



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** P.S. 127 THE MCKINLEY PARK SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 20K127

**PRINCIPAL:** AGATHA ALICANDRO

**EMAIL:** AALICANDRO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KARINA COSTANTINO

## 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
Agatha Alicandro	*Principal or Designee	
Mary Jane Egan	*UFT Chapter Leader or Designee	
Jenn Reinhart	*PA/PTA President or Designated Co-President	
Catherine Boutsikakis	*PA/PTA President or Designated Co-President	
Maria Martinez	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Constance Sciolto	Member/Payroll Secretary	
Karen Doherty	Member/Teacher	
Jennifer Epstein	Member/Teacher	
Shoshana Urbina	Member/Parent	
George Andrinopoulos	Member/Parent	
Rosemarie Arbeeny	Member/Parent	
Diane Chan	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.

*By June 2013, the Principal and Assistant Principal will provide at least six formative observations for 100% of the teaching staff using selected components of a research-based rubric to provide meaningful feedback. To improve teacher effectiveness, teachers will be provided with formative observations and meaningful feedback regarding enhancing professional practice.*

### **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.

*Based on the data indicated on the 2011-2012 Progress Report our "Student Progress" grade was a C. In order to enhance student progress, we will work on improving instructional plans to address multiple entry points that will meet the needs of various levels of students. Instruction must be supportive of multi-level student learning and offer varied resources to support multi-level work. Determining which methods, materials, and assessments will be used in lessons will be a critical element to improving student progress.*

### **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.

*A revised note-taking template that focuses on competencies of the Charlotte Danielson Framework for Teaching has been designed and is being utilized during each of the formative observations. The revised template has a Self-Assessment tool in order for the teachers to reflect upon their teaching practices and plan for their next steps. Constructive feedback is provided to assist teachers in strengthening and refining their current teaching practices. Based on the data we collect, the administration is providing opportunities for professional development to meet the needs of all teachers.*

*The instructional coach and the grade leaders serve as liaisons between administration and teachers. The instructional team which comprises of the administration, instructional coach, and grade leaders meet regularly to set clear expectations, discuss instructional practices, identify current areas of strength, and plan next steps to promote instructional growth.*

*Teacher teams collaborate using an Inquiry approach to examine student work, analyze trends using Common Core Learning Standards, and the Depth of Knowledge to identify various entry points and plan instruction accordingly.*

*Based upon our needs, professional development opportunities are being planned and provided during monthly staff conferences, weekly professional development periods, classroom inter-visitations, on-site training, and external professional development sessions.*

*Members of the Response to Intervention team have been providing professional development and support to assist classroom teachers in planning and implementing tiered activities. Meetings are held regularly to monitor individual student progress.*

*Reflective practice will be developed through monitoring instructional outcomes and expectations based upon student achievement especially for our students with special needs and our English Language Learners.*

*All activities will be ongoing from September 2012 to 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.

*To establish a culture for learning, parent workshops are provided on a monthly basis. These workshops allow parents to familiarize themselves with the curriculum expectations, the instructional shifts, and learn different ways they can support their children.*

*Parents are invited into the classrooms on a monthly basis to actively participate in their child's learning.*

*Parents have been trained as Learning Leaders to enhance individual progress as they work 1:1 with students and in small groups.*

*The School Leadership Team meets monthly to discuss various plans to continue moving the school forward.*

*The Parent Coordinator is instrumental in supporting parents in accessing all data resources available to parents.*

*We provide parents with open access to a parent room housed within our school which has a computer, internet access, and includes a variety of resources for their review.*

*Student Monthly Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child's performance and progress.*

*A monthly newsletter is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program.*

*Each class has a designated class parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child's learning.*

*Publishing parties and assemblies are other ways we welcome parents to strengthen the home-school connection.*

**Budget and resources alignment**

- Indicate your school's Title I status: X-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:

*OTPS  
Contract For Excellence*

**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).

*We currently have eight Students in Temporary Housing and have set Title I SWP funding aside for implementing educational services, providing resources for the identified needs of each child, and promoting their academic progress.*

*As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.*

*New York City's Department for Youth and Community Development (DYCD) awarded Young Dancers in Repertory an Out of School Time (OST) grant through which they provide children in grades K-5 with dance, music, theater and visual art classes in an environment that is safe, nurturing and rewarding. They seek to challenge and inspire students to develop creative expression and to work individually and collectively in artistic expression that celebrates diversity. This program looks to strengthen students' academic skills, support their physical well-being and self-esteem, and provide the tools necessary to grow into productive adults.*

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

*By June 2013, 100% of all students in Grades K-5 will have completed two literacy tasks, one aligned to Science and one aligned to Social Studies in which they read, analyze, and respond to a written Common Core-aligned task.*

*As a result, 65% of all students in Grades K-5 will demonstrate a Level 3 or higher on the Spring 2013 literacy tasks as measured by Depth of Knowledge teacher created rubrics.*

*The English Language Arts curriculum will be strengthened through the use of Common Core-Aligned performance tasks in order to prepare all students for the rigorous performance expectations in the Common Core Learning Standards.*

### **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.

*Our school currently shows 61.2% of our students in the testing grades have demonstrated at or above proficiency on the NYS ELA exams. In order to address the instructional shifts and meet the Common Core Learning Standards, we need to add rigor to our curriculum. This year, we are striving to increase student performance by engaging the students in Common Core-Aligned performance tasks.*

*As part of the Citywide Instructional Expectations to successfully prepare all students, including students with disabilities and English language learners, teachers will be supported in creating cognitively engaging learning experiences in their daily teaching. Through ongoing collaborative planning and professional development, teachers will be able to further align their instructional practices with the Common Core Learning Standards. All students will be engaged in the performance tasks utilizing UDL model for multiple entry point access which will enable students to demonstrate the knowledge and skills necessary for mastery across the grade levels. Completing nonfiction units of study with a culminating performance task will expose students to more complex texts and build academic vocabulary.*

### **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.

*A template was created to guide the teachers in creating comprehensive tasks and ensure continuity of instruction across grade levels. Instructional teacher teams will meet with administration and the instructional coach to design and plan activities on developing Common Core-aligned units of*

*study with a focus on Science and Social Studies. Teachers will work in teams to look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands. Teachers will create common core aligned rubrics to assess and analyze student work.*

*Teachers will engage all students in rigorous Common Core-aligned tasks, embedded in well-crafted instructional units in English Language Arts and use a variety of instructional support including task-specific supports for English Language Learners and students with disabilities.*

*Administration will monitor the progress of the performance tasks and provide support for teachers to ensure that the tasks are rigorous, aligned to the curriculum and meet the needs of the various sub-groups of students. Frequent cycles of visitation to classrooms will facilitate administrative support and feedback.*

*Teachers will use culminating performance tasks guided around the use of Universal Design for Learning principles for each task. In teams, teachers will analyze the resulting student work to continue the cycle of inquiry.*

*Members of the school community, including administrators, parents, and staff will be invited to a “share fair” to promote collegiality and provide an opportunity for reflection and debriefing about the experience.*

*The timeline for the implementation of the ELA performance tasks is from October 2012 through 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.

*To establish a culture for learning, parent workshops are provided on a monthly basis. These workshops allow parents to familiarize themselves with the curriculum expectations, the instructional shifts, and learn different ways they can support their children.*

*Parents are invited into the classrooms on a monthly basis to actively participate in their child's learning.*

*Parents have been trained as Learning Leaders to enhance individual progress as they work 1:1 with students and in small groups.*

*The School Leadership Team meets monthly to discuss various plans to continue moving the school forward.*

*The Parent Coordinator is instrumental in supporting parents in accessing all data resources available to parents.*

*We provide parents with open access to a parent room housed within our school which has a computer, internet access, and includes a variety of resources for their review.*

*Student Monthly Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child's performance and progress.*

*A monthly newsletter is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program.*

*Each class has a designated class parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child's learning.*

*Publishing parties and assemblies are other ways we welcome parents to strengthen the home-school connection.*

**Budget and resources alignment**

- Indicate your school's Title I status: X - 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.  
 X  Tax Levy  X  Title I   Title IIA  X  Title III   Grants  X  Other

If other is selected describe here:

*OTPS  
Contract For Excellence*

**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).

*We currently have eight Students in Temporary Housing and have set Title I SWP funding aside for implementing educational services, providing resources for the identified needs of each child, and promoting their academic progress.*

*As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.*

*New York City's Department for Youth and Community Development (DYCD) awarded Young Dancers in Repertory an Out of School Time (OST) grant through which they provide children in grades K-5 with dance, music, theater and visual art classes in an environment that is safe, nurturing and rewarding. They seek to challenge and inspire students to develop creative expression and to work individually and collectively in artistic expression that celebrates diversity. This program looks to strengthen students' academic skills, support their physical well-being and self-esteem, and provide the tools necessary to grow into productive adults.*

