school programs and Saturday Academy that serve as academic intervention to further support language development. The Sunrise Academy takes place three (3) days a week and focuses on literacy specifically early literacy skills including letter identification, oral language development, and basic interpersonal communication skills and acclimating to the new school environment. Pedagogues are assigned to work with targeted SIFE students during Sunrise Academy and are selected in a manner where the dominant language of the SIFE student corresponds to the Second or Native language of the pedagogue assigned.

For newcomers, we provide an environment that encourages oral development and social interaction. Use of their native language is encouraged to further support their language development and to express understanding or to ask questions for clarification. For early childhood students this can include neighborhood trips to build vocabulary and to expand on their experiences. Newcomers that have completed 1 to 3 years in an English language school and ELLs receiving services 4 to 6 years that are in the upper grades/testing grades are eligible for ELA testing. All ELLs eligible for testing are provided support through the Sunrise Academy, Saturday Academy and after school program.

For 4-6 year ELLs, the instructional plan includes the Sunrise Academy and after-school programs. Literacy intervention for these students is focused on Cognitive Academic Language Proficiency skills and writing proficiency skills primarily content area writing. The students are focused on improving their proficiency skills in writing and literacy through content area reading and writing in Mathematics, Science and Social Studies.

The plan for long term ELLs includes various intensive and small group programs. Sunrise Academy, taking place three (3) days a week focuses on literacy skills and strategies while Saturday Academy focuses on math skills and strategies. After-school programs and reduced class sizes in all grades ensure that long term ELLs receive the support they need. Programs include Wilson for Long Term ELLs during Sunrise Academy Intervention.

6. In order to provide access to academic content and accelerate English language development, ELL-SWDs learn in a print rich environment that includes content area word walls and picture/word labels. Books are chosen to correspond with content area lessons and teacher made manipulatives reinforce content themes and vocabulary. The use of realia fosters student understanding of content specific themes. Students use graphic organizers to help categorize information and make sense of the content. Books are available for students to reference back to when needed. Students can access the leveled library to find appropriate books for independent learning.

7. Flexibility within curricular, instructional and scheduling aspects help to meet the diverse needs of our ELL-SWDs. Curriculum maps are used in conjunction with the classroom teacher and ESL teacher to create curriculum consistency within both learning environments. The ESL teacher attends grade meetings to keep abreast of the classroom content to help plan accordingly. An articulation period is set aside for teachers to address concerns of ELL-SWDs and create instructional plans. Instructional flexibility occurs with the use of manipulatives and realia to aid in the understanding of content. Differentiated instruction creates a learning environment where all students are participating in the content and are producing products that reflect their diverse learning styles and abilities. Students are grouped according to English language proficiency level but can change groups throughout the year according to their academic progress. In this way scheduling flexibility helps each student learn within the least restrictive environment.

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				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

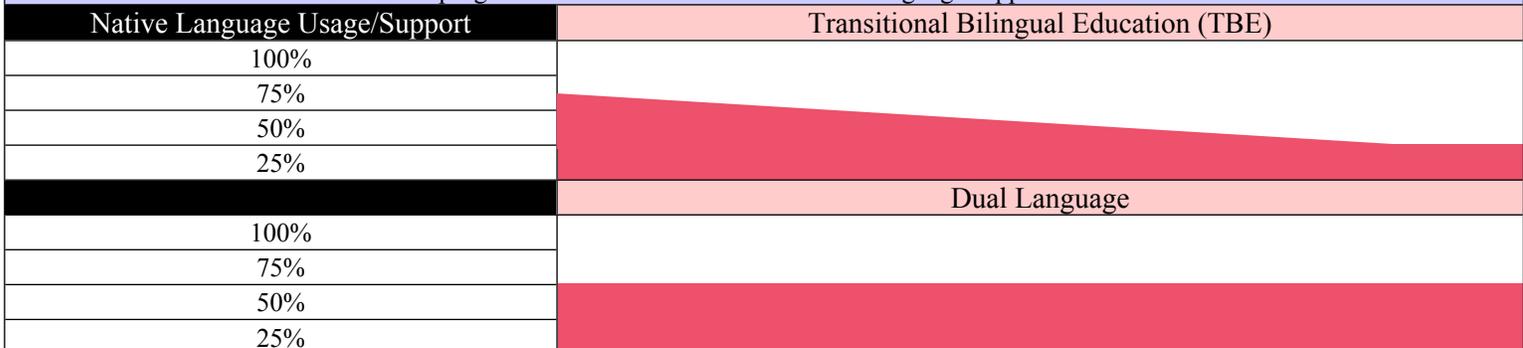
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Sunrise Academy is the intervention program offered to students three (3) days a week in all subgroups. Students are identified as needing intervention services based upon varied assessments including, teacher observations, teacher-made assessment tools, ECLAS, Fountas and Pinnell, Teacher's College Reading assessment, ELA, Math and Science scores on New York State testing. Small groups of students are created according to the needs of the students and teacher's work with students identified during Sunrise Academy.

