



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS/MS 123

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M123

PRINCIPAL: **EMAIL:**

SUPERINTENDENT: **MS. GALE REEVES**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Tiffany Taylor-Oates	*Principal or Designee	
Ernestine Augustus	*UFT Chapter Leader or Designee	
Hope Scott	*PA/PTA President or Designated Co-President	
Laverne Fox	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Thelma Thompson	Chairperson/Staff	
Regina Abraham	Member/Staff	
Sabrina Graves	Member/Parent	
Karen Haynes	Member/Parent	
Regina Fowle	Member/Parent	
M. Sandoval	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“...most teachers do not yet plan lessons that demonstrate sufficient engagement in higher order thinking so that meaningful work products demonstrate activities that stretch the thinking of all learners including English language learners, students with individual education plans and those performing at the highest achievement levels.”

NYCDOE 2012-2013 Quality Review Report, page 5

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, returning students in grades 3-8 identified in the school’s lowest third will receive small-group instruction designed to increase engagement and higher-order thinking, enabling students to make progress above the citywide median. Collectively, they will average an adjusted growth percentile on the statewide exam in English language arts of 59th

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,

Extended day teachers will receive support in preparing lessons that are engaging and incorporate questions and tasks that require higher-order thinking. (See Goal 2 below.)

PS 123 will use two extended-day instructional programs to address achievement outcomes for students who have fallen behind grade-level benchmarks in reading.

First, PS 123 has identified 80 returning students in the school’s lowest-third for targeted, extended learning opportunities. Of these students, 65 have individualized education plans, are English language learners, or both. These students have been organized into groups for a thrice-weekly extended day activities that supplement mandated academic intervention services. Groups include no more than eight students, grouped by common needs.

While all of these students are served in extended-day instruction from January through April, this April-June program enables students who have the most acute struggles in their reading to continue extended-day learning into the final month of school – in smaller group sizes than the school’s more general extended-day activities.

Second, to alter the trajectory of primary grades struggling readers before they fall far below grade-level benchmarks, 32 grades K-2 students will begin an after-school reading program. With just no more than four students to in their groups, eight K-2 teachers will provide particularly close support to young readers. To further the effectiveness of their interventions, these teachers will be trained in Wilson Reading (see Goal 3 below).

Both of these programs work to sustain reading growth over time. Because the upper grades program works with students in smaller groups than the general schoolwide after-school, and because the students receive support beyond April, participating students are more likely to carry the benefits of extra-time learning in the middle of the year toward the start of the next school year. And because the school is offering additional academic intervention to students before they reach the testing grades, participating K-2 students have a better opportunity to remain closer to grade-level in years to come.

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

Fourteen teachers work with 80 total grades 4-8 students in small groups for thrice-weekly extended day instruction in a program to supplement general academic intervention services. Eight teachers work with 32 grades K-2 students in small groups after school three times weekly.

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

For all students K-8, open-ended performance assessments, in which students write to compare and respond to multiple informational texts, will be used to assess student growth and development of higher-order thinking. Teachers are involved in evaluating student work and analyzing results to determine individualized next steps. Additional Assessments targeting small-group goals (e.g., Rasinki’s rubric for reading fluency) will be used to track growth for the extended-day program.

d) timeline for implementation.

Existing small-group extended day has run from January to April; this program targets half of the students participating in the January-April extended day in smaller-group extended day, starting in April and ending in June. Grades K-2 extended day runs from March to June.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority / Focus

Title I Priority/ Focus funds provide for extended instructional time for 80 targeted students to supplement the school's general academic intervention services. (Title I Priority/Focus funding, 20 days x 2 hours x 14 teachers x per session rate = Priority / Focus Galaxy Allocation)

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).

Title I Priority/ Focus funds provide for extended instructional time in order to increase engagement and higher order thinking, on students in the lower third, particularly the ELL student population. These programs build on Title IA funding for the school's internal literacy coach. Some students in the extended day instructional program are English language learners who are supported additionally through the school's Title III program.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“School leaders and staff embrace the support from consultants and network team members who help them make changes to the curricula to integrate CCLS into English language arts and math units of study. This is a work in progress as teacher teams continue to make further adjustments regarding the balance of informational and literary texts across a range of disciplines. Texts are not always sequenced to build knowledge about specific topics and subjects and tasks are not always adequately challenging for the grade, resulting in an achievement gap across multiple levels.”

NYCDOE 2012-2013 Quality Review Report, page 6

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Through support for planning of teacher units and lessons and the purchase of additional informational texts for classroom use, students will have increased access to Common Core-aligned curricula.

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,

Two overarching approaches will address the integration of Common Core Literacy standards into PS 123’s curriculum and the building of students’ content knowledge.

First, higher-order thinking opportunities will be expanded through Common Core-aligned unit planning. Planning in grade-level teams, which include all teachers of integrated collaborative teaching and self-contained special education, will be supported by experienced, external literacy coaches. This coach is dedicated to working with teachers in grades 4-8. Another external coach from the same organization works with grades K-3. Strengthening teachers’ instructional planning creates sustainable improvement for the school.

Second, to give students of the greatest opportunity to put Common Core-aligned units into practice, PS 123 will invest in an enduring upgrade of crucial reading materials. The Common Core Learning Standards call for at least 50% of what fourth graders read to be to read informational text; for the oldest students in PS 123, CCLS expectations are for 55% informational reading. Currently, classroom libraries in the school do not support the volume of informational text students must read to meet standards. An inventory of classroom libraries across the school shows classrooms libraries now range

from 68% to 92% narrative text, with a school-wide average of just 19% informational text.

To enable students to read quantities of informational text sufficient to meet Common Core expectations, PS 123 will procure approximately 8,300 informational books, providing at least 300 more for each of 26 special and general education classrooms.

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

Accelerated Literacy Learning staff developers works with all teachers in K-5, and all language arts teachers in grades 6-8. Per diem substitutes enable teachers extended planning blocks with the external coach, the school's internal literacy coach, and an assistant principal. The units planned around informational reading and writing will be strengthened with more than 8,000 new informational texts, distributed across 26 classrooms in the school. At each grade level, the collections of informational text have been coordinated closely with existing units of created by Accelerated Literacy Learning. As students move up the grades in future years, these additional texts will be found in their classrooms.

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

For all students in grades 4-8, open-ended performance assessments, in which students write to compare and respond to multiple informational texts, will be used to assess student growth and development of higher-order thinking. Teachers are involved in evaluating student work and analyzing results to determine individualized next steps.

d) timeline for implementation.