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

*By June 2013, 100% of all students in Grades K-5 will have completed two mathematical tasks in which they will engage in cognitively demanding mathematical tasks that require them to demonstrate their fluency, application, and conceptual understanding.*

*As a result, 78% of all students in Grades K-5 will demonstrate a Level 3 or higher on the Spring 2013 mathematical tasks as measured by a Depth of Knowledge teacher created rubric.*

*The Mathematics curriculum will be strengthened through the use of Common Core-Aligned performing tasks in order to prepare all students for the rigorous performance expectations in the Common Core Learning Standards.*

#### **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.

*Our school currently shows 75.1% of our students in the testing grades have demonstrated at or above proficiency on the NYS Math exams. In order to address the instructional shifts and meet the Common Core Learning Standards, we need to add rigor to our curriculum. This year, we are striving to increase student performance by engaging the students in Common Core-Aligned performance tasks.*

*As part of the Citywide Instructional Expectations to successfully prepare all students, including students with disabilities and English language learners, teachers will be supported in creating cognitively engaging learning experiences in their daily teaching. Through ongoing collaborative planning and professional development, teachers will be able to further align their instructional practices with the Common Core Learning Standards. All students will be engaged in the performance tasks utilizing Universal Design for Learning model for multiple entry point access which will enable students to demonstrate the knowledge and skills necessary for mastery across the grade levels. Incorporating more rigorous mathematical tasks will involve students to analyze authentic problems, construct, and defend logical solutions.*

#### **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.

*A template was created to guide the teachers in creating comprehensive tasks and ensure continuity of instruction across grade levels. Instructional*

*teacher teams will meet with administration and the instructional coach to design and plan activities on developing Common Core-aligned units of study with a focus on multi-step mathematical word problems that will address strong foundational knowledge and deep conceptual understanding. Teachers will work in teams to look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands. Teachers will create common core aligned rubrics to assess and analyze student work.*

*Teachers will engage all students in rigorous Common Core-aligned tasks, embedded in well-crafted instructional units in Mathematics and use a variety of instructional support including task-specific supports for English Language Learners and students with disabilities.*

*Administration will monitor the progress of the performance tasks and provide support for teachers to ensure that the tasks are rigorous, aligned to the curriculum and meet the needs of the various sub-groups of students. Frequent cycles of visitation to classrooms will facilitate administrative support and feedback.*

*Teachers will use culminating performance tasks guided around the use of Universal Design for Learning principles for each task. In teams, teachers will analyze the resulting student work to continue the cycle of inquiry.*

*Members of the school community, including administrators, parents, and staff will be invited to a “share fair” to promote collegiality and an opportunity for reflection and debriefing the experience.*

*The timeline for the implementation of the Math performance tasks is from October 2012 through 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.

*To establish a culture for learning, parent workshops are provided on a monthly basis. These workshops allow parents to familiarize themselves with the curriculum expectations, the instructional shifts, and learn different ways they can support their children.*

*Parents are invited into the classrooms on a monthly basis to actively participate in their child’s learning.*

*Parents have been trained as Learning Leaders to enhance individual progress as they work 1:1 with students and in small groups.*

*The School Leadership Team meets monthly to discuss various plans to continue moving the school forward.*

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*We provide parents with open access to a parent room housed within our school which has a computer, internet access, and includes a variety of resources for their review.*

*Student Monthly Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child’s*

*performance and progress.*

*A monthly newsletter is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program.*

*Each class has a designated class parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child's learning.*

*Publishing parties and assemblies are other ways we welcome parents to strengthen the home-school connection.*

**Budget and resources alignment**

• Indicate your school's Title I status: X- 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.

  X   Tax Levy     X   Title I              Title IIA     X   Title III              Grants     X   Other

If other is selected describe here:

*OTPS  
Contract For Excellence*

**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).

*We currently have eight Students in Temporary Housing and have set Title I SWP funding aside for implementing educational services, providing resources for the identified needs of each child, and promoting their academic progress.*

*As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.*

*New York City's Department for Youth and Community Development (DYCD) awarded Young Dancers in Repertory an Out of School Time (OST) grant through which they provide children in grades K-5 with dance, music, theater and visual art classes in an environment that is safe, nurturing and rewarding. They seek to challenge and inspire students to develop creative expression and to work individually and collectively in artistic expression that celebrates diversity. This program looks to strengthen students' academic skills, support their physical well-being and self-esteem, and provide the tools necessary to grow into productive adults.*

### **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.

*By June 2013, all students, including different subgroups will show a total increase of 10% in student performance in English Language Arts as demonstrated through the assessment components of Journeys.*

*Through the implementation of Benchmark Assessments from Journeys, our reading program, we will strategically address and meet the needs of our diverse learners.*

#### **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.

*Since the Journeys Reading program is aligned to the Common Core Learning Standards, we need to track the results of the Benchmark Assessments to ensure that the student outcomes reflect the learning objectives. These assessments help teachers look for patterns among errors to identify trends in skill deficiencies in their classes. We can then use that data to design learning activities that will engage students and advance them through the content and match the learning needs of our students.*

#### **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.

*A tracking sheet has been developed to monitor individual student performance and progress in literacy. By using three Benchmark Assessments (Units 1, 3, and 5), we will be able to analyze each child's growth and areas in need of improvement. These tests focus on key reading skills that have been taught to date.*

*The Unit 1 Benchmark test draws upon selected skills from that unit as well as other skills that indicate reading achievement. The Benchmark tests in Units 3 and 5 are summative and draw upon skills that have been taught in the program up to the point of administration, along with other indicators of reading progress.*

*Once the assessments are administered and scored, grade meetings are held to analyze results and identify the trends in skill deficiencies within classes. Administration will collect the data folders with the results to assist in monitoring student learning. The teachers will work with the instructional coach and support staff to identify groups of students with similar learning needs and plan for appropriate interventions for their*

*instruction. In addition, Learning Leaders will be utilized as an additional resource to assist in reaching the goals that have been set for individual students.*

*Student performance and progress is communicated with the parents using a Monthly Progress Sheet.*

*The timeline for implementation is from September 2012 to 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.

*To establish a culture for learning, parent workshops are provided on a monthly basis. These workshops allow parents to familiarize themselves with the curriculum expectations, the instructional shifts, and learn different ways they can support their children.*

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*Each class has a designated class parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child's learning.*

*Publishing parties and assemblies are other ways we welcome parents to strengthen the home-school connection.*

**Budget and resources alignment**

- Indicate your school’s Title I status: X - 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).

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## **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.

*By June 2013, 100% of all students will receive assistance at their level of need through the implementation of RTI before a request for an initial referral for a special education evaluation is finalized.*

*A Response to Intervention framework will be developed and implemented school-wide. The structures and procedures will be collaboratively developed by an RTI team consisting of administrators, teachers, and support staff. Pre-referral interventions will be established in order to remediate a student's performance prior to referral for special education.*

### **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.

*In order to maximize student achievement it is important to identify students with poor learning outcomes as soon as possible. Once students are identified, there needs to be a system in place that will provide multi-level and multi-tiered instruction that can monitor student progress and facilitate growth. Early and effective responses to student learning, and matching instructional activities to those specific needs is necessary to adjust student goals and monitor progress.*

*The Common Core Learning Standards have shifted instructional standards and require students to know and be able to do more. Implementing an RTI program will ensure the supports needed by individual students are in place to master the Common Core and help close the achievement gaps.*

### **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.

*Additional personnel have been added to the Table of Organization to provide more support to the school community. Each special education support teacher will work with targeted populations (K-2 and 3-5). An RTI team has been organized and dates of meetings have been scheduled.*

*A neighboring school visited with the RTI team members and presented their framework for RTI as a model for collaboration and development of our own procedures and plans.*

*Staff members trained in RTI presented materials to the faculty at a staff conference for further professional development of the school community.*

*The RTI team developed a checklist and tracking sheet for classroom teachers to begin documentation of tiered instruction. The RTI team has been working with staff members to inform and support them on applying a three-tiered model of intervention.*

*Staff members will be trained on how to input implemented RTI strategies in SESIS when necessary.*

*The RTI programs will engage staff members in screening students and in progress monitoring. The implementation of RTI will target support techniques for individual students and track their performance and achievement.*

*The RTI team will meet regularly to address concerns, review data, assist in designing specific intervention plans, and monitor plans developed.*

*Throughout this process, parents will be informed of the multi-tiered model of intervention and will be notified of their child's progress.*

*The timeline for implementation will be from September 2012 through June 2013.*

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

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

*To establish a culture for learning, parent workshops are provided on a monthly basis. These workshops allow parents to familiarize themselves with the curriculum expectations, the instructional shifts, and learn different ways they can support their children.*

*Parents are invited into the classrooms on a monthly basis to actively participate in their child's learning.*

*Parents have been trained as Learning Leaders to enhance individual progress as they work 1:1 with students and in small groups.*

*The School Leadership Team meets monthly to discuss various plans to continue moving the school forward.*

*The Parent Coordinator is instrumental in supporting parents in accessing all data resources available to parents.*

*We provide parents with open access to a parent room housed within our school which has a computer, internet access, and includes a variety of resources for their review.*

*Student Monthly Progress Reports are distributed to parents/guardians as a way to provide ongoing communication regarding their child's performance and progress.*

*A monthly newsletter is distributed to inform our school community of our instructional goals and the many wonderful activities that are taking place in each class/program.*

*Each class has a designated class parent who serves as the liaison to the other parents within that class. This allows parents to be involved and engaged in their child's learning.*

*Publishing parties and assemblies are other ways we welcome parents to strengthen the home-school connection.*

**Budget and resources alignment**

- Indicate your school's Title I status: X - 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.