ELA instruction is delivered through small groups during intervention sessions three (3) days a week. The literacy focuses include literacy development through letter and sound recognition as well as developing fluency and with programs such as Wilson. For Mathematics, our Math Coach, Marguerite Manos works in a small group with those students that have been identified as a subgroup needing intervention specifically in math. For Science, Mr. Theodore the science cluster teacher works specifically with grade 4 students in preparation for the Grade 4 New York State Science exam in a small group and during morning intervention. Social Studies is addressed through literacy in all of the aforementioned subgroups. Our SIFE students are the students targeted to work with pedagogue that speaks their native language and it encourages oral development in their native language as well as in English. Native language dictionaries are available and books and instructional materials in varied languages are also available.

9. For those students who have reached proficiency on the NYSESLAT, transitional support is provided by the Sunrise Academy. In addition, former ELLs are part of a group, which meets with the ESL Coordinator twice monthly to discuss academic progress or concerns. The students are scheduled into the ESL Coordinators schedule to provide support for them during the transitional period. Furthermore, former ELLs are given ESL testing accommodations for an additional two years to further support them.

10. New programs or improvements for the upcoming year include the continued alignment of Common Core Standards to ESL methodologies to further support our ELLs. Scaffolding for our ELLs in all grade and proficiency levels will continue in all classrooms. Technology in the classrooms and use of technology as a resource by the teachers will also continue with the use of laptops, the smartboard and document cameras for instruction. Parent meetings and workshops will also continue this academic year as well as workshops in Literacy, Math, ARIS training, and informational sessions on NYSESLAT, ELA, Math and Science state assessments.

11. All programs for ELLs will continue for this academic year including Sunrise Academy, After-School program and Saturday Academy.

12. All programs are available for all students including ELLs at P.S. 124. Our school offers an After-School program monitored by the YMCA in addition to providing an After-School specifically designed for ELLs taught by the ESL teacher Marisa Cohen through Title III funding. Other academic programs available at our school include the Sunrise Academy and Saturday Academy. Other opportunities that are also offered at our school and open to all students include the Ambassadors Club, The Green Team, Service Squad-peer tutoring for Newcomers, the yearbook committee, guitar program and Art Enrichment.

The Ambassadors consist of fourth (4th) grade students of all languages and varied language proficiency levels which serve as greeters for our school during parent workshops/meetings or school-wide events. They also serve as chaperones for our intergenerational project and other external programs. For our ELLs who make up approximately 33% of the team, the program affords them the opportunity to further

develop their communication skills while also developing interpersonal skills. Students are encouraged to speak and practice public speaking while serving on the team.

The Green Team is another program at our school focused on recycling and creating a safer and greener environment not only in our school but in our world. The students serve as role-models for our school by teaching other students the importance of recycling and going green. This has proven to be most beneficial for ELLs because it further develops their communication skills through public speaking. Students serve as presenters in each classroom to speak about the importance of going green in today's society.