External coaching support begins in September and runs through mid-May. Informational texts for classroom libraries arrive by March.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority / Focus

1. Title I Priority/ Focus funds provide for 40 days of two external staff developer through Accelerated Literacy Learning (Title I Priority/Focus funding, 20 days x 2 staff developers x daily consulting rate = Priority / Focus Galaxy Allocation)
2. Tax Levy funds provide for 15 additional days with external staff developers through Accelerated Literacy Learning (Title I Priority/Focus funding, 20 days x 2 staff developers x daily consulting rate = Priority / Focus Galaxy Allocation)
3. Priority / Focus funds are used for per diem substitute coverage for three substitute teachers to allow for extended planning time with the external literacy

staff developers (Title I Priority/Focus funding, 24 days x 3 substitute teachers x 154.97 plus fringe = See Galaxy

4. Title I Priority/ Focus, NYSTL, & Tax Levy funds to supplement classroom collections of informational text, differentiated by grade, in all K-8 classrooms

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).
 1. Title I Priority/ Focus funds provide for 40 days of two external staff developer through Accelerated Literacy Learning to help teachers plan CCSS aligned units of study
 2. Tax Levy funds provide for 15 additional days with external staff developers through Accelerated Literacy Learning to help teachers plan CCSS aligned units of study.
 3. Priority / Focus funds are used for per diem substitute coverage for three substitute teachers to allow for extended planning time with the external literacy staff developers
 4. Title I Priority/ Focus, NYSTL, & Tax Levy funds to supplement classroom collections of informational text, differentiated by grade, in K-8 classrooms in order to provide texts that are aligned to the curriculum

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Some teachers prepare lessons that target the specific needs and strengths of students and employ strategies that address a range of student ability levels. This however, is not the practice in every class; therefore not all students receive the academic support necessary to accelerate their learning.”

NYCDOE 2012-2013 Quality Review Report, page 5

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

In order to broaden teaching strategies to address reading difficulties, teachers will begin formal training in a sensory-based, phonetic reading program; students who receive intervention through this program will move one reading level closer to their grade’s year-end benchmark than they were to their grade’s January benchmark.

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,

At all grade levels, a high percentage of PS 123 students lack phonic skills to read to grade-appropriate automaticity. To address this concern, teachers in the school’s primary grades, plus two special education support teachers who work with upper grades students, will begin training in Wilson Reading and its primary-grades companion program, Foundations. Teachers will be able to use these strategies sustainably as Tier One and Two interventions in their general classrooms, and for Tier III interventions in extended-day instruction, as in Goal One above.

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

One trainer from Wilson Reading, Inc., will provide full-day professional development for ten PS 123 teachers. Substitute teachers will provide coverage for the day. The trainer will provide individual coaching in classrooms on three subsequent days, with one substitute offering flexibility for coaches and teachers to meet to plan and debrief Wilson lessons.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Teachers will use Wilson-designed assessments as interim checks during program implementation.

d) timeline for implementation.

Four days of training take place from March through May.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority / Focus

1. Title I Priority/ Focus funds provide for four days of external training through Wilson Reading, Inc. (Title I Priority/Focus funding, 4 days x 1 staff developer x daily consulting rate = Priority / Focus Galaxy Allocation)
2. Priority / Focus funds are used for per diem substitute coverage for eight substitute teachers to allow for whole-group training for ten teachers (Title I Priority/Focus funding, 1 day x 8 substitute teachers x 154.97 plus fringe See Galaxy)
3. Priority / Focus funds are used for per diem substitute coverage for one substitute teacher to allow for three days of individualized training coverage for eight classroom teachers (Title I Priority/Focus funding, 3 days x 1 substitute teacher x 154.97 plus fringe See Galaxy)

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).
1. Title I Priority/ Focus funds provide for four days of external training through Wilson Reading, Inc. in order to broaden teaching strategies to address reading difficulties
 2. Priority / Focus funds are used for per diem substitute coverage for eight substitute teachers to allow for whole-group training for ten teachers
 3. Priority / Focus funds are used for per diem substitute coverage for one substitute teacher to allow for three days of individualized training coverage for eight classroom teachers

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Some teachers prepare lessons that target the specific needs and strengths of students and employ strategies that address a range of student ability levels. This however, is not the practice in every class; therefore not all students receive the academic support necessary to accelerate their learning.”

NYCDOE 2012-2013 Quality Review Report, page 5

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, in order to increase individual and small group instruction opportunities, targeted teachers will strengthen their classroom management and response to challenging behavior, resulting in a reduction by 25% in the number of removals of students from the classrooms of participating teachers.

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,

PS 123 seeks to improve its response to challenging student behavior in two ways. A consistent school-wide approach to behavior in all areas of the school, including out-of-classroom areas such as restrooms, the cafeteria, and the schoolyard, is being launched with the Positive Behavior Intervention System (PBIS). To offer more intensive and coordinated assistance in responding to behavior *within* the classroom, a selected cohort of teachers will be trained by a coach from Ramapo for Children. Behavioral data collected and analyzed weekly with School-wide Intervention System software support the systematic response to behavioral trends.

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

One trainer from Ramapo for Children, Inc., will provide full-day professional development for five PS 123 teachers. Substitute teachers will provide coverage for the day. To support sustainability, a Ramapo trainer will provide individual coaching in classrooms on seven subsequent days, with one substitute offering flexibility for coaches and teachers to meet to plan and debrief with the Ramapo coach. The school-wide PBIS initiative occurs simultaneously with the Ramapo training and network youth development staff coordinate the work of the two programs. PBIS Tier One and Two teams are formed by teachers, guidance staff, and an assistant principal who are not targeted for Ramapo training.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Teachers will use Ramapo-designed assessments as interim checks during program implementation. School-wide Intervention System data will be used to track major and minor behavioral infractions and student removals from classrooms with Ramapo-trained teachers.

- d) Timeline for implementation.

Ramapo's initial training takes place in March. Ramapo coaching support for participating teachers occurs from March through June.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority / Focus

1. Title I Priority/ Focus funds provide for eight days of external training and coaching through Ramapo for Children, Inc. (Title I Priority/Focus funding, 8 days x 1 staff developer x daily consulting rate = Priority / Focus Galaxy Allocation)
2. Priority / Focus funds are used for per diem substitute coverage for five substitute teachers to allow for whole-group training for five teachers (Title I Priority/Focus funding, 1 day x 5 substitute teachers x 154.97 plus fringe = Priority / Focus Galaxy Allocation)
3. Priority / Focus funds are used for per diem substitute coverage for one substitute teacher to allow for seven days of individualized training coverage for eight classroom teachers (Title I Priority/Focus funding, 7 days x 1 substitute teacher x 154.97 plus fringe = Priority / Focus Galaxy Allocation)
4. Tax Levy funds support the implementation of PBIS and the annual licensing fee of School-wide Intervention System software to track behavioral data.