  X   Tax Levy     X   Title I     X   Title IIA     X   Title III   \_\_\_\_\_ Grants     X   Other

If other is selected describe here:

*OTPS  
Contract For Excellence*

**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).

*We currently have eight Students in Temporary Housing and have set Title I SWP funding aside for implementing educational services, providing resources for the identified needs of each child, and promoting their academic progress.*

*As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.*

*New York City's Department for Youth and Community Development (DYCD) awarded Young Dancers in Repertory an Out of School Time (OST) grant through which they provide children in grades K-5 with dance, music, theater and visual art classes in an environment that is safe, nurturing and rewarding. They seek to challenge and inspire students to develop creative expression and to work individually and collectively in artistic expression that celebrates diversity. This program looks to strengthen students' academic skills, support their physical well-being and self-esteem, and provide the tools necessary to grow into productive adults.*

**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	<i>Wilson, Great Leaps, Lindamood Bell, Foundations, Leveled Literacy Intervention, Journeys Write-In Readers, strategy grouping, peer tutoring, repeated readings, interactive writing, SMARTBoard lessons, multi-sensory based methodologies, and test prep</i>	<i>Small group (pull-out/push-in) One-to-one</i>	<i>Before school day During the school day Extended day After school day</i>
Mathematics	<i>Everyday Math games and extension activities, strategy grouping, peer tutoring, SMARTBoard lessons, multi-sensory based methodologies, and test prep</i>	<i>Small group (pull-out/push-in) One-to-one</i>	<i>Before school day</i>
Science	<i>ELA AIS programs include non-fiction and science based literature.</i>	<i>Small group (pull-out/push-in) One-to-one</i>	<i>Before school day During the school day Extended day After school day</i>
Social Studies	<i>ELA AIS programs include non-fiction and historical literature.</i>	<i>Small group (pull-out/push-in) One-to-one</i>	<i>Before school day During the school day Extended day</i>

			<i>After school day</i>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>Practice social skills (conflict resolution), modeling, playing educational games, role-playing, drawing and writing activities, group discussions, reading storybooks, SMARTBoard activities, Competent Kids Caring Classrooms (CKCC), and Open Airways</i>	<i>Small groups One-to-one Whole class (when appropriate)</i>	<i>During the school day</i>

### 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.

*As we inquire about Highly Qualified Teachers, we collect and read through resumes, call references, and take recommendations prior to employment. We interview prospective hires in order to ensure a highly qualified employee. We monitor substitute teachers through informal observations during their daily work.*

*The use of a research based framework for enhancing professional practice is used in short frequent cycles of classroom observation in order to develop a common lens for instruction and set clear expectations. We include our pedagogues in our teacher team discussions, our grade meetings, and all of the professional development opportunities that are offered within our school. We differentiate professional development opportunities through needs assessments gathered from surveys, collegial conversations, and informal observations in order to enhance teaching practices, increase rigor, and improve student outcomes.*

*All new teachers are mentored by a school-based mentor. The school-based mentor provides a minimum of two periods a week of mentoring to each new teacher, which includes co-planning, conferences, classroom support and professional development. Mentoring is tracked using the Mentor Tracking System online.*

**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.

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**P.S. 127 The McKinley Park School**

**PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

### **SCHOOL-PARENT COMPACT**

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

### **MISSION STATEMENT OF P.S. 127**

*Our school's mission is to provide a nurturing and supportive educational experience for each and every child. Our students will be empowered to BELIEVE in themselves, ACHIEVE their fullest potential and SUCCEED in meeting high standards of EXCELLENCE.*

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

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

- share responsibility for the improved academic achievement of my child;

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

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

*The Parent Involvement Policy has been adopted by P.S. 127 and will be in effect for the period of September 2012 to June 2013. This policy will be distributed to the parent community.*

**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 <b>Jose Ruiz/Julia Bove</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>127</b>
School Name <b>McKinley Park School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Agatha Alicandro</b>	Assistant Principal <b>Maria Casale</b>
Coach <b>Toni Ann Laudicina</b>	Coach <b>Toni Ann Laudicina</b>
ESL Teacher <b>Caroline Nicolosi</b>	Guidance Counselor
Teacher/Subject Area <b>Nedaa Shaban-Dari/ ESL Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Annemarie Yeung</b>	Parent Coordinator <b>Rosann Vento</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>524</b>	Total Number of ELLs	<b>85</b>	ELLs as share of total student population (%)	<b>16.22%</b>
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## Part II: ELL Identification Process

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

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

- Regarding the initial enrollment process of children into our schools, the identification of a child's home language is vital in determining a child's potential requirement of ELL Services. Parents/guardians receive the HLIS upon the registration of their child into our school. In addition to English, the HLIS is presently available in fourteen languages. During the enrollment period, our school secretary contacts one of our fully certified ESL teachers or a fully certified classroom teacher, to meet with the parent/guardian to conduct a brief oral interview. This interview is conducted to make certain that the parent understands the questions that are presented on the HLIS, to accurately determine the child's language(s) spoken at home, and if the child has any other formal education. When necessary, we ask staff members who speak other languages to assist parents who do not have sufficient English language with the oral interviews, as well as with the overall registration process, including completion of the HLIS. The Translation and Interpretation Unit is utilized when we cannot provide the needed language support to assist parents.

Following the parent's completion of the HLIS, an oral interview with parent and child is conducted by either licensed ESL teachers or trained classroom teacher. Once this is done, the certified ESL teacher reviews the responses and determines whether the primary language other than English is spoken at home; thereafter OTELE codes are determined. If the OTELE codes show a language other than English is spoken at home, the fully certified ESL teachers administer the Language Assessment Battery--Revised (Lab-R) exam within the first ten (10) days of the students' enrollment. The ESL teachers also review a range of ATS reports such as the RLER (a report that lists students' LAB-R and NYSESLAT eligibility) to ensure that students eligible for testing have been properly identified and screened, as well as the RPOB (a report that indicates the students' place of birth and home language).

The current LAB-R memo issued by the NYC Department of Education for the 2011-2012 academic year states that the LAB-R can only be issued one time upon a students' entry into the NYC public school system. Prior to being sent to the Scan Center, the students' cut score is used to determine the child's eligibility for ELL Services. The cut score determines the student's language proficiency level (beginner/intermediate, advanced or proficient). Students who score below proficiency level are entitled to state-mandated ELL services, and are placed in the appropriate ELL group. Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish Language Assessment Battery (LAB) only once, by a Spanish-speaking pedagogue within the first ten (10) days of enrollment, to determine language dominance.

In accordance with the NYS Department of Education, each ELL student is administered The New York State English as a Second Language Achievement Test (NYSESLAT) during the spring of each school year by a fully certified ESL teacher. The NYSESLAT measures an individual student's English proficiency level, as well as progress made by the student during the course of the academic year up until the time of administration. The NYSESLAT measures the English language proficiency level in the four modalities (listening, speaking, reading and writing) and determines whether or not the student continues to qualify for ELL services. When the NYSESLAT scores become available, a certified ESL teacher accesses and analyzes the scores on the RNMR (a report that generates students' NYSESLAT scores and modality breakdowns) to determine proficiency level for each modality, and areas in need of greater support. We utilize the RLAT (a report that generates the past three years of NYSESLAT scores for each ELL student) as a cross reference tool with the item analysis from the ELA (in grades 3-5) to further determine students' specific needs.