The Service Squad is a buddy-system created to assist Newcomer ELLs in our school. The program serves as a peer-tutoring squad which enables students to tutor other students during lunchtime. The environment created fosters a positive interdependence on peers while allowing the learning to occur in a non-threatening forum. Some students even offer tutoring in their native language if needed.

The Art, Yearbook Committee and Guitar Programs serve as Enrichment programs for students and are available to all students.

The After-School program for ELLs is based on the results of the New York State English as a Second Language Achievement Test (NYSESLAT) and the English Language Arts (ELA) assessment. It is apparent that a supplementary instructional program in ESL is essential to the academic and social success of our ELLs. The Title III funded program is designed to support student English language development in basic interpersonal communication and cognitive academic language skills through an after-school and Saturday Academy. The programs are designed to include ELLs in either the newcomer program or the assessment preparation program.

13. Materials used include books in English and in various native languages including varied genres, visual imagery props, CDs, and audiocassettes. The students also use computer software programs that help them with translations and oral development. Technology includes student computers and the use of the smartboard in order to differentiate instruction for varied learning styles. Digital cameras, document cameras and flip video allows students to record themselves to assist them in oral language development and for use during procedural writing. Other materials include ELLIS software and LeapFrog Quantum LeapPad with microphone to further develop oral language development and reading fluency. Online resources include starfall, pbs kids.org, and national geographics for kids.

All students in pre-kindergarten through fifth grade (PK-5) use the Everday Mathematics curriculum for mathematics content area instruction. In addition our school is a pilot site for the Common Core State Standards in Mathematics and are addressing mathematics through practical scenarios by designing tasks following a protocol of higher order level thinking in mathematics through problem solving. For Science, Harcourt is used in the classrooms in kindergarten through fifth grade, in conjunction with Foss used in the Science laboratory by our Science cluster teacher, Mr. Theodore. Social Studies is embedded through our balanced literacy instruction in all grades and includes all students and all subgroups.

14. Native Language Arts instructional minutes are delivered through the use of multilingual dictionaries, books, translation computer programs and the use of a buddy system. For newcomers, we provide an environment that encourages oral development and social interaction. Students are encouraged to use their native language to further support their language development and to express understanding or to ask for clarification. Furthermore, books in various native languages are available to support instruction.

15. All required support services and resources correspond to ELLs ages and grade levels. The English as a Second Language program at P.S. 124 is designed to meet the linguistic needs of our English Language Learners, as well as comply with parental choice and CR Part 154 by providing ESL instruction through push-in and pull-out model to all eligible students.

Students are grouped according to their level of language proficiency and grade. Students in the beginner and intermediate language proficiency level are provided with three hundred and sixty (360) minutes of ESL instruction a week. Students in the advanced language proficiency level are provided with one hundred and eighty (180) minutes of ESL instruction a week. In addition to receiving 180 minutes of ESL instruction, advanced students also receive 180 minutes of ELA instruction a week.

16. There are Parent Orientations that include topics such as Transitioning into School, Expectations for the grade, LAB-R and NYSESLAT informational sessions as well as literacy workshops for the upcoming year conducted by teachers. In addition, the ESL teacher or ESL Coordinator conducts informal interviews with families and the child after review of the HLIS answers.

17. Our school does not offer language electives to ELLs.

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)?

We do not have a Dual Language Program at our school.

D. Professional Development and Support for School Staff

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

1. Professional development activities regarding second language acquisition strategies support and inform continued communication between the ESL teachers and general education, special education and related services teachers and providers. The ESL teachers participate in grade meetings and planning sessions with school staff. In addition, an ELL study group has been implemented to further support and discuss ELL strategies and methodologies teachers can use in their general education and special education classes.