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).
1. Title I Priority/ Focus funds provide for eight days of external training and coaching through Ramapo for Children, Inc to strengthen selected teachers classroom management and response to challenging behavior
 2. Priority / Focus funds are used for per diem substitute coverage for five substitute teachers to allow for whole-group training for five teachers
 3. Priority / Focus funds are used for per diem substitute coverage for one substitute teacher to allow for seven days of individualized training coverage for eight classroom teachers
 4. Tax Levy funds support the implementation of PBIS and the annual licensing fee of School-wide Intervention System software to track behavioral data.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Continue to build on recent successes around attendance improvement: "Attendance team members have developed a laser-like focus when reviewing attendance data. Noted trends result in focused interventions and rewards such as home visits, phone calls, assemblies and student recognition on bulletin boards. Individually targeted students are meeting with greater academic success as noted in their work folders since they now avail themselves of in-school and after school support structures. These targeted efforts resulted in the overall annual attendance growth from eighty eight to ninety percent as well as a notable decrease in the number of tardy students and a decline in the referral rate to citywide agencies."

NYCDOE 2012-2013 Quality Review Report, page 3

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By creating multiple opportunities to engage parents in their child's education, students with attendance below 85% through January will increase their attendance by an average of at least seven percentage points from February through June

Strategies to increase parental involvement and engagement

- Describe the research-based 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,

Attendance data for students with high rates of absenteeism will be analyzed for trends. At all grade levels, families with children with a high rate of absences are invited to the school for an attendance summit. School staff work with families on strategies to help students come to school more consistently. During the attendance summit, families are introduced to partner organizations from the community, including Graham Windham family mental health services, which has an office within the school to provide family counseling, and representatives from the Achievement Mentoring Program. For families of students with asthma, an Open Airways workshop is provided to help caretakers minimize episodes of respiratory distress that suppress attendance. This work with families is coordinated with an Attendance Improvement Dropout Prevention Program (AIDP) grant has been secured to supports attendance intervention for chronically absent students in PS 123's middle school.

Efforts will be made to create a welcoming environment for parents by providing multiple opportunities to attend parent informational and enrichment

workshops and celebrations of student achievement.

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

School administrators, social workers, guidance staff, and attendance team plan and lead the attendance summit.

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

Attendance team members meet weekly to track attendance data for the school as a whole and for individually targeted students.

d) timeline for implementation:

AIDP grant begins in January.

Attendance summit occurs in February, with weekly follow-up coordinated through the PS 123 attendance team

Parent Orientation for New Middle school students, \$1,200-Spring

Parent Author Study Workshop, \$1,143- May

Parent/Student Award Recognition Luncheon for grade 5, \$1,100-June

Parent/Award Recognition Luncheon for grade 8 & Literacy Fair, \$1,600- June

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: : Priority / Focus

1. Title I Parent Involvement Set-aside support activities related to parent attendance summit. \$5043 for refreshments and materials
2. Priority/Focus Parent Set-aside support remaining parent and parent/student activities \$5043 RCL Enterprises
3. AIDP grant provides additional staff overtime for attendance support for targeted middle school students.\$400

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).

1. Title I Parent Involvement Set-aside support activities related to hosting parent attendance summit and weekly follow-ups, coordinated through the PS 123 attendance team, to engage parents in helping improve their child's attendance.
2. Priority/Focus Parent Set-aside support remaining parent and parent/student activities related to hosting parent attendance summit and weekly follow-ups, coordinated through the PS 123 attendance team, to engage parents in helping improve their child's attendance
3. AIDP grant provides additional attendance support for targeted middle school students to improve student attendance.

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	Wilson Reading	Small group and one to one instruction	During the school day
	Extended Day Program	Small-group instruction	After school
Mathematics	In-school pull-out support	Small group and one to one instruction	During the school day
	Extended Day Program	Small-group instruction	After school
Science	Extended Day Program	Small-group instruction	After school
Social Studies	Extended Day Program	Small-group instruction	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling with school social workers	Small-group counseling	After school

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Mr. Dan Feigelson	District 05	Borough Manhattan	School Number 123
School Name Mahalia Jackson			

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

Principal Dr. Beverly N. Lewis	Assistant Principal Ms. Taylor-Oates, Dr. Figueroa
Coach Ms. David	Coach type here
ESL Teacher Ms. Jeffries, Ms. Boylan	Guidance Counselor Ms. Lovell
Teacher/Subject Area Ms. Abraham	Parent Ms. Scott
Teacher/Subject Area Ms. Clarke	Parent Coordinator Ms. Cadlett
Related Service Provider Ms. Hurley	Other Ms. Clarke
Network Leader Mr. Feigelson	Other Ms. Tsimicalis

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	684	Total Number of ELLs	159	ELLs as share of total student population (%)	23.25%
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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. 