- Preceding the administration of the LAB-R, the student's parents/guardian are notified of their child's LAB-R results and

proficiency level through written communication within ten (10) days of the child's registration. Parent Orientation meetings must be conducted after the LAB-R results are tabulated. After a student is determined to be an ELL in accordance with screening procedures outlined above, Parent Orientation meetings as per OELL guidelines must be conducted; meetings held are ongoing throughout the year. Parents of ELL students receive an invitation in the appropriate language to attend a Parent Orientation Meeting, which is held within the first ten (10) days of their child's enrollment in the school. The Parent Orientation Meeting is conducted by our certified ESL teachers, with the support of administration and the assistance of the Parent Coordinator. Based on the HLIS's arrangements with the parent, volunteers are made available to provide translations and assistance to attendees. At the meeting, parents are provided with translated meeting agendas, and the fully certified ESL teacher informs parents of the three ELL programs available in NYC schools and give parents an opportunity to view the ESL Parent Orientation Video (produced by the NYC DOE and available in 13 languages) in their native language. In addition, they receive and are instructed to complete the Parent Survey and Program Selection Form (Epic form D) in the appropriate language and are asked to read the survey, indicate their ELL program choices in order of preference and return the documents signed in a timely manner. Parents/guardians are informed that, when making a decision, to keep in mind that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. Parents are informed that if they do not choose a program for their child, he/she will be placed in a Freestanding English as a Second language Program (ESL). Students must be placed in the appropriate program within ten (10) school days of enrollment. If there are 15 or more parents (via the Parent Choice and Program Selection Survey) of students who speak the same home language and they are on the same or on two contiguous grades opt for a bilingual program, then we will create such a program as per the Aspira Consent Decree mandate. It important to note that all ELL students must receive ESL classes taught by a certified ESL teacher.

- During the ESL Parent Orientation meeting in September, the majority of the Parent Survey and Program selection forms are completed. The certified ESL teachers and Parent Coordinator ensure that entitlement letters (Epic form C), Parent Survey and Program Selection forms (Epic form D) are distributed and collected. If parents do not respond to the Parent Orientation meeting invitation and do not attend the meeting, the non response is viewed as exercising the option for the Transitional Bilingual Program. The ESL teachers make several attempts to contact the child's parents/guardians in the appropriate language by letters and telephone calls, and schedule individual parent meetings or phone conferences to ensure that parents are given the opportunity to view the Parent Orientation Video and discuss the various ELL program options, as well as make them aware of the importance of the completion of The Parent Survey and Program Selection Form. Upon receiving the Entitlement letters and Program Selection Forms, copies are kept in a central location in the main office, as well as in the ESL Title III binder.

- Following the LAB-R screening of eligible students, parents are notified of the LAB-R results through written communication within ten (10) days of initial school enrollment. If the child scores below proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL teachers notify the parents of this by sending home the entitlement letter (EPIC form C) in English, as well as in the appropriate home language if available. Entitlement letters are distributed through the student's home/school folders. Parents are then invited to attend the ESL Parent Orientation meeting to discuss the various ELL programs available, view the Parent Orientation video (available in 13 languages), and complete the Parent Survey and Program Selection form (EPIC form D), where they indicate their ELL program choices in order of preference. The child is placed in an ELL program with ten days of enrollment. The ESL staff sends home a placement letter (EPIC form F) to inform parents of the placement of their child in an ELL program. In the case of bilingual classes, they are formed when there are fifteen (15) or more students on two contiguous grades for kindergarten through fifth grade. If there are insufficient numbers available of students to form a bilingual class, if available, the parent may choose to have his/her child attend another school with available bilingual classes in the appropriate language within the same school district, or have him/her remain in the Freestanding English as a Second Language (ESL) program available at our school.

- As newly identified ELL students enter our school throughout the year, the certified ESL teachers continue to schedule individual parent meetings to ensure that all parents have access to information, and have the opportunity to voice their program preference. After reviewing Parent Surveys and Program Selection Forms from the past few years, it is apparent that a majority of parents prefer to have their children enrolled in an ESL program. Our records indicate that parents continue to select ESL as their primary program choice. After reviewing responses from our entitled ELLs in the 2010-2011 school year, all seventeen (17) kindergarten ELL parents listed ESL as their first preference. The LAP team will continually monitor the trends in parental choice to aid in planning and the implementation of other programs in the future, in accordance with CR Part 154. Parents that do select a bilingual program for their child are given the opportunity to visit other schools that offer their desired program model, thus helping to build alignment between parent choice and program offerings. Parents have also expressed their desire to keep their children in their zoned schools; a bilingual class setting would require travel on the part of students during the regular school day. Some parents do choose send their children to attend after-school or weekend programs that teach their child's first language.

- After reviewing Parent Surveys, the ESL pull-out program that is implemented in our school is aligned with parent requests. Subsequent to being informed of the other programs available (e.g. Dual Language, Transitional Bilingual Education), the majority of

parents are inclined to choose Freestanding English as a Second Language (ESL). In the event that a Parent chooses a Bilingual or Dual-Language program, and we have a sufficient number of students (15 or more students with same home language, on two contiguous grades, i.e. K-1) to create a Transitional Bilingual program, parent choice will be honored in our school. If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school, or there is unavailability of dual language programs in the school, the ESL staff places the child in a free-standing ESL program and provides information to the parents about any nearby bilingual and/or dual language programs available in their home language.

## 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>						1								1
<b>Total</b>	0	0	0	0	0	1	0	0	0	0	0	0	0	1

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	13	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	72	0	6	13	0	5				85
Total	72	0	6	13	0	5	0	0	0	85

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

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	7	8	9	3	5									32
Chinese	3	2	2	2	1	1								11
Russian	1													1
Bengali	1													1
Urdu					1									1
Arabic	3	7	6	10	4	4								34
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	2		1	1									5
Other	2													2
<b>TOTAL</b>	<b>18</b>	<b>19</b>	<b>17</b>	<b>16</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>87</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

- All eligible ELL students identified by the 2011 NYSESLAT, as well as the 2011-12 LAB-R, are provided with English-only instruction in our Free-Standing ESL program. Each of our two certified ESL teachers works with several ELL groups based on the CR-Part 154 regulation that requires 360 minutes for our beginner and intermediate students, and 180 minutes for advanced students. Currently, each ESL teacher works with ELL's from three contiguous grades in order to particularize the curriculum of the specific grade. ESL teachers are following the pull-out organizational model when providing instruction to our population of ELL students. When feasible, our ESL teachers use the push-in model or a combination of push-in and pull-out. We are planning to visit other NYC DOE schools to observe their push-in ESL programs.

- Students who are identified as being Beginner/Intermediate with regards to their English proficiency levels are provided with 72 minutes of daily ESL instruction per week, which amounts to 360 mandated minutes, as per the CR Part 154 regulation. Students who are identified as "Advanced" are provided with 45 minutes of ESL instruction 4 times a week, thus amounting to 180 mandated minutes. Students at the advanced level of English proficiency receive one unit of ELA instruction in their classroom. Two fully licensed ESL teachers are available at the school to deliver the mandated service to all of the students.

- Classroom teachers, the AIS provider, content area teachers and ESL teachers use a variety of resources and materials intended to address the diverse needs of our ELL population, in order to make language and content comprehensible. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. Throughout the content areas, the use of visuals (such as maps, charts, and pictures), graphic organizers (such as KWL charts and Venn diagrams) helps teachers in making content and language accessible to our ELL students. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre teaching and the utilization of important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ESL strategies. There is the additional use of bilingual dictionaries, books and photo collections as well as word-to word glossaries offered in math, science and social studies. The ESL program incorporates several approaches and methods to make content comprehensible and to enrich language development. Prominent among the teaching approaches is the Natural Approach. In the Natural Approach, teachers provide language input that learners can understand. Comprehension is facilitated by using visual aids, gestures, commands for physical actions (e.g. Total Physical Response), sentence expansions, open-ended sentences, and prefabricated phrases. Content area instruction will be presented using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach, as well as Total Physical Response methodology will be employed in the ESL instructional program. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they require.

Our school utilizes a combination of the balanced literacy approach in conjunction with Teacher's College for Writing and the Journeys Reading/Language Arts program. The ESL staff is using Rigby's On Our Way to English program, which provides grade level and

## A. Programming and Scheduling Information

content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels. In addition, the ESL teachers are following the ELL component of the Journeys Reading/Language Arts program, so that the literacy and language arts activities in the mainstream classroom and the ESL classroom are aligned with one another. Reading and writing are taught as natural extensions of oral/aural communication tasks.

- Newly enrolled ELL students who score below proficiency level on the LAB-R and speak Spanish at home are administered a Spanish Language Assessment Battery (LAB) once by a Spanish-speaking pedagogue within the first ten (10) days of initial enrollment; to determine language dominance. All ELL students in grades 3-5 are required to take the New York State Mathematics and Science exams. ELL's may take the mathematics and science test in English or an alternative language - whichever better meets their linguistic needs. Currently, the New York State Department of Education offers each of these exams in Chinese (Traditional), Haitian Creole and Spanish. The Mathematics exams are also available in Korean and Russian. When possible, arrangements are made for the test to be translated orally into other languages for ELL's whose first language is one for which a written translation is not available from the New York State Department of Education. In the 2010-2011 school year, our school made these necessary accommodations for newly enrolled ELL students not capable of completing the exam in English. We provided written Chinese translated versions of the fifth grade NYS Mathematics exam and an Arabic-speaking ESL teacher provided newly enrolled ELL students with an Arabic home language in grades 3-5, with oral translation of the NYS Math exams.