Participants in grade meetings include the Assistant Principal, grade teachers and related service providers including the Speech teacher, Occupational Therapist and guidance counselor. Professional development sessions regarding second language acquisition are also held during monthly faculty meetings attended by all school personnel and facilitated by the ESL teacher Marisa Cohen. Session topics include Vocabulary Development and ELLs, Reading Comprehension, NYSESLAT informational session, and preparing our ELLs for the NYSESLAT. While faculty meetings and grade meetings are open to all staff, our paraprofessionals receive information during their monthly meetings with the principal. All topics discussed during faculty meetings and grade meetings are discussed with the paraprofessionals and information is disseminated to them at all times. Other opportunities that allow for the entire staff to participate in a professional development session are during the designated professional development days-Chancellor's conference days during the school year dates include but are not limited to one professional development day in September, Election Day and a session in June. Lastly, the school has a professional development bulletin board where all information discussed and distributed during PD sessions are available to all school personnel.

The Parent Coordinator, Donna Maxil, plays a pivotal role at P.S. 124 with our ELLs and their families. She serves as a liaison between the parents and the school and the community and the parents. Included in her roles are; workshop facilitator and parent liaison. Donna Maxil conducts and facilitates parent workshops related to ELLs and works with community based organizations to offer parent workshops at the school for parents. Community partnerships include: Literacy Inc-Adult literacy organization, Cornell University-Cornell Nutrition, Health-Plus-health, nutrition and medical coverage, YMCA-Adult ESL classes and citizenship classes, Family Reception Center, Lutheran Park Slope Medical Center and Methodist Hospital. Donna Maxil also works closely with families and accompanies all parents of ELLs to the Annual ELL Conference held at St. Francis College, assists with the middle school process and has initiated and developed a Bilingual Lending Library for all parents.

2. The guidance counselor, Joanne Manna, supports ELLs as they transition from elementary to middle school by leading informational sessions for students, teachers and parents. The guidance counselor holds middle school selection meetings, information sessions on how to complete necessary forms, school visits, and mock interviews throughout the year. The parent coordinator is also instrumental in accompanying parents on middle school tours and sets up tours for parents as well.

The guidance counselor, Joanne Manna, works closely with the teachers to conduct mock interviews with the students and devises questions and develops the forum for all teachers to 'practice' with their students. Furthermore, Joanne Manna takes those students whom are having apprehension about the middle school and personally assists them by having private mock interview sessions with those students. The parent coordinator works closely with the school leadership and the guidance counselor and is the liaison for our school and parents. In addition to setting up tours for the parents, the parent coordinator also calls schools for the parents and assists parents with scheduling interviews and tours. Donna Maxil, Joanne Manna and Principal Martinez meet to discuss all of the middle school eligible students and their selections and to decide on meeting dates for the parent informational sessions.

3. In addition to modeling lessons for the teachers and paraprofessionals using ESL strategies, pedagogues are included in staff workshops given by the ESL teachers. All staff have received 7.5 hours of ELL training as per Jose P. Hours have been completed during ESL information sessions, grade meetings, ELL study group and off-site workshops.

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?

1. Parents are invited to attend monthly parent events such as Parents as Reading Partners, Parents as Math Partners, Adult CookShop and Adult ESL classes. Parents are also invited to attend other programs offered by Community Based Organizations such as Nutritional Programs, Bullying Awareness, as well as Learning Leaders training offered to all parents interested in becoming volunteers at our school.

2. All parents of English Language Learners at P.S. 124 are invited to attend parent workshops that will be offered throughout the school year. Programs and activities to be offered include ESL classes for adults, instructional and literacy strategies to use with children at home. In addition to adult programs and activities for parents our school also offers informational sessions about English Language Learners regarding testing and promotional policy. The language of service will be in English, however, there are translation devices that are used to accommodate speakers of other languages. Instructional and supplemental materials will also be provided at the parent workshops.

Our school community and parent coordinator conduct and facilitate sessions related to ELLs, in conjunction with community based organizations to offer parent workshops at the school for our ELL families and all families. Community partnerships include: Literacy Inc-Adult literacy organization, Cornell University-Cornell Nutrition, Health-Plus-health, nutrition and medical coverage, YMCA-Adult ESL classes and citizenship classes, Family Reception Center, Lutheran Park Slope Medical Center and Methodist Hospital.