Paste response to questions 1-6 here

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

1. Response: The Home Language Identification Survey (HLIS) is administered by Ms. Gail Jeffries, ESL Teacher or Ms. Jacqueline David, Reading Teacher at the initial screening, which includes a student interview. Both educators are knowledgeable and skillful in working with English Language Learners. Potential ELLs are tested by the LAB-R to determine whether or not they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. Spanish students that score below the state designated level of proficiency on the LAB-R are administered the SPANISH LAB. When entitlement is verified, the parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. Parents are given the opportunity to watch a video provided by the NYC DOE during a parent orientation, describing the three program choices. Each spring, ELLs are administered the NYSESLAT to evaluate their English proficiency. ELLs that continue to score below the level of proficiency continued to be entitled to ELL services. A Continuation Letter is sent to the parent informing them of their child's NYSESLAT program eligibility.
2. Response: During the parent orientation session, parents are given the opportunity to view the NYC DOE video in their native language when available describing the three program choices. Parents are provided an opportunity to watch a video to ensure understanding of the three program choices. Information is also provided regarding state standards, assessments and expectations for their children. All parent materials and forms are provided in the parent's native language when available. Translators are also provided during parent orientation meetings when available. Parents/guardians select the program of choice. Students are solely placed in the program selected by the parent/guardian. PS/MS 123 offers only Freestanding ESL. If parents select a program option other than what the school is able to offer, the parent is given a list of schools provided by the NYC DOE Office of English Language Learners that have ESL, TBE, or Dual Language Programs. The parent is referred to the Office of Student Enrollment to assist in locating the parent's program option. Ms. Theresa Verderosa, Director of Enrollment is contacted by Ms. Tiffany Taylor - Oates, Assistant Principal to inform Ms. Verderosa, that parent is seeking a Transitional Bilingual or Dual Language Program. Ms. Verderosa will identify the program of the parent's choice at another school. If there are 15 or more potential students on one or two consecutive grade levels requesting Transitional Bilingual or Dual Language Program, steps will be taken to open a class. During the parent orientation parents are given the opportunity to ask questions.
3. Response: Ms. Jeffries, ESL Teacher and Ms. David, Reading Teacher place emphasis on collecting all signed forms at the intake interview. Copies of all signed forms are maintained in both the students' file as well as the school's file. Ongoing outreach to parents to obtain the signed forms are emphasized and the importance of returning the forms to the school. A School Outreach Log is kept and monitored in an effort to ensure all forms are returned to the school. Due to the large number of enrolled students from temporary housing shelters, representatives from the shelters provide additional support in the return of the letters.
4. Response: To ensure parents' understanding of the decision making process, parents are provided oral and written communication in their native language. The NYCDOE translation services are utilized if a translator is unavailable at the school site. Emphasis is placed on thoroughly explaining the parents' program choices to ensure understanding for engagement in the decision making process. Once the parent identifies the program choice, the decision is honored. Parents are informed of their option to transfer. After the parent

orientation, placement letters are sent to each parent with a tear off portion that the school keeps on file once it is returned to the school.

5. Response: During the past few years, we have noticed that the majority of parents selected ESL as the choice of service.

6. Response: Aligning to parent choice for program instruction, ELLs are provided the same common core grade level curriculum and content areas instruction as our non ELLs through differentiated instructional practices. ELLs who are struggling are also provided academic interventions and tutoring to address the diverse needs of at risk learners. High performing ELLs are afforded the opportunity to engage in project based learning activities to enhance academic skills.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained		1												1
Push-In			2	2										4
Total	0	1	2	2	0	0	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	159	Newcomers (ELLs receiving service 0-3 years)	116
SIFE	0	ELLs receiving service 4-6 years	29
		Special Education	13
		Long-Term (completed 6 years)	14

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. [i](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	116	0	5	29	0	7	14	0	1	159
Total	116	0	5	29	0	7	14	0	1	159

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	4	17	8	18	8	9	15	2	7					88
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic		1	3	1	1	2	3	1	3					15
Haitian	1		1											2
French		2		1	1		3	4	2					13
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	7	8	7	4	2	3	2	4					40
TOTAL	8	27	20	27	14	14	24	9	16	0	0	0	0	159

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?

1. Response: There is a push in ESL Model for grades K, 2-5. A self contained ESL first grade class is serviced by an ESL Teacher. ELLs on grades 6 - 8 participate in an ESL pull out model. The students are grouped by grade level, mixed proficiency levels and same proficiency levels

2. Response: The program model is block scheduling and heterogeneously grouping. Our ESL Program weekly Instruction for Beginners is (360 minutes), for Intermediates (360 minutes) and for Advanced Students (180 Minutes). ELA instruction is 180 minutes per week for all levels. Students also receive computer based instruction to address their individual instructional needs. Books and dictionaries are available in native languages to support the instructional process for ELLs. Support is also provided in the students' native language by pairing students of the same language group. Teachers provide comprehension and linguistic instruction according to the students' academic needs as part of the language program support.

3. Response: Differentiation instructional strategies in the Common Core Learning Standards and content areas are utilized to meet the ELLs diverse learning needs. Teachers make provisions for ELLs in curriculum mapping and unit planning in all content areas. Instructional literacy and math tasks are differentiated to address the ELLs academic needs. Our ELLs receive the same rigorous content instruction as their peers while engaged in improving their reading, writing and speech in the English language. ESL methodology and instructional practices are aligned with the common core learning standards. The curriculum is integrated to provide cohesive instruction and understanding of the common core learning standards. Cooperative learning strategies are utilized, in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening and brainstorming. Additional instructional strategies are also used to make content comprehensible and to enrich our ELLs' language development. Various materials and resources are used to differentiate instruction. A balanced literacy approach integrates critical thinking skills while involved in the practice of active listening, modeling of the text, and the connections made to the information. English Language Learners are encouraged to think critically, solve problems and communicate in the language(s) of instruction. By improving students' listening skills, reading comprehension, vocabulary building and self-esteem actively engages ELLs in a standards-based academic curriculum. Real life situations enables students to make connections and develop language proficiency to function in the broader society while building confidence in their abilities to speak English. Strategies such as previewing, using prior knowledge, reading with expression, visualization and discussing vocabulary in context strengthens students' language and writing skills. Accountable talk strategies enhances language proficiency through oral discussion by modeling language acquisition for students. Questions are carefully crafted to promote higher level thinking skills.

4. Response: The Spanish Lab informs instruction for Spanish Native Language.

5. Response: Instruction is differentiated according to the NYSESLAT score and grade level, as well as the students' academic needs as

A. Programming and Scheduling Information

measured by writing samples and ongoing assessments. During grade level inquiry team meetings, English Language Learners' academic needs are discussed to differentiated instruction. Content instruction is the focus of instruction; however the primary objective of instruction is to promote language learning through listening, speaking, reading and writing in English. Emphasis is also placed on highlighting the instructional needs of ELLs to improve academic and language skills in preparation for the NYSESLAT. SIFE students currently enrolled at PS/MS 123 participate in an ESL Program. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and content areas. The ESL Teacher's schedule confirms the mandated number of instructional minutes. SIFE students are provided differentiated tailored instruction via computer based instruction, independent work and small group tutoring support. The instructional plan for ELLs registered in the school less than three year and newcomers are based on the results of the students' LAB-R/NYSESLAT assessments. Small group or individual instruction focuses on their immediate needs to facilitate a smooth transition. In addition, the classroom teachers provides support to the newcomers by placing them in groups with native English language speakers, particularly students who share the same language as the newcomers. Students participate in small group, task-orientated situations that guide the production of language both in verbal and written forms. Students' seating arrangements enables them to clearly see and hear the teacher during the instructional process. Emphasis placed on content instruction and vocabulary which is reinforced during ELA and ESL Classes. Per students' assessment data in reading, math and the last NYSESLAT exam results, student learning plans are created to target comprehension, writing and vocabulary skills. Both the classroom teacher and the ESL teacher use scaffolding and realia to develop students' interpersonal communication skills. The connection between form and structure for English, and their social -functional meaning develops the ability to use language by actively employing the students' information by processing the capabilities required to acquire academic language skills. Emphasis is placed on the use of language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities. The subject matter may be modified so that it is comprehensible to the ELL Student. PS/MS 123's ESL Instructional Program focuses on the following elements: academic rigor, the use of ESL methodologies during instruction, alignment of all instruction with the NYS/NYC standards; and the recruitment and retention of highly qualified teachers of English Language Learners. The instructional plan for ELLs in school 6 years or more and Long Term ELLs will ensure that these students continue to receive their mandated ESL services. Additional academic support is provided through a Personal Intervention Program, an after school program or a Saturday Academy.