- Our ESL teachers and classroom teachers frequently meet to plan and ensure curricular alignment. This collaboration provides opportunities for the exchange of feedback regarding student progress or stagnation in both classroom settings. Our ESL teachers and classroom teachers share data and information gathered from various assessment tools such as ECLAS, Fountas and Pinnell, ELA Periodic Assessments and the NYSESLAT, to help effectively guide and differentiate instruction for all our students to meet their individual needs. ESL teachers are continuously using strategies and scaffolds to develop, strengthen and enrich English language development. The ESL staff employs strategies such as modeling, schema building and activating prior knowledge to scaffold and differentiate instruction for ELL's.

Currently, our school does not have any students enrolled who can be classified as Students with Interrupted Formal Education (SIFE). SIFE students are ELL students born in a country other than the United States who enter the English Language School System (ELSS) in grade 3 or above, have had two years less schooling than their peers in their native countries, and function at least two years below expected grade level in reading and mathematics. In the event that a student is identified as a SIFE, the school and staff are prepared to implement an instructional plan which encompasses employing a Newcomer's program, adapting curriculum and standards to the SIFE's individualized needs. The SIFE student would participate in our Freestanding ESL program in a grade-appropriate group, thus receiving the mandated number of ESL instruction minutes as determined by his/her proficiency level. We would extend all opportunities for SIFE students in grades 3-5 to participate in programs such as AIS and extended day small group instruction. Also, an individualized learning plan will be developed with achievable goals where continuous monitoring of progress and adjustments of individualized learning plans are made. In addition, multiple teaching and assessment methods will be used to help support and develop students' learning needs. When possible, students will also be paired with a "Buddy" who is able to communicate in the same language to help ease the transition into classroom expectations and activities.

Our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Foundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. In addition to Wilson Foundations, students in grade one receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program to reinforce phonics. Our newcomer ELL's in grade 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELL's in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy offered after school on Thursdays and Fridays weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and math are contingent upon school budget. In the 2010-2011 school year, our school offered six sessions of ELA and Math test preparation on Thursday and Friday, six weeks prior the administration of the exams.

Our ELLs receiving services for four to six years participate in our Freestanding ESL program, with placement in the grade appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended-day sessions on Monday and Tuesday where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our Test Prep Academy offered after school on Thursdays and Fridays, weeks prior to the NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know to succeed at taking the NYS tests. Classroom teachers and ESL teachers will analyze test scores, progress or stagnation of students, and may meet with the School Assessment Team (SAT) to look into possible evaluation to assess if

## A. Programming and Scheduling Information

the student is need of mandated services such as speech or alternative classroom setting to provide them with the optimal learning environment to help them achieve their fullest potential.

Currently, we do not have any students who fit the Long-Term ELL category (students receiving ESL services for 6 or more years). In the event that we have Long-Term ELLs, students will participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. We would also offer them the opportunities to participate in programs such as AIS, extended day small group instruction, and after-school Test Prep Academy.

- Our ELL students with disabilities (ELL-SWD) participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. At the present time, we have 11 ELL-SWD enrolled in our school ( 2 Kindergarten students, 1 second grade student, 2 third grade students, 4 fourth grade students and 2 fifth grade students). Our ELL-SWD students receive all services and modifications as indicated on their Individualized Education Plan (IEP), including speech, occupational therapy, and Special Education Teaching Support Services (SETSS), as provided by certified teachers. ESL teachers and classroom teachers are provided with a variety of resources and materials intended to addresses the diverse needs of our ELLs-SWD-population, in order to provide them with access to academic content areas to make language and content comprehensible. Our ESL programs use strategies for English language development with native language support so that students develop language and content knowledge in English. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. Throughout the content areas, the use of visuals (such as maps, charts, and pictures), graphic organizers (such as KWL charts and Venn diagrams) helps teachers in facilitating in making content and language accessible to our ELLs-SWD. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre-teaching and important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ESL strategies. Additionally, teachers use a multisensory teaching approach, helping the ELL-SWD to learn through more than one of the senses. When possible, content area instruction will be presented using the Natural Approach technique. Therefore, conceptual learning will be combined with language learning. When appropriate, the Language Experience Approach as well as the Total Physical Response methodology will be employed. Teachers utilize differentiated instructional approaches so that ELL students receive the support that they require.

Dependent on the students' IEP, some ELL-SWD are placed in an ICT class, where students receive further academic, social and linguistic support, which offers them opportunities to learn in the least restrictive environment. In some instances, paraprofessionals work closely with these students to help ensure that their specific educational needs are accommodated. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended-day sessions on Monday and Tuesday, where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our Test Prep Academy offered after school on Thursdays and Fridays, weeks prior to the NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know in order to succeed at taking the NYS tests.

### 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:

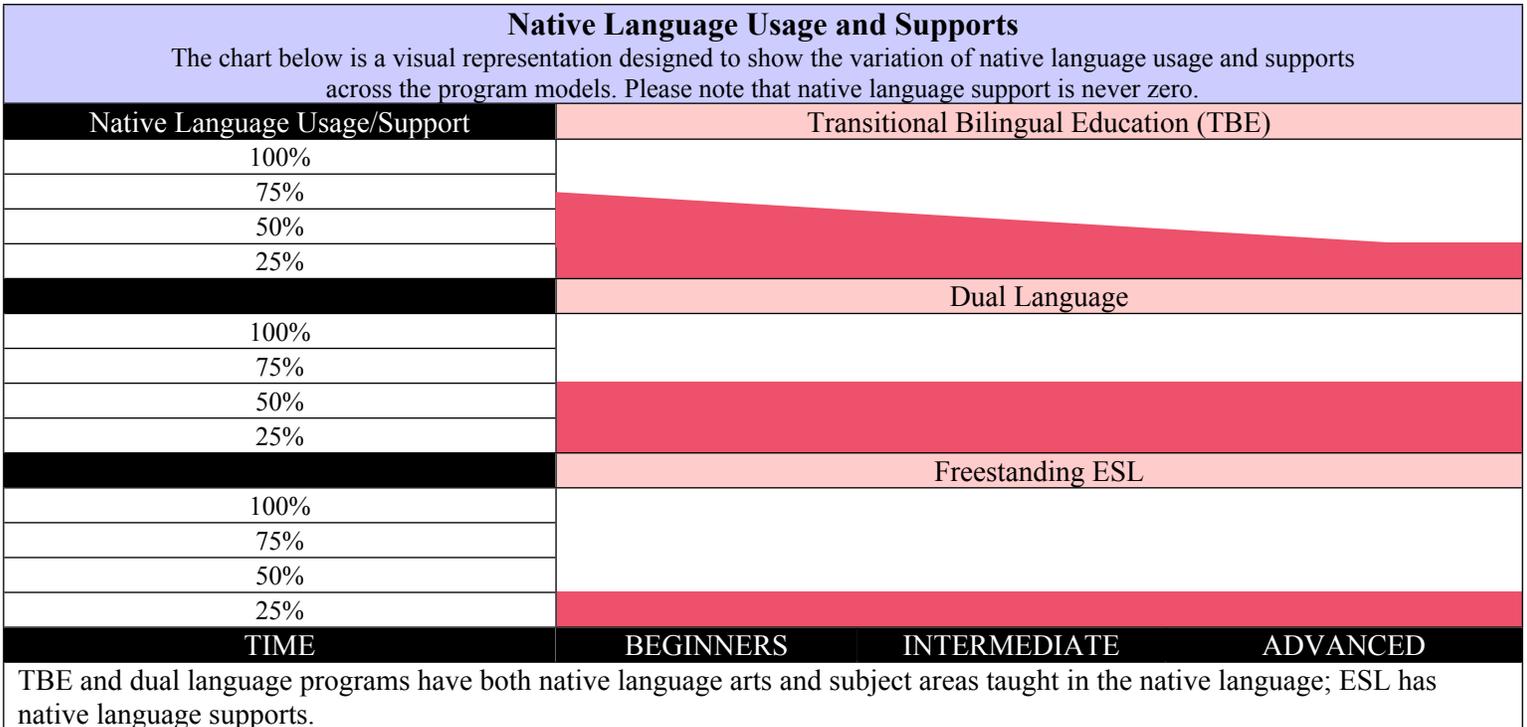
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

- As stated above, our newcomer ELLs participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. Our ELLs receiving 0-3 ESL services in grades kindergarten through first take part in a Wilson Foundations Program that provides additional reinforcement of phonics, phonemic awareness and other early literacy skills. Our newcomer ELLs in grades 2 receive targeted small group instruction from the English Language Learner component of the Journeys Reading/Language Arts program. Our newcomer ELLs in grades 3-5 who are required to take the NYS ELA may receive services in our AIS programs where they receive targeted small group instruction, as well as extended day sessions on Monday and Tuesday. In addition, they are invited to participate in our Test Prep Academy offered after school on Thursdays and Fridays, weeks prior to NYS ELA and Math exams; where students are immersed in rigorous test prep in order to review skills and strategies needed to reinforce what they need to know in order to succeed at taking the NYS tests. The exact number of sessions offered to students for ELA and math are contingent upon school budget. In the 2010-2011 school year, our school offered six sessions of ELA and math test preparation on Thursday and Friday, six weeks prior the administration of the exams.