3. Parents needs are evaluated through parent surveys and questionnaires. Questionnaires are distributed to assess the needs of the parents. Depending on the results of the questionnaires, the school develops surveys indicating all of the selections the parents submitted. Surveys are distributed to all parents with various selections they number in order of preference. Upon the receipt of the surveys the results are calculated and evaluated by the parent coordinator and Principal Martinez and the parents and the school are informed of the needs parents are expressing.

The Parent Coordinator, Donna Maxil, plays a pivotal role at P.S. 124 with our ELLs and their families. She serves as a liaison between the parents and the school and the community and the parents. Included in her roles are; workshop facilitator and parent liaison. Donna Maxil conducts and facilitates parent workshops related to ELLs and works with community based organizations to offer parent workshops at the school for parents. Community partnerships include: Literacy Inc-Adult literacy organization, Cornell University-Cornell Nutrition, Health-Plus-health, nutrition and medical coverage, YMCA-Adult ESL classes and citizenship classes, Family Reception Center, Lutheran Park Slope Medical Center and Methodist Hospital. Donna Maxil also works closely with families and accompanies all parents of ELLs to the Annual ELL Conference held at St. Francis College, assists with the middle school process and has initiated and developed a Bilingual Lending Library for all parents.

4. Based on the survey results, the school provides workshops on a needs and interest basis.

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
													L

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)	21	8	1	1	1	0								32
Intermediate(I)	4	5	2	6	4	2								23
Advanced (A)	1	1	2	1	1	5								11
Total	26	14	5	8	6	7	0	0	0	0	0	0	0	66

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	3	0	3	0	7
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

1. To assess early literacy skills of ELLs, the school implements the Teacher's College Leveled Reading Assessments, ECLAS, Fountas and Pinnell, the LAB-R and the Spanish LAB and the NYSESLAT. The data shows that students have mastered basic interpersonal communication skills (BICS). Students need continued instruction in communicative academic language skills (CALP).

2. The data patterns across the LAB-R and the NYSESLAT show that students have proficiency in BICS, as seen with the majority of students scoring at the advanced or proficient levels on the speaking and listening modalities. Results on the writing and reading subtests of the LAB-R and the NYSESLAT reveal that students need continued support with literacy, with the majority of students scoring at the intermediate and advanced levels.

3. The patterns revealed from the NYSESLAT modalities will affect instructional decisions. The results help to guide instruction and provide focus areas. Curriculum planning will incorporate the use of developing reading comprehension and writing skills because of the need for support in these literacy areas.

4. According to student results on the NYSESLAT, some patterns appear across proficiencies and grade levels. Across all proficiencies and grade levels, students fair the best within the listening and speaking modalities as compared to the writing and reading modalities. Students in first grade make the greatest progress in all modalities from kindergarten, however they tend to fall back or remain at the same level on the second grade exam. This is likely due to the different format of the exam and the wide grade span the test encompasses. In third grade all students are at the proficient or advanced level within the speaking and listening modality and the majority are at the intermediate level within the writing and reading modalities. Fourth grade reflects similar results as the third grade level, with all students at the advanced or proficient levels within the listening and speaking modalities. The majority of fourth graders fall at the intermediate level within the writing and reading modalities. Students in fifth grade have scored at the proficient or advanced levels of the listening and speaking modalities, while scoring at the intermediate and advanced levels within the writing and reading modalities.

ELLs take tests in English only.

School leadership and teachers use the results of the ELL Periodic Assessments to determine instructional plans and curriculum. ELL Periodic Assessment results help to determine the focus of instruction during the ESL periods as well as during supplemental instructional times such as academic intervention, Saturday Academy, and Title III programs.

The ELL Periodic Assessments provide similar information as the NYSESLAT. However, the ELL Periodic Assessments are given at various times in the year which allow for updated planning opportunities.

5. Our school does not have a dual language program at this time.

6. ESL program success is determined by upward movement of student proficiency levels on the NYSESLAT exam. In addition, the ELA exam scores help to evaluate the program success for ELLs. Holistically, student portfolios are used to get an overall sense of a

students progress in reading and writing.