6. Response: The Instructional Plan for Students with Disabilities is carefully designed. Special Education Students' IEPs are taken in consideration as well as their instructional needs determined by the students' NYSESLAT or LAB-R Scores. Both the Special Education Teacher and the Subject Area Teacher work collaboratively in an effort to stream line all instructional efforts to achieve higher performance goals. Grade level curriculum aligned with the Common Core Curriculum is differentiated to meet the diverse instructional needs of ELL-SWDs. Modifications are adapted in the content, process and product, when required to address the academic needs of each student to foster successful comprehension and recall understanding.

7. Response: ELL-SWDS are provided accessibility to the school's curriculum, instructional and resources. Per a school wide schedule all students are equally scheduled use of the computer lab and library to address the ELL-SWDS academic needs.

Courses Taught in Languages Other than English ⓘ

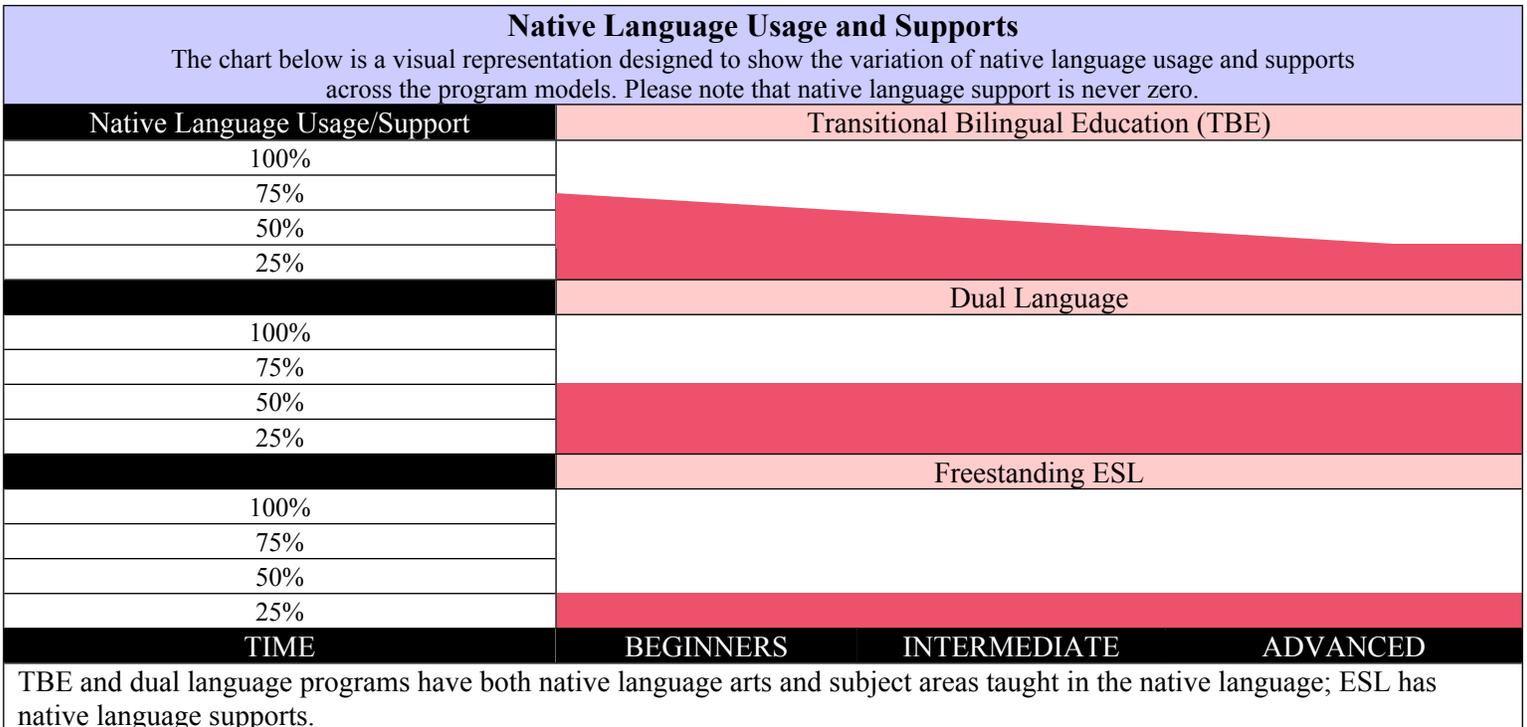
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



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?