- Our ELLs receiving services for four to six years participate in our Freestanding ESL program, with placement in the grade-appropriate groups where they receive the mandated number of minutes as per CR-Part 154, based on their proficiency levels. ELLs in this category may receive services in our AIS programs, where targeted small group instruction is designed to strengthen their literacy, math and content area skills. They are also given the opportunity to participate in extended-day sessions on Monday and Tuesday where small group instruction focuses on reinforcing their English language skills, as well as developing their literacy and content area skills. Additionally, ELLs in grades 3-5 are invited to participate in our Test Prep Academy to further develop their literacy, math and test-taking skills, and to provide additional opportunities to practice for state exams in a small group setting.

- We recognize that ELL students who have attained proficiency on the NYSESLAT (Former ELLs) are in need of additional transitional support to continue to progress academically. In the 2010-2011 academic year, approximately 20 students, or 18% of our entitled ELLs attained proficiency on the Spring NYSESLAT exam (5 kindergarten students, 7 first grade students, 2 second grade students, 5 third grade students, 1 fourth grade student). Some of our former ELLs receive AIS services for additional literacy, math and content area support, and participate in extended day session with their classroom teacher. They are invited to participate in our Test Prep Academy offered prior to taking state exams. Additionally, during the NYS ELA and math exams, former ELLs receive the recommended ELL accommodations for up to two years. Accommodations include extended time (i.e. time and a half of productive test-taking), separate location and/or small group administration, use of glossaries, and third reading of the ELA listening passage after attaining proficiency on the NYSESLAT as per the NYS Department of Education regulations.

- Currently, P.S 127 has no plans to add new programs for our ELL students in the upcoming year; nevertheless, we are always working diligently to make improvements where applicable.

- Currently, P.S 127 has no plans to discontinue any programs or services implemented, since evidence shows that the program successfully supports our ELL population and their needs. We will continue to monitor the success of all of our programs and services to ensure that our ELL students are afforded equal opportunities to learning that contributes to their progress.

- Our English Language Learners are always encouraged and afforded equal access to all school programs. They receive constant exposure to technology in the classroom through the use of SmartBoards, laptop computers, audio-listening centers and overhead

projectors. ELLs are given opportunities to use a purchased interactive computer software program called Imagine Learning, which provides them with one-on-one instruction of English literacy skills specifically designed to meet their individual needs.

- P.S 127 is always striving to improve reading and writing skills, as well as vocabulary development for our entire students population including ELLs, in order to make content comprehensible. Each classroom library is stocked with many leveled books in an assortment of genres to make sure students have the opportunity to read a variety of books at their specific reading levels to support their learning across the content areas. We greatly emphasize the use of many visuals from Rigby On Our Way to English programs and throughout the content areas (such as maps, charts, and pictures). Graphic organizers (such as KWL charts and Venn diagrams) help teachers in facilitating in making content and language accessible to our ELL students. We are aware of the importance of building background knowledge and by making content comprehensible through modeling, gestures, and hands-on learning, as well as pre-teaching and important vocabulary terms, especially in the content areas of science, math, and social studies. Content areas are taught in English using ESL strategies. The use of bilingual dictionaries, picture dictionaries, thematic flash cards and photo collections, as well as word-to word glossaries offered across the content areas. Our school utilizes a combination of the balanced literacy approach in conjunction with Teacher's College for Writing and the Journeys Reading/Language Arts program. In addition, the ESL teachers are following the ELL component of the Journeys Reading/Language Arts program for additional literacy support, so that the literacy and language arts activities in the mainstream classroom and the ESL classroom are aligned with one another. Reading and writing are taught as natural extensions of oral/aural communication tasks.

- P.S 127 understands the vitality of offering many opportunities for ELL students to use and be exposed to their native language as a foundation of English Language acquisition and development. We provide native language-to-English glossaries and dictionaries for our ELL students. Classroom teachers implement a buddy system for all newcomer ELLs in their classrooms. The newcomer is paired with a buddy who is able to communicate in the same language to help ease the transition into classroom expectations and activities. ELLs interact with other students in their native language during periods of gym and lunch, and are able to speak to teachers that communicate with teachers or staff members that share their native language. In addition, during cooperative group work ELL students are grouped with other common language students, which offers them the chance to communicate and participate in the exchange of ideas. Currently, P.S 127 is looking to invest in the purchase of native language libraries to be placed in both mainstream and ESL classrooms.

- Based on the information provided above, support services and resources available to our ELL students correspond with their age and grade levels.

- Currently, P.S 127 does not offer any activities to assist newly enrolled ELL students before the beginning of the school year.

- P.S 127 does not offer language electives to English Language Learners.

### **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)?

Not Applicable to P.S 127

## 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.

- The goal of the administration is to provide all certified common branch and special education teachers, guidance counselors, occupational therapists, speech therapists, and parent coordinator with opportunities for professional development programs that support the academic gains and English language development of English Language Learners. Our Network Support ESL Instructional Compliance Specialist, along with the OELL offers Professional Development opportunities to all teachers who work with ELLs. All licensed classroom teachers, service providers and paraprofessionals attend staff conferences and other professional development opportunities offered in and outside of the school building to ensure that they will be able to provide support to assist all of our ELL students as they transition from one proficiency level to another. In addition to teaching our ELL population, our certified ESL teachers will provide in-school staff development and support for common-branch and special education classroom teachers, occupational/speech therapist and paraprofessionals regarding ESL methodologies and strategies, with an emphasis on the importance of providing ELLs with background knowledge and scaffolds to support their academic language proficiency needed to help ELLs grow and progress towards meeting state learning standards. Another goal is to provide P.S 127 staff members with an understanding of the stages and process of language acquisition, along with the various cultural and native language transfer factors that can impact the process.

Our pupil-personnel secretary has attended professional development workshops provided by the NYC Department of Education, which focuses on pertinent information regarding working with ELLs and their parents during the initial registration process, accessing vital information pertaining to ELLs through ATS, and the appropriate support involved in completing the Home Language Identification Survey (HLIS).

Our guidance counselors attended a professional development pertaining to a "Respect for All" anti-bullying initiative. The training touched upon several issues affecting ELL students including the need for multicultural awareness and sensitivity. One of the goals of this initiative is to help create an inclusive, welcoming school and classroom environment where children of all backgrounds can thrive.

- Our guidance counselors provide continuous support to all our students including the ELL population. They assist all certified common-branch and special education teachers and service providers of ELLs in fifth grade in supporting and easing the students' transition into middle school. During the months of May and June, fifth grade teachers and guidance counselors collaboratively plan open discussions with fifth grade students to address their concerns and expectations of entering a new school environment. They receive pamphlets that further explain what to expect in middle school, as well as organizational checklists to help students begin to think about study habits. Also, teachers and guidance counselors escort and supervise intervisitations of neighboring middle schools, so that the students become familiar with the different school atmosphere. Students are also invited to participate in an "I LOVE ME" assembly presented by the middle school they will attend, where students receive further information on the specific school's policies and expectations.

-As mentioned above, our common-branch/special education classroom teachers, service providers and paraprofessionals attend staff developments in and outside of our school building to ensure that they will be able to assist our ELLs in all academic areas, and to ensure that a minimum of 7.5 hours of ELL training has been met for our teaching staff members who are not licensed ESL teachers. In addition, classroom and special education teachers who have participated in professional development workshops that touched upon the needs of our ELL population have also conducted turn-key staff development during staff conferences. A professional development schedule is maintained by our administration and our school staff is required to sign in at all conferences to verify attendance.