Data used includes, results from the NYSESLAT, ECLAS, ELA, Math, Grade 4 Science and Periodic Assessments-ITAs and Predictive. Assessment results from teacher-made assessment tools are also used to evaluate the success of our programs for ELLs. Some tools used by teachers in our school for example, include literacy assessment spreadsheets on all students for kindergarteners and it includes information on language development, letter recognition and sight word recognition. The trends for our ELLs are interpreted by the ESL teacher and ESL coordinator and during the articulation period and/or grade meetings with classroom teachers, instructional plans are discussed and developed between all of the teachers and administration.

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.

Part III: ELL Demographics

Section B-ELL Years of Service and Programs/Number of ELLs by Subgroups

There seems to be a discrepancy between the total number of ELLs and the number of ELLs by subgroups. However, the total number of ELLs (66) includes all of the students in the two ranges of years and those numbers already include Special Education students within those ranges. There are 66 total ELLs-55 ELLs in 0-3 years range and 11 ELLs in 4-6 years range and those numbers include students in the Special Education subgroup. Of those 66 ELLs there are 13 Special Education ELLs that also fall into the 0-3 years range or the 4-6 years range thus being counted in those subgroups already.

Part VI: LAP Assurances

School Name: P.S. 124 Silas B. Dutcher

School DBN: 15K124

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Annabell Martinez	Principal		10/14/11
Maurina Welch	Assistant Principal		10/14/11
Donna Maxil	Parent Coordinator		10/14/11
Marisa Cohen	ESL Teacher		10/14/11
Melissa Camacho	Parent		10/14/11
Erika Toledo/Reading Teacher	Teacher/Subject Area		10/14/11
Amy Caputo/Grade 3 Teacher	Teacher/Subject Area		10/14/11
Marguerite Manos/Math Coach	Coach		10/14/11
Karen Lane/Literacy Coach	Coach		10/14/11
Joanne Manna	Guidance Counselor		10/14/11
Margarita Nell	Network Leader		10/14/11

School Name: P.S. 124 Silas B. Dutcher

School DBN: 15K124

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeannie Villavicencio	Other <u>ESL/Testing Coord.</u>		10/14/11
Andrea Deliso	Other <u>Speech Teacher</u>		10/14/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15 **School Name:** Silas B. Dutcher (124K)

Cluster: 6 **Network:** 612

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.

DATA: School demographics indicate that 56% of our students are Hispanic and 11.6% are Asian. The remaining 31% are White and Black. 17.57% of our student population are English language learners. ATS reports are used to determine home language, language preference for communication, ELLs, and Home Language Identification Surveys at registration are used to determine initial language of communication.

METHODOLOGY: The secretary prints ATS reports with school demographics by class, language preference and ELLs and submits to principal. The ESL teachers review HLIS and determine findings. The school secretary inputs the data (home language) into ATS. Blue Emergency Cards are reviewed in October by the parent coordinator regarding language and method of communication. The Parent Coordinator keeps track of this information. In addition, if e-mails are provided, she adds parents to the school's parent distribution list. Information regarding written language preference is given to teachers and kept in the main office and the copy room. This information is used to ensure that the adequate number of translated documents are provided to each class.

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.

NEEDS ASSESSMENT: A review of ATS report RHLA and RPOB indicated that our major languages include Spanish-95 students' home language; 86 families, Mandarin-26 students' home language; 26 families, Arabic-15 students' home language; 12 families. All of these families need written translations of all DoE and school documents.

Based on the school's findings indicated above, all written communication to families from the school must be translated into Spanish. Chinese and Arabic written translation is provided only to families indicated as needing it for each student. A school created class report is posted in the school's copy room indicating the languages and number of written translations needed. This includes, but is not limited to, the monthly school

calendar, parent handbook, notices, notes from teachers, all DoE notices sent to homes through the school, such as notices from Parent Engagement Office. Oral translations required that all staff be provided with the phone number to the Translation and Interpretation Unit. This phone number has been permanently recorded onto all office phones, including, but not limited to the main office, the principal's office, the guidance counselor's office, the School Based Support Team Office, the school library, the nurse's station, ESL classroom and the Assistant Principal's Office. Spanish oral translations are provided by school staff and all other languages via phone call to Translation and Interpretation Unit.