Paste response to questions 8-17 here

8. Response: Targeted Academic Intervention Support for ELLs (AIS) is provided during the 37.5 extended day plan. ELLs are offered academic intervention services in the identified areas of reading and writing, during the school day, 37.5 mandated intervention session, extended day programs and Saturday Academy. PS/MS 123's AIS Program is designed to further support ESL development, content area instruction and review.
9. Response: Transitional Student Support Plan for ELLs who passed the NYSESLAT/Transitional Students for 2 years places emphasis on students achieving proficiency on the NYSESLAT. PS/MS 123 offers the opportunity to continue students' participation in the ESL Program per parental consent. Testing accommodations, on going assessments, review of students' work products and observations are used to monitor student progress.
10. Response: Adequate time will be provided for the student to orally discuss and write about the literature read. Students will be encouraged to retell text using descriptive language to explain and explore ideas in literature. The use of characterization, creative movement, improvisation, role-playing and musical composition will promote students' language development. As a self-assessment activity, students will maintain ongoing audio recordings of their oral presentations. By integrating art activities with literacy; students will create puppets, and simple scenery for play productions. Participation in performances will culturally, linguistically and academically enrich the lives of our English Language Learners. Emphasis will be placed on students completed a DOE literacy and math instructional tasks. Teacher teams will collaboratively examine student work of ELLs to make instructional decisions and to chart next steps.
11. Response: No programs will be discontinued.
12. Response: ELLs are given the opportunity to participate in all schoolwide programs such as school trips, afterschool programs, and the 37.5 extended day.
13. Response: Audio, visual and computer based activities are used to differentiate and support instruction. All classrooms have computers, classroom libraries reflective of both English and Native Libraries. Content support include literature and dictionaries for Math, Science and Social Studies. Teacher prepared materials further supports differentiated instruction.
14. Response: Currently, the mode of instruction for ELLs is a Freesanding ESL Program. Native Language support is provided via native language/bilingual dictionaries, glossaries, libraries, the support of native speaker paras-professionals, peer to peer instruction, native language texts, literature and computer based instruction in the Native Language.
15. Response: The New York State Common Core Learning Standards are aligned by grade level to create differentiated instructional services and resources. Emphasis is placed on ensuring that the ESL instructional program is appropriate for the students' age levels.
16. Response: Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students' native language to enhance involvement in school wide activities. ELLs have the support of all school staff members. The parent coordinator provides school tours and information to the the parents of ELLs regarding the school's GED Program, ESL and Computer Classes for parents. The social worker provides information regarding middle and high school requirements to enhance involvement in the articulation process. ELLs are matched with buddies who speak their native language to foster social and emotional support. The buddies provide support to the ELL students in getting to know the school's expectations and the community. Ms. Jeffries, ESL Teacher meets with groups of ELLs and their buddies to monitor their adjustment to the school and the support required to improve student achievement. ELLs are encouraged to participate in the school's programs and activities. ELLs participate in school wide activities such as the choir, dance, club and sports programs. Emphasis is placed on the sharing of cultural traditions and foods to enable students to learn and respect different cultures.
17. Response: ELL students are offered the same electives as their peers. ELLs receive 90 minutes of literacy daily, in addition to the ESL

Instruction according to the students' assessments results. Instruction is differentiated according to the NYSESLAT score and grade level. Students' needs are measured by writing samples and general assessments are administered on a regular basis. The program's focus is placed on improving the students' English skills with emphasis on the instructional process and preparation for the NYSESLAT.

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)?

D. Professional Development and Support for School Staff

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

1. Response: PS/MS 123's ELL Personnel are identified to participate in professional development activities scheduled by the NYC DOE Office of English Language Learners. Training is also offered by our Children's First Network and certified ESL Teachers in which teachers of ELLs participate. Training for all teachers are provided during grade, faculty and professional development conferences. Our partnership with Hunter College's Department of ESL/Bilingual Program offers additional professional development support. The Professional Development Activities prepare teachers to effectively instruct English Language Learners. Emphasis is placed on the best ESL research based practices, ESL prototypes, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. Demonstration lessons, planning sessions, grade and faculty conferences, workshops and learning walks are various forms of professional development strategies to improve the quality of teaching and learning for ELLs. The continuous review of the assessment data, instructional plans, classroom observations and students' products monitors student performance. Study groups are also used to strengthen the staff's understanding of ESL methodology. During the professional development sessions, teachers are trained to create and utilize rubrics to examine ELL students' work aligned with the ESL standards and performance indicators. Teachers also use portfolios as assessment tools to chart students' academic progress. Monthly ESL Workshops are provided by our CFN network specialist. The sessions are attended by the instructional staff. Teachers are afforded the opportunity to discuss current research, best practices, resource materials, NYS-ESL standards, instructional strategies and its alignment to the core curriculum and the application of Core Knowledge.

2. Response: Our transitional team of teachers, counselors, parents and students creates a systematic structural process to ensure a smooth transitional process for our ELLs. This transition protocol can be easily replicated and modified each school year according to identified needs regarding ELLs, transitional activities and feedback based on annual surveys and feedback. Emphasis is placed on familiarizing ELLs and their families about the school's programs, procedures, policies and expectations. All incoming ELLs participate in an orientation program which introduces students to new experiences and to provide a strong sense of belonging. We also created a transitional process from elementary to middle to high school. The process involved elementary and middle school students, including ELLs in creating a comprehensive portfolio reflective of their school experiences. The portfolio will guide ELLs in selecting an appropriate middle and high school choice to foster movement toward their chosen career. Our Pencil Partnership, Oglivy One is also support the middle to high school initiative.

3. Response: ESL Training for all instructional staff members are conducted during grade, faculty, professional development conferences and CFN training per the Jose P Mandates. We recognize the importance of teachers' participation in ongoing ESL training to provide understanding of instructional strategies that can be incorporated into the balanced literacy program to enhance English language acquisition.

E. Parental Involvement

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

1. Response: Parents are our Partners in the educational process. We welcome parents of ELLs' during parent/teacher conferences and open house and encourage involvement in their children's education. PS/MS123 provides support to parents of ELLs in improving students' academic skills. We have an inviting and informative parent resource room housed with a small lending library in different languages. Parents can sign out books to support learning at home. Parents also receive information about education, health, housing and employment opportunities. The resources provide a variety of information which is useful for the parents of English Language Learners. A variety of workshops are offered to support student learning and to maximize the success of immigrant families' involvement in their children's education. Information distributed to Limited English Proficient Families is stated in their home language. School based staff provides translations in Spanish, French and the African dialects for parents in need of the services. The Department of Education's Translation Unit also provide support services when necessary. Monthly student progress reports are distributed to parents in their native language to inform them of their children's academic achievement. The monthly progress reports also provide instructional strategies for improving students' learning needs. Parents of ELLs are involved in the Parents' Association, Title 1 Committee and also serve as Certified Parent Volunteers. Parents of ELLs also participates in parent workshops and training sessions. Oral and written translation services are provided for parents of ELLs to ensure understanding of the information presented.

2. Response: PS/MS 123 partners with Graham Windham Agency which provides a GED, ESL and Computer Classes for parents of ELLs.

3. Response: The survey is re-distributed mid year. During Parent Association meetings, parents are encouraged to identify workshops of interest and need.