## E. Parental Involvement

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

- Our Parent Coordinator is an important member of our school community. She works alongside the Parent Teacher Association and our strong Executive Board, which represents all language subgroups in our schools and other staff members to create an atmosphere that is welcoming to all parents. She coordinates parent workshops and collaborates with the PTA and staff to plan school events such as Family Fridays (parents are invited on the first Friday of each month into their child's classroom to assist in classroom activities), Movie Night, School Flea Market, book fairs and plant sales; all of which invitations to volunteer are extended to all parents - including parents of ELLs. Our Gardening Committee searches for school-wide projects to enhance student learning, including our population of ELLs; fostering parental participation and involvement. The Grant Writing committee continuously searches for grants to receive funding for students including ELLs. Parents are invited to participate in our Cup of Coffee and Scoop of Info meeting (held once a month), where the administrators and the parent coordinator meet with parents in a friendly atmosphere with an open question /answer session, in order to clarify any issues and discuss upcoming events. Notes and minutes are recorded to plan next steps in helping to address parent concerns. In addition, our parent coordinator addresses parent questions and concern on a daily basis. Each class in grades K-5 elect a class parent to communicate with other parents regarding teacher notes, memos, reminders, class assemblies and class trips. Class parents are often bilingual in Spanish, Chinese and Arabic, and use various resources to help communicate with other parents not fluent in English. Our Parent Coordinator searches for outside organizations and agencies to address the needs of ELL Parents and students. The United Federation of Teachers sponsors Dial -A -Teacher - a homework help program for all our students including ELLs. They provide afterschool over the phone homework help for students during the school year. They provide provide parents with assistance in helping their children with their homework, answer parents' questions and give advice on how they can help their child at home. The Dial-A-Teacher staff speaks 12 languages: Arabic, Bengali, Chinese (Mandarin, Cantonese and Fukanese), English, French, Greek, Haitian-Creole, Hebrew, Italian, Korean, Russian, Slovak and Spanish. Also, Our Parent Coordinator works with the District Attorney's Office to provide all parents with a workshop on cyber-bullying and internet safety. The NYC Department of Education offers free over-the-phone interpretation services to help teachers and school staff communicate with non-English speaking parents and families.

- Our school makes every effort to ensure that parents' needs are met. A parent questionnaire is sent home with the child to be filled out by the parent. The responses from this questionnaire gives the schools insight on suggestions, and aids in the planning of potential workshops and school-wide activities. During the spring Parent-Teacher Conferences, parents receive the NYC Schools Survey to rate academic expectations, safety and respect, communication and engagement with our school. During this time (spring PTC), parent volunteers that speak various languages circulate throughout the school offering translational assistance. Parents are also welcome to place suggestions in our Suggestion Box located in the main office. Parents are invited to volunteer in our Learning Leader program, which provides one-on-one help and academic support for struggling students, including our ELLs.

We firmly believe that when schools and families work together to support learning, that parental involvement can have a great impact on the performance and achievement of students. The school administration and parent coordinator review the responses on the parent questionnaire and suggestions placed in the suggestion box throughout the year to address specific parental concerns and needs. The P.S 127 staff collaborates to help create a enriching and supportive environment for students and parents, with the dedication to help meet the individual needs of our diverse population of students.

- As stated above, parents of ELLs are welcome to participate in school-wide and classroom activities, events and assemblies to help foster parental involvement and develop an open system of communication within the school community.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	1	4	2	2	11								30
Intermediate(I)	10	5	7	3	1	1								27
Advanced (A)	2	11	5	10	2	3								33
Total	22	17	16	15	5	15	0	0	0	0	0	0	0	90

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	8	2	0	13
4	2	2	1	0	5
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		3		8	1	1		16
4	2		1	1	2		0		6
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		1	1	1		6
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.

To assess the early literacy skills of our ELLs, our school utilizes several assessment tools. The primary assessment tool used is the Fountas and Pinnell benchmark assessment system. Key components of the F&P assessment system provide valuable information regarding the literacy skills of ELL learners including phonological awareness, letter, sound and high frequency word recognition and early literacy behaviors such as identifying a particular letter or word, and matching sounds as they are pronounced aloud. It provides ESL and classroom teachers insight regarding reading and comprehension levels and reading accuracy which aid in grouping students according to their needs.

In addition, our classroom teachers use running records, ECLAS, conference notes and Wilson Foundations assessments to help diagnose the needs of our students. In grades 3-5 classroom teachers use additional assessment tools such as the ELA predictive and ITAs. The Journeys unit assessments in grades K-5 are used to accurately diagnose individual student needs in reading and measure progress during the course of the school year. In addition, Everyday Math assessments in grades K-5 are used to assess the math skills and instructional needs of individual students.

The information gathered from the assessment tools we use revealed a need for our school to strengthen decoding skills, phonemic awareness, vocabulary development and writing skills for all grade spans but especially our ELL population. We are currently introducing the Journeys Language Arts program to all our students in grades K-5 to provide them with another successful method to help master reading, writing and vocabulary skills. Although all our students demonstrate great growth in the area of listening and speaking on the NYSESLAT, they still need to make improvements in their reading and writing skills. We will continue to focus on providing our ELL students with meaningful scaffolding opportunities in reading and writing to help them reinforce literacy skills.

In the fall of 2011 we administered the LAB-R to our newly enrolled potential ELLs. After reviewing their HLIS and conducting interviews during the registration process, 36 students in kindergarten and 2 students in grade 1 were tested. In kindergarten, 17 students scored below the cut score with 5 scoring in the Beginning/Intermediate range, and 12 scoring in the advanced range, and 19 in the proficient range. In grade 1 only one child scored below the cut score in the Beginning/Intermediate range. When reviewing the LAB-R data, we continue to notice a large concentration of ELLs in the primary grades and a small concentration in the upper grades. We continue to see a steady influx of newcomer beginner ELLs in the upper grades throughout the year.

In the 2010-2011 school year, 20, or 18% of our entitled ELL students attained proficiency on the spring 2011 NYSESLAT (5 kindergarten students, 7 grade one students, 2 grade two students, 5 grade three students, 1 grade four student, and none in grade five). According to the results, 27 kindergarten students were administered the spring 2011 NYSESLAT-10 or 37% scored on the beginning level, 10 or 37% scored on the Intermediate level, 2 or 7% scored on the advanced level, and 5 or 18% scored on the proficient level.

When analyzing the listening and speaking modalities for ELLs tested in kindergarten, we noted 51% scored on the proficient level, 29% scored at the advanced level, 14% scored at the intermediate level, and only 3% scored at the beginning level in the listening and speaking modality. In the reading and writing modality on the NYSESLAT our kindergarten students scored as follows (37% on the beginning level, 37% on the intermediate level, 3% on the advanced level and 22% on the proficient level.

When analyzing the listening and speaking modalities for ELLs tested in grade one, our students scored as follows: none scored at the beginning level, 4% scored at the intermediate level, 28% scored at the advanced level, and 66% scored at the proficient level. In the reading and writing modality on the NYSESLAT, our grade one ELLs scored as follows: 4% in the beginner level, 9% in the intermediate level, 38% in the advanced level and 48% in the proficient level.

Based on these results the ELLs in kindergarten and grade one demonstrated improvement in the listening and speaking modality. In reading and writing our students are demonstrating growths. The ESL teachers working with kindergarten and grade one students will

continue to focus on providing meaningful reading and writing experiences to help develop their academic skills.

Eighteen (18) second grade ELLs were administered the NYSESLAT spring 2011. 4 or 22% scored on the beginner level, 7 or 38% scored on the intermediate level, 5 or 27% scored on the advanced level and 2 or 11% were proficient. In the listening and speaking modality 61% scored at the proficient level, 22% at the advanced level, 11% at the intermediate and 5% at the beginning level. In the reading and writing modality 11% scored at the proficient level, 27% at the advanced level, 38% at the intermediate level and 22% at the beginner level. This group of ELLs demonstrated great growth in the area of listening and speaking with a total of 61% scoring at the proficient level. In the area of reading and writing our ELLs continue to show steady growth. The NYSESLAT in grades 2-4 is different from kindergarten and first grade with more challenging reading and writing tasks. The assessment was more sophisticated. We will continue to focus on developing their reading and writing skills by providing scaffolding and differentiated instruction. We are also using the ESL component to the Journeys language arts program used in their classrooms to provide additional reinforcement in the literacy skills they are working on.

In grade three, 20 ELL students were tested with the NYSESLAT (5 or 25% scored on the proficient level, 10 or 50% scored on the advanced level, 3 or 15% scored on the intermediate level and 2 or 10% scored on the beginning level. In the listening and speaking modality none of our ELLs scored at the beginning level, 5% scored at the intermediate level, 40% scored at the advanced level and 55% at the proficient level. In the reading and writing modality our ELLs scored 10% in beginner level, 15% in intermediate level, 50% in the advanced level and 25% in the proficient level. The majority of our third grade ELLs are demonstrating growth and mastery in all 4 modalities. We plan to continue developing their reading and writing skills by providing scaffolded differentiated instruction. In listening and speaking the majority of our children are advanced or proficient. We will continue to focus on engaging our students in meaningful listening and speaking activities that are geared towards meeting the needs of our children. We will be using the ESL component to our Journeys language arts program and provide AIS support to our grade three ELLs who will be taking the ELA this coming spring. We will continue to provide opportunities for literacy development in the various reading and writing genres. Students will participate in the extended day session and Title III after-school and Saturday programs when available, as well as utilize the Imagine learning computer program.