Based on the school's findings, oral translation is made available to all the families indicated above as needing written translation. Approximately one-third of the families whose home language is Spanish, one-third of the families whose home language is Arabic and three Chinese families require and request oral interpretation.

These findings were reported to the school community through PTA meetings, faculty conference and school leadership team meeting. Staff is aware of the school demographics and the school's commitment to keep families informed and engaged in the education of their students.

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.

Public School 124 will use school staff for all written Spanish translations; the Bilingual ESL teacher and principal. We will use Translation and Interpretation Unit at the Office of Family Engagement and Advocacy for Chinese and Arabic translations. Documents needing translation will be sent two weeks in advance to Translation and Interpretation Unit whenever possible. In the event that written translations are necessary with immediate turn-around, we will request the assistance of parent volunteers and our Arabic paraprofessional. Spanish translations will be given to the principal or Bilingual ESL teacher as soon as available and will be translated in a timely manner that assures that all notices are distributed translated to the school community.

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.

Public School 124 will use the services of Translation and Interpretation Unit at the Office of Family Engagement and Advocacy to secure oral translation over the phone for Chinese speakers (Mandarin and Cantonese) and Arabic speakers. Oral translation into Spanish will be provided by qualified school staff; Bilingual ESL teacher, principal and school psychologist. During Parent Teacher Conferences in the Fall and Spring, the school will use the services of Legal Interpretation Services (a DoE contracted vendor) to secure Chinese translation services. We will use school staff and parent volunteers for translation into Spanish and Arabic, respectively. During large group meetings, an electronic translation unit will be used to accommodate the language, that is in greatest demand. This unit has been in use for the past two years and was purchased through Title I funds. This will meet the needs of our families needing oral interpretation for conferences and informal meetings.

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>.

A poster indicating the availability of translation services is posted at the left of the main entrance of the school. A postcard indicating the phone number to Translation & Interpretation Unit is posted near the main office's public phone. Signs indicating the availability of translation services are posted near the main office door.

The Parent's Bill of Rights and Responsibilities in all the languages of the school will be distributed in September of each new school year. The parent coordinator and pupil personnel secretary will ensure that all new registrants receive the Parent's Bill of Rights and Responsibilities along with other school documents required at registration.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Silas B. Dutcher	DBN: 15K124
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 19 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

Begin description here: We are committed to developing inquisitive, critical thinkers who will embark on a lifelong journey of learning. We believe in the value of developing citizens who are proud of their cultural heritage and become bicultural as well as bi-literate. We are proud of the accomplishments we have made with our ELLs and currently provide many programs that support the academic achievement of ELLs. To continue our support for these students we will use Title III funds for Puppetry in Practice. This program is research based and very effective in helping ELLs make progress in language acquisition. 3 classes (2 in grade 2 and 2 in a 1/2/3 Special Education Bridge) will participate in a 20 week residency with a Spanish speaking or ESL certified instructor. They will use ESL methodologies, puppetry, storytelling, technology/animation and book arts to improve literacy. They will create literature and puppets and an animation project based on the history of the Brooklyn Bridge. Parents of these ELLs will also participate in a workshop that will focus on how they can help their child at home. Students will also take part in language and cultural activities in and outside of the classroom through trips to various cultural institutions such as El Museo del Barrio, the Chinese Museum, and Puppetry in Practice Museum, the Brooklyn Bridge and the Children's Brooklyn Museum.

Teachers will maintain a classroom environment that supports language and culture, where students feel comfortable taking risks. They will plan activities that differentiate instruction to meet the individual needs of learners and integrate cultural information with language and core curriculum of other content areas. The scheduled trips will provide students with the opportunity to explore our diverse city and its rich cultural institutions. These experiences will directly impact student achievement in a long last lasting and positive way.