4. Response: Parent involvement activities are identified according to the information on the surveys and feedback during PA Meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	26	12	7	6	5	3	2	7					70
Intermediate(I)	0	0	6	12	5	1	3	3	4					34
Advanced (A)	6	1	2	8	3	8	18	4	5					55
Total	8	27	20	27	14	14	24	9	16	0	0	0	0	159

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	2	1	1	1	1				
	I	7	1	2	1	1	0	0	2	2				
	A	10	8	6	4	0	6	4	3	2				
	P	0	1	13	6	7	10	8	3	6				
	B	17	5	5	2	2	0	2	2	4				

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	2	1	0	10
4	2	8	1	0	11
5	7	9	1	0	17
6	4	4	0	0	8
7	0	3	0	0	3
8	3	5	0	0	8
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	9	1	3	0	0	0	0	0	13
4	1	3	10	0	1	0	0	0	15
5	7	1	7	0	3	0	1	0	19
6	3	0	2	1	3	0	1	0	10
7	5	0	2	0	0	0	0	0	7
8	6	1	4	0	0	0	0	0	11
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	2	2	6	0	4	0	0	0	14
8	5	1	4	0	0	1	0	0	11
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

1. Response: ECLAS2 is the assessment tool used to evaluate the K - 3 early literacy skills of all students including our ELLs. The Periodic Assessments and ELA State Examination assess literacy skills on grades 3 - 8. According to the Spring 2011, ECLAS2 Assessment gains were achieved in Rhyme Recognition, Decoding Skills and Listening Comprehension. Assessment data identified a need to improve writing development.
2. Response: ELL students exhibited a need for further writing support across the grades. To address our ELLs' listening, speaking, reading and writing skills, PS/MS 123's Literacy Program will continue to provide an additional 90 minutes of literacy instruction. The 90 minute literacy block includes elements of a Balanced Literacy/ Readers' Workshop, reflective of read-alouds, guided reading, shared reading, independent reading and writing. Literacy Centers, leveled libraries and literacy word walls are evidenced in all classrooms. The scaffolding of strategies such as extended conversations and accountable talk prompts improved students' language learning.
3. Response: After a review of the NYSESLAT scores we have noticed that 42% of the students scored proficient on the listening/speaking modalities while only 6% of the students scored proficient on the reading/writing modalities. Based on the data we have tailored instruction in the area of reading to target comprehension, fluency and vocabulary. In the area of writing we have tailored instruction to build a greater foundation with word/language choice, sentence structure, sentence fluency, and writing conventions.
4. Response: During bi-weekly team meetings the assessment data is used to differentiate instruction to address the diverse academic needs of our ELLs. All school resources are used to create individual instructional plans to improve student achievement.
5. Response: (N/A).
6. Response: Students achieving proficiency on the NYSESLAT. We monitor and assess student portfolios, reading levels and NYSESELAT scores to evaluate progress towards English proficiency.

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.

PS/MS 123's Language Allocation Policy and Instruction focus on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate during grade level inquiry team meetings to discuss the academic needs of our ELLs. Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) aligned with the Balanced Literacy Model. ESL Methodologies are used in ESL and General Education Classrooms. The instructional practices used include scaffolding and the use of realia, songs, art and role-play strategies to improve comprehension skills. ESL teachers use instructional materials which incorporates technology, colorful graphics, text, vocabulary definitions, graphic organizers, big books and transparencies. As competency develop, peer tutoring techniques fosters simple to complex conversations. Language components highlights vocabulary study as a pivotal approach to foster language learning.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Beverly N. Lewis	Principal		1/1/01
Ms. Oates, Dr. Figueroa	Assistant Principal		1/1/01
Ms. Cadlett	Parent Coordinator		1/1/01
Ms. Jeffries	ESL Teacher		1/1/01
Ms. Scott	Parent		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. David	Teacher/Subject Area		1/1/01
Ms. Abraham	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Lovell	Guidance Counselor		1/1/01
Mr. Dan Feigelson	Network Leader		1/1/01
Ms. Boylan	Other <u>ESL Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

Requirement under Chancellor's Regulations – for all schools

DBN: 05M123 **School Name:** PS/MS 123

Cluster: 2 **Network:** 203

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

Part A: Needs Assessment Findings

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

2011-12 Teacher Tenure

For the past two years, as part of a larger set of efforts to recognize outstanding teaching and build school capacity to foster teacher development, the DOE has focused on elevating teacher tenure so it is understood as a reward that distinguishes our most effective teachers.

In the 2010-11 school year, the DOE introduced a framework to guide the tenure decision-making process in order to ground tenure decisions in a discussion about the quality of teacher practice. The framework encourages the review of multiple measures of teacher effectiveness across three categories: impact on student learning, instructional practice, and professional contributions. Principals are expected to recommend the granting of tenure only to those teachers who have demonstrated effective practice in all three categories.

This year, we have introduced a citywide instructional expectation focused on all teachers' practice – that principals engage in short, frequent cycles of classroom observation and feedback using a common, research-based rubric. This expectation conveys the DOE's intention that teachers receive regular formative feedback and support, and that there be processes in place to capture evidence of the quality of teacher practice. Upon admission to PS/MS 123, the student's home language is identified and entered in the ATS System. The ESL Teacher and Parent Coordinator maintain a current data base of the different languages spoken in the students' homes.

According to the identified languages, parents are provided information in a language in which they can understand.

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.

Written information and oral interpretation are provided to the school community based upon PS/MS 123's native language information. Due to the influx of families from Africa it has been difficult to translate documents due to the various African dialects spoken. We are continuously reaching out to African parents and community members to provide translations for our African families. In addition, the Department of Education's Office of Language Interpretations and Translations is also contacted to translate documents into the parents' native languages and to translate during school meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All written translations, as well as oral interpretations have met the translation expectations as required by the Department of Education. Based upon the school's language data base, parent notices and oral interpretations are provided in the parents' language. The translations are provided by school based personnel and parent volunteers. If a language translation is not available at the school site, the Department of Education's Office of Language Interpretations and Translations will be contacted for assistance with the translation. Due to several West African dialects, providing West African parents written communications in their native language is a challenging task.

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.

PS/MS 123 have staff members and parents fluent in Spanish, French and the African dialects. They will provide written and oral interpretations. The Department of Education's over-the-phone interpretation services will be used for parents speaking languages other than English and Spanish. [Refer to the DOE Home Page, Directory of Offices & Divisions, and Translation & Interpretation Unit for details.]

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>.