Six(6) fourth grade students were tested during the spring 2011 NYSESLAT. The results were as follows: 2 or 33% scored at the beginning level, 1 or 16% scored at the intermediate level, 2 or 33% scored at the advanced level and 1 or 16% scored at the proficient level. In listening and speaking 16% of our ELLs scored at the beginning level, 50% scored at the advanced level and 33% scored at the proficient level. In terms of the reading and writing, 16% scored at the beginning level, 33% at the intermediate level, none at the advanced level and 50% scored at the proficient level.

Fifteen (15) fifth grade students were tested during the spring 2011 NYSESLAT administration. The results were as follows: 11 or 73% scored at the beginning level, 1 or 6% scored at the intermediate level, 3 or 20% scored at the advanced level and none scored at the proficiency level. In terms of listening and speaking, 46% were beginner level, 26% were intermediate, 13% advanced and 13% proficient. In the reading and writing modality of the NYSESLAT, 73% scored at the beginning level, 6% at the intermediate level, 2% at the advanced level and none scored proficient. In fifth grade, ten of the fifteen ELLs were newly arrived to our English Language School System. We will continue to provide ELLs with opportunities for literacy development in various reading and writing genres. We will continually integrate listening and speaking activities in our ESL classrooms to encourage the use of content area vocabulary, and to promote better communicating skills. We will also provide additional support through our AIS program, participation in the extended day sessions, and utilize the Imagine Learning, a computer based software program.

- With regards to the ESL program that is currently in place in our school, students are evaluated using both formal and informal assessments. Based on these assessments ESL teachers and classroom teachers collaborate to differentiate instruction to students in need.

### **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 VI: LAP Assurances

School Name: <u>The Mckinley Park School</u>		School DBN: <u>20K127</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Agatha Alicandro	Principal		12/1/11
Maria Casale	Assistant Principal		12/1/11
Rosann Vento	Parent Coordinator		12/1/11
Caroline Nicolosi	ESL Teacher		12/1/11
	Parent		
Annemarie Yeung/ Second Grade	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		
Toni Ann Laudicina/ Literacy	Coach		12/1/11
	Coach		
	Guidance Counselor		
	Network Leader		
Nedaa Shaban-Dari	Other <u>ESL Teacher</u>		12/1/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **20K127** School Name: **P.S 127**

Cluster: **6** Network: **602**

**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**

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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.

Upon initial registration, all parents enrolling their children in our school must complete a Home Language Identification Survey to determine their child's dominant home language. The revised HLIS now includes a section to help determine parental language preference when receiving written or oral information from our school. Additionally, we review various ATs reports such as the Home Language Aggregation Report and the Place of Birth Report to accurately determine our parents' interpretational needs.

To ensure that all parents are provided with appropriate and timely information in a language they can understand, our school website provides imperative information about upcoming school events, test dates that are instantly translated into all major languages. Our school website is updated by our parent coordinator daily. Also, our website gives parents access to class web pages that provide parents with classroom assignments, upcoming events, assemblies and trips. Class web pages are also instantly translated into all our major language groups.

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.

After reviewing the parent responses to the Home Language Survey, our findings reveal that a small percentage of parents request translation in their primary language. In cases when parents request oral interpretation or written translation, our parent coordinator uses the necessary resources to communicate with parents (i.e NYC DOE Translation and Interpretation Unit , parent volunteers or teachers) . The findings of the school's written translation and oral interpretation needs are reported at open PTA General and Executive Board meetings and School Leadership Team meetings.

## Part B: Strategies and Activities

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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.

Teachers, administrators and the PTA communications for parents are sent to the DOE Translation and Interpretation Unit to be translated into the major home languages needed in the school. PTA notices are translated by parent volunteers fluent in other languages needed. Brief notes regarding students' daily. We also use parent notification forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them. Our school website provides parents with beneficial information for parents, staff and students about school events, state tests, and other important issues. The website is updated on a daily basis and is instantly translates in all of our major language groups.

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

Our school plans on providing oral interpretation services for our Parent teacher conferences, using parent volunteers. Also if needed, we will utilize the DOE interpretation services.

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

P.S 127 posts notices regarding the availability of translation and interpretation services at the primary entrance of our school. Upon enrollment, we provide parents whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S.127	DBN: 20K127
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: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III ELL After-School Academy will consist of approximately twenty-five beginner and intermediate level English Language Learners (ELLs) in grades 2-5. One certified ESL teacher and two certified common branch teachers will work with ELL's from grades two through five in small groups to reinforce English language acquisition skills as well as develop reading and writing skills through content areas. The program will be composed of two groups of approximately twelve to fourteen Beginner/Intermediate students grouped according to grade level. One group will consist of students in grades two and three and the other group will consist of students in grades four and five. The ESL teacher will co-plan with common branch teachers providing support strategies to make content comprehensible to ESL students. Also, she will push-in during content area instruction and assist in differentiating and scaffolding lessons and activities designed to meet student's specific needs. The ESL teacher will provide rotational support pushing-in with a group on a weekly basis. Also, literacy skills taught through content area instruction will alternate monthly (i.e. Jan/Feb- Math, March- ELA, and April- Science/S.S). The after-school program will run from January 2013 through April 2013. We are planning for the program to be in session Thursday and Friday afternoons for about two hours (2:45-4:00). Children will be given time for snack while being supervised by a school aide. A school aide will also be engaged in preparing materials needed for the program. One administrator will be supervising the after-school program at no cost to Title III. Time will be dedicated in providing students with support and practice in essential reading and writing skills needed to achieve grade-level proficiency, needed to succeed on the NYSESLAT, ELA and Math exams. Also, time will be devoted for homework help where teachers will offer assistance and reinforcement with what is learned in the classroom. Allocated funding will be used to purchase bilingual dictionaries, dual language children's books, and Journeys English Language Learner supplemental materials (intervention kit, vocabulary context cards, thematic flip books... etc.) and other material to support the program. Test prep material will be utilized at no cost to the Title III budget. The ESL teacher will co-plan with common branch teachers providing support strategies to make content comprehensible to ESL students. Also, she will push-in during content area instruction and assist in differentiating and scaffolding lessons and activities designed to meet student's specific needs.

### Part C: Professional Development

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

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

Begin description here: Our school literacy coach schedules weekly grade meetings as needed, to support our classroom teachers in planning units of study, creating rubrics, aligning literacy and math curriculum to Common Core State Standards, as well as share strategies and techniques to differentiate

### Part C: Professional Development

instruction to meet the diverse needs of our students, including ELLs. Our literacy coach attends professional development workshops and turn-keys imperative information to school staff. Also, she provides staff development related to translation and interpretation of literacy assessments to assist in the design of targeted instruction correlated to the Common Core State Standards. Currently, our related service providers (Special Ed. Support/ESL teachers) have attended one professional development of a four-part workshop series presented by The Division of Students with Disabilities and English Language Learners. This series of workshops will build on understanding and improving the outcomes for English Language Learners with disabilities (SPELL'S). In the subsequent monthly workshops the following topics will be presented:

- Instructional Strategies for English Learners with Special Needs
- Literacy, Vocabulary and Writing
- Co-Teaching and Collaboration

After analyzing ELL data, we noticed that our population of long-term ELL's consisted of mostly English Language Learners with disabilities (SPELL'S). We felt it was essential to expand our resources, to help this population of students attain their fullest individual academic potential. All vital information and material from professional development workshops will be shared to provide classroom teachers, as well as other service providers with strategies they can utilize to develop and improve the academic outcomes for our population of English Language Learners.

### 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: Our Parent Coordinator is an excellent resource for our parents and guardians. She supports the ESL and comon branch teachers. She also works closely with Parent Teacher Association, and our Exectutive Board which represents all language subgroups in our schools and other staff members to create an atmosphere that is welcoming to all parents. She coordinates parent workshops, and collaborates with the PTA and staff on school events such as Family Fridays (parents are invited on the first Friday of each month into their child's classroom to assist in classroom activities), Movie Night, School Flea Market, book fairs and plant sales, all of which parents are welcome to volunteer, including parents of ELLs. Parents are informed of all events and meetings via translated materials in their preferred language of communication.

**Part D: Parental Engagement Activities**

Parents are invited to participate in our "Cup of Coffee and Scoop of Info" meeting, (once a month) , where the administrators and the parent coordinator meet with parents in a friendly atmosphere with an open question-answer session to discuss any issues and upcoming events. Notes and minutes are recorded to reflect and plan next steps in helping to address parent concerns. Trained Learning Leaders will work with small groups of students (including ELL's) offering academic tutoring and support in areas areas such as reading and writing. In addition, our parent coordinator addresses parent questions and concerns on a daily basis. Each class in grades K-5 have a class parent to communicate with other parents regarding teacher notes, memos, reminders, class assemblies and class trips. Class parents are often bilingual in Spanish, Chinese, Arabic and use various resources to help communicate with other parents not fluent in English.

**Part E: Budget**

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

Allocation Amount: \$

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