Based on the results of the New York State English as a Second Language Assessment Test (NYSESLAT) and the English Language Arts assessment, it is apparent that a supplementary instructional program in ESL is essential to the academic and social success of our English Language Learners. In addition, the arrival of upper grade newcomers (grades 2-5) also suggests the need for a supplementary ESL program. The Title III Program will support student English language development in basic interpersonal communication and cognitive academic language skills. The program will take place two days after school for one (1) hour per day for a total of two (2) hours per week for a total of 50 hours/year. The program will include two (2) free standing groups of four (4) to five (5) students per group to include a newcomer program and assessment preparation program. Students in 3rd, 4th and 5th grade will be serviced. Two certified ESL teachers will provide instruction in English. The Principal will be the supervisor in charge. (The assistant principal is unavailable to provide supervision for the Title III after-school program.)

The supplemental newcomer program will focus on the following instructional activities, including acquiring and practicing basic interpersonal communication skills through small group hands on activities. Students will work on collaborative language projects, participate in Total Physical Response activities, listen and respond to read alouds, and use visual props to aid communication. In addition, students will have exposure to a variety of literary and communicative genres. The program duration will begin in December 2012 and continue throughout the 2012-2013 school year.

The assessment preparation program will focus on test taking strategies, time management strategies, understanding the language of tests, using native language glossaries in addition to reading and comprehension strategies. The duration of the assessment preparation program will begin in November

Part B: Direct Instruction Supplemental Program Information

and run to May focusing on various assessments as they arrive. The program from December to January will focus on ELA preparation. The program from January to March will focus on Math preparation. The program from March to May will focus on Science and NYSESLAT preparation.

Supplemental materials will be acquired for Title III to provide support to the newcomer and test preparation groups. Instructional materials including teacher and non-fiction student books, teaching aids, and other various appropriate realia will be purchased.

Part C: Professional Development

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

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

Begin description here: Professional development helps to bring new ideas and innovative teaching strategies for supporting the academic growth of students to teachers who are not certified in ESL. Staff will participate in In-House professional development conducted by the ESL teachers and the principal. In addition, teachers will be offered opportunities to participate in off-site programs offered by the Office of English Language Learners and the Department of Education. In house professional development will be ongoing and continuous. On site professional development will include planning sessions and grade meetings with classroom teachers in Kindergarten through 5th grade, and collaborative planning with the literacy specialist on the Common Core Standards focused on ELA and content area learning in Social Studies and Science once a week during Inquiry/Planning sessions, strategies for supporting Beginning ELLs and 1:1 coaching and classroom modeling by the In-House math coach on number sense and the Common Core Mathematics focused on modeling mathematics.

Off-site professional development will include English Language Learners and the Common Core Standards, and assessment and promotional policy. The target audience for these professional development workshops are teachers of English Language Learners. Other professional development for English Language Learners will be attended as they are announced by the Department of Education.

The continuous professional development will support the supplemental instructional program by providing various strategies for guiding instruction, assessing instruction and for implementing effective instruction. By attending professional developments, the ESL teachers will be kept abreast of current and novel teaching methodologies as well as enabling communication between themselves and classroom teachers.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: All parents of English Language Learners at P.S. 124 are invited to attend parent workshops that will be offered throughout the school year. Parental involvement and support are an important component of student success in school. Programs and activities to be offered will include workshops on daily mathematics and literacy strategies to use with children at home, information session on literacy websites (thorough hands-on exploration) that promote English acquisition and the Common Core Standards. In addition, informational sessions about English Language Learners regarding testing and promotional policy will be offered. Language of service will be in English. However, there will be translation available. Refreshments will be offered at all parent workshops. Instructional and supplemental materials will also be provided at the parent workshops.

Parent workshops will take place throughout the 2012-2013 school year, once every two months, for a duration of one (1) hour for a total of four to six (4-6) hours/year. The workshops will take place in the early evening during the week and/or in the morning during school hours. The workshop provider will be the current certified ESL teachers; Marisa Cohen and Jeannie Villavicencio. Parents will be notified of scheduled workshop sessions through backpack notices in students' mailboxes, through phone calls to homes by the parent coordinator and via electronic mail.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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, 		

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	