PS/MS 123 will fulfill the parental notification requirements for translation and interpretation services as outlined in Section VII of the Chancellor's Regulations A-663. See DOE Home Page. Directory of Offices & Divisions. Translation & Interpretation Unit for details.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>PS/MS123</u>	DBN: <u>05M123</u>
Cluster Leader: <u>Ms. Despina Zaharakis</u>	Network Leader: <u>Mr. Dan Feigelson</u>
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: <u>159</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

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: The Reading through the Arts Program is designed to strengthen the literacy skills of our English Language Learners. The instructional strategies provide opportunities for ELLs to read, write, listen and speak in a variety of context. Students are instructed at their proficiency level to address the diverse literacy skills of our English Language Learners. The focus placed on fluency and learning to speak English in a social context provides regular interactions with others. Read – Alouds are placed at the heart of literacy instruction. Emphasis is placed on integrating critical thinking skills while involved in the practice of active listening, the modeling of the text, and the connections made to the new information. The read-alouds promotes active teaching and rigorous learning, while immersed in authentic literature. Read-Alouds aligned with the Common Core Standards and Performance Indicators are used to prepare ELLs to think critically, solve problems and communicate in the language(s) of instruction. By improving students’ listening skills, reading comprehension, and vocabulary building actively engages ELLs in a standards-based academic curriculum. Real life situations enable students to make connections and develop language proficiency to function in the broader society with confidence in their abilities to speak English. Students will experience the joy of reading and will be motivated to read more. Strategies such as previewing, using prior knowledge, reading with expression, visualization and discussing vocabulary in context will strengthen students’ language and writing skills. Accountable talk strategies will enhance language proficiency through oral discussion by modeling language acquisition for students. Questions will be carefully crafted to promote higher level thinking skills.

Various ESL methodologies and strategies will be used to create a nurturing and comfortable learning environment. Students will be encouraged to question, discuss, write skits and participate in presentations. Adequate time will be provided to reflect/write/talk and act out the read alouds. Students will also retell the story using descriptive language to explain and to explore ideas in literature. The use of characterization, creative movement and improvisation, role-playing and musical composition will be used to promote language development. Students will be aided in maintaining audio recordings of their oral presentations to self monitor learning.

By combining art activities with literacy; students will create puppets, costumes and simple scenery for play productions. Plays and skits will enable students to model proper grammar, syntax, intonation and pitch. Participation in cultural, linguistic and academic activities will enrich the lives of our English Language Learners. The students’ families will be invited to play productions promoting cross – cultural understanding and social interactions. As a culminating activity, each student will illustrate and describe their favorite part of a read aloud to be placed in a class binder. Audio portfolios of the students’ presentations will be shared with the school community to enhance communication and confidence. It is our intent to prepare our ELL population to pass the proficiency assessment to score out of ESL Services and to be fully immersed in mainstream classes with support.

Our student population consists of the Beginners, Immediate and Advanced Proficiency Levels on grades 3 - 6. We will target 60 Beginners and Intermediate level students for our Reading through the Arts Extended Day Program. Maximum class size will consist of 15 students. The Spring 2012 State ELA Tests, ECLAS-2, NYSESLAT Examination, ongoing review of the students’ products, portfolios and classroom observations will serve as indicators of student progress. Students will also maintain reading logs, to

Part B: Direct Instruction Supplemental Program Information

document books read. The Reading through the Arts Program will begin on January 8th and end in May, 16th for 46 instructional sessions. The program will operate Tuesdays, Wednesdays and Thursdays, 3:30 p.m. – 5:30 p.m. The three extended day teachers and teacher coordinator are highly qualified. Two teachers are State Certified Licensed ESL Teachers and two teacher are State Certified Licensed Reading Teachers. Reading Teachers were selected to participate in the Title 3 Program because of their specialized ability to teach reading skills. Reading Teachers are trained to teach explicit instruction or direct teaching of language concepts, academic language and reading comprehension strategies. During the instructional process, the students will be divided into four stations in which the licensed ESL Teachers will rotate to provide specialized instructional practices to address the diverse needs of English Language learners in both academic skills and English Language acquisition. The following instructional materials will be purchased to facilitate the Reading through the Arts Saturday Program: Great Source, Level Books and Tapes, Dictionaries, Native Language Literature and Materials purchased from Staples to support project based activities. A culminating cultural event will be held at the end of the program on Thursday, May 16, 2013 to recognize students' academic progress and to celebrate different ethnic food dishes. Students, staff and parents will be invited to the event. Cultural dishes may be purchased or donated by the parents and certificates will also be purchased..

Part C: Professional Development

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

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

Begin description here: Our Professional Development Activities will support both the Reading through the Arts teachers and instructional staff who instruct English Language Learners. The four extended day teachers are highly qualified. Two teachers are State Certified Licensed ESL Teacher and the remaining two teachers are State Certified Licensed Reading Teachers. Demonstration lessons, teacher teams collaborative sessions, grade, faculty conferences, workshops and learning walks are various forms of professional development strategies to improve the quality of teaching and learning of ELLs. The continuous review of assessment data, differentiated instructional plans and classroom observations will monitor students' performance. The professional development activities will be facilitated by Susan Radley Accelerated Literacy, ESL Teachers, Coaches, CFN 203 and DOE staff. The formation of study groups will strengthen the staff's understanding of ESL methodology. The book "Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Class," by Pauline Gibbons, ISBN 978-0-325-00366-5, Heinemann Publishers will be used to facilitate study groups. Book Club Participants will continue to add to the ESL Toolkit reflective of differentiated lesson plans and the best practices for Instructing ELLs. During the professional development sessions, teachers will create and utilize rubrics to examine ELL students' work aligned with the common core standards. Teachers will also use portfolios as assessment tools to chart students' academic progress, which will be shared during grade teacher team meetings. Supervisors will use Danielson Teaching Framework to strengthen teachers' questioning skills and student engagement.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: The purpose of PS/MS 123's ELL Parent Engagement Program is to provide workshops and activities to strengthen parents literacy skills and to involve them in their children's education. Activities will be presented for all parents of English Language Learners. Beginning in November 2012, Graham Windham Community Based Agency will begin an adult ESL Program, T -Th, :00 p.m. - 8:00 p.m. Monthly workshops will be presented by Dr. Lewis, Principal, Ms. Jeffries, ESL Teacher, Ms. David, Reading Teacher and Ms. Lovell, Social Worker. Parents will be provided written notification translated in their native languages to attend the workshops. The workshop schedule is as indicated:

- o September: The school's ELL Program and criteria for exiting students
- o October: Clarification of school's procedures and expectations
- o November: Report cards, study habits, parent/teacher conferences
- o December: State testing: the school's expectations & parents' expectations
- o January: Stages of language acquisition
- o February: How to Help My Child at Home?
- o March: How to Discipline my Child without Yelling and Screaming?
- o April: Re-visiting the ELA and Math Examinations
- o May: Tea with the Principal: Parent Feedback and Preparing for the 2013-2014SY

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

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.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